

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.

Research has argued that critical incidents are events which can be interpreted as a problem or a challenge within a certain context (Raj Joshi, 2018). A critical incident can be defined as an occurrence which is out of routine, personal to a teacher or an unplanned and unanticipated event that occurs (Brookfield, 1990). Tripp (1993) states that a critical incident is an interpretation of a significance of a particular event, making a valued judgement and attaching it to the meaning of the incident. Supported by observations in professional practice, critical incidents have become apparent in a less dramatic or obvious sense, where a common place of events occur, which draw underlying trends, motives and structures (Tripp, 1993). Further supported by Richards and Farrell (2010), critical incidents are suggested to cause a trigger to the insight of aspects of teaching and learning. Richards and Farrell (2010) strongly support that critical incidents provide thinking for future teaching, where professionals can learn and improve their practice.

This critical incident review will observations, whilst identifying the causes of the incident within professional practice. Analysing the critical incidents allows next steps to be identified, through a questioning of teaching practice, in line with reflective inquiry and professional awareness (Raj Joshi, 2018). Richard and Farrell (2010) argue that analysing critical incidents facilitate professionalism through teacher development, through ways in which it creates a level of self-awareness; prompts an evaluation of established routines and procedures and encourages critical questioning. Calderhead (1989) discusses critical incident analysis as a constructive self-criticism of ones actions with improvement in mind (Mohammed, 2016).

The critical evaluation will describe the observation in relation to methodology, discussing the observation method as a research technique, which identified the critical incident. Relating to this, school and classroom context will be set, making links to theory and research in means to good practice. The critical incident identifies links to Donaldson's (2015) Four Key Purposes, guiding the decision about educational priorities which underpin

the teaching and learning in Wales (2015). Following this, relations to literature will be made, focusing on aspects such as behaviour management, growth mind-set and attention span within the classroom. The critical incident will be concluded through research and evaluation, where next steps for teaching being identified for practitioners to develop professionally (Mohammed, 2016).

The critical incident was observed in a large Primary School in the middle of Cardiff. The school stands within the Green support category from the national categorisation of 2018 (Welsh Government, 2018), and was selected by the Welsh Government to be a Pioneer School for the New Welsh Curriculum of 2022 (Welsh Government, 2018). For the purpose of the writing, the school in question will be referred to as School X. This is in relation to the BERA (2018) guidelines, where the confidential and anonymous treatment of participant data is paramount (BERA, 2018). The guidelines state that researchers should recognise the entitlement of institutions and individual participants to privacy, and accord to their rights to confidentiality and anonymity of this (BERA, 2018). The school is managed as a three-form entry school, with 705 pupils on roll in accordance to their most recent statistics (Welsh Government, 2018). The school's 2018 statistics evidence 11.5% of their pupils receive Free School Meals, which is significantly lower than the Local Authorities number of 22.2% of pupils receiving (Welsh Government, 2018). According to statistics recorded in 2018, 13.5% of the schools' pupils were considered to have Additional Learning Needs (School X, 2018). Figures recorded in 2018 evidenced that 1.5% of these children are statemented, 5.4% are in School Action Plus, with 8.9% of pupils on School Action (Welsh Government, 2018). Statistics show that 4.1% of the pupils are regarded as children with English as an Additional Language and 15.6% of pupils are minority ethnic pupils (Welsh Government, 2018).

The incident was observed in a large Year 2 classroom. There was one class teacher, a teaching assistant and 30 pupils within the classroom. The children within the classroom were aged 6-7, and for learning they were split into four ability groups: More Able and Talented; High; Middle and Low ability, across literacy, numeracy and topic. Ability grouping within the classroom has been supported through research, stating the importance of differentiation and adherence to individual learning needs throughout the fundamental years (Ireson and Hallam, 2001). The class were aware that they were being observed by a student teacher, however, the incident was observed through a non-participant method (Denscombe, 2008; Kumar, 2019; Oswald, Sherratt and Smith, 2014), focusing on teacher movement, communication and behaviour management within the classroom.

Methodology identifies the principles, values and ideologies that underpin the research (Clough and Nutbrown, 2012). The methodology of the observation structures how the research is perceived and understood (Roberts-Holmes, 2014). The critical incident methodology is considered as a systemic technique which allows room for an open-ended analysis, to determine communicative actions or behaviours (Allen, 2017). It is suggested that critical incident methodology focuses on techniques such as observations, considering the critical argument through reflection and evaluation (Allen, 2017).

For the purpose of the writing, observations were chosen as the primary data collective, providing a purposeful, systematic and selective way of watching a phenomenon (Kumar, 2019). Within a classroom, observations allow direct data collection, which support high ecological validity and eliminates bias results in the field of the research (Denscombe, 2008). Direct observations allow the researcher to collect evidence (Palaiologou, 2016). Observations have been supported to be a useful research tool, in understanding how or why something occurs within a natural environment (Savin-Baden and Howell Major, 2013). Observations are a cost-friendly research method, allowing the researcher to focus on a specific area or individual within the classroom, on a 'real time basis' (O'Leary, 2013). In contrast to this, drawbacks of observational research methods within the classroom can be time-consuming, only providing a snapshot of teaching at the one time (Robert-Holmes, 2014), and causing argument over the reliability of the observation, possibly missing antecedent events (Cohen, Manion and Morrison, 2011).

The research was taken through an interpretative view, identifying the complexity of a critical incident, through qualitative data research and observation (Cohen, et.al. 2007; Roberts-Holmes, 2014). The observational data is to be analysed throughout the writing, commenting on the physical environment and how individuals responded to this (Cohen, Manion and Morrison, 2011).

In the classroom environment, a series of observations were undertaken over a period of two days. The observations observed pedagogy in whole class teaching and focus groups, making relation to individual pupils and theory within practice. A series of critical incidents were evidenced throughout the observations, with a significant incident taken into account, making links to a series of literature.

Within the school setting, an observation was undertaken within the classroom surrounding a Literacy lesson (See Appendix One, pg 18-19). The incident evidenced a pupil showing a misunderstanding within the task which was set for him. The misunderstanding caused the

boy to react in a negative light, causing a distraction to those around him, getting upset and frustrated with his peers and the role adult within the classroom (See Appendix One, pg. 18-19). The child in question was given time out, before being brought back to the focus group where the activity was then explained to him on a one-to-one basis. Within a critical light, the observation was deconstructed and analysed to evidence the causes of the incident.

Dreikurs' research of the Logical Consequences theory (1968) is designed to take the power and the resentment out of dealing with behaviour within the classroom. The focus on behaviour helps students recognise the consequences of the decision they have made (See Appendix One, pg. 18-19), and allows the class teacher to satisfy motives and avoid inappropriate behaviour from pupils (Dreikurs, Cassel and Ferguson, 2004). Dreikurs argued that children who are not able to gain their goal of belongingness within the classroom or the learning environment (1968), will result in a series of mistaken goals, such as the need for attention (See Appendix One, pg. 18-19) (1968). The theory surrounding the consequences is strongly supported due to incorporating a preventative approach to discipline within the classroom, whilst relying on logical consequences instead of arbitrary punishment and systematic reinforcement (Clarizio, 1980). However, it has been argued that teachers have trouble determining the motives of their students, along with responding to students in the correct way.

Evidencing confidence or self-efficacy within the classroom, is essential in encouraging children to feel safe and secure. The observation concluded that the pupils self-efficacy was low. This is possibly due to a lack of understanding to the focus task, with a tendency to withdraw themselves from the task (Moss, 2010). Self-efficacy can be regarded as both high and low, in reference to Bandura's research (1977; 1992), where he contended that self-efficacy touches almost every aspect of an individual's life (Bandura, 1986). Self-efficacy is defined as the belief in which an individual is capable of performing within a certain situation (Bandura in Schwarzer, 2014). Along with this, the child falling behind (See Appendix One, pg. 18-19), may lead to questions about the child lacking fine motor skills (Featherstone, 2015), impacting his writing, evidencing a pessimistic attitude towards writing or setting himself lower aspirations within his learning journey (Zimmerman and Clearly, 2006). Self-esteem and a high self-efficacy (Plummer, 2007) should be promoted throughout the classroom, ensuring that learners experience a language-rich environment within the classroom, where aspects of literacy are connected, exploring oracy, reading and writing (WG, 2015)

Throughout analysis of the critical incident, the Four Key Purposes that Donaldson (2015) indicates towards the dynamic approach of a skill and competence based curriculum, become apparent. Donaldson states that there should be 'straightforward, enduring statement of curriculum purposes for Wales', to guide future decisions about educational priorities, that underpin teaching focus (2015). In similarity to this, Williams' (WG, 2017) supports Donaldson's Key Purposes in her national mission, stating that it is to raise standards in order to reduce the attainment gap and deliver a system of education which is a source of pride and confidence (WG, 2017).

Analysis of the critical incident has brought to light the '*Ambitious, capable learners*' (Dauncey, 2015; WG, 2015) strand, evidencing the notion of the pupil being ready to learn throughout his life. In relation to the National Mission (WG, 2017) it would allow the child to set themselves high standards whilst building knowledge and skills which can be applied in different contexts (WG, 2015). As a responsibility of the teacher, it would be an essential aspect of lead practitioners within the classroom to plan lessons which are significant to fundamental needs and skills for children, in order for them to become '*Enterprising, creative contributors*' (WG, 2015). This would allow the pupil, and the other children within the class, to play a full part in their lives and within their school work and the early years of fundamental child development (Neaum, 2016). As a teacher, providing the child with lessons in which they can engage and develop within (McWilliam and Casey, 2008), which are child appropriate and informative for their cognitive development (Piaget, 1936), will allow them to become '*Healthy and confident individuals*' (WG, 2015). Through this, lessons will also allow the child to develop his personal and social skills, building self-esteem and confidence (WG, 2015; Kennedy-Moore, 2019) within his learning environment.

To support notions of the observation, literature and research has been reviewed in order to critically analyse the aspects which strength and hinder the child's academic and personal and social development.

Behaviour Management in the Foundation Phase Classroom

Throughout research and education, behaviour has been argued to be subjective and been defined as the way individuals act or conduct themselves towards others (Williams, 2017). Behaviour in the classroom can be displayed through different evidencing factors, discussed by Brazelton and Greenspan (2000), suggesting aspects which can influence an individual's reaction to a situation. Documentation supporting practitioners on dealing with behaviour in the classroom (WG, 2012) states that the root cause of behaviour must be understood for

strategies to be sustainable. Understanding child's behaviour is set out through a number of basic models, such as, biological, behavioural, cognitive and systemic (WG, 2012).

The biological model of behaviour shows an individual having a tendency to interact with environmental influences, which then inform their behaviour (WG, 2012). The nature vs. nurture debate evidences that great attention must be paid to creating a positive learning environment within the school setting, with experiences to promote good behaviour (WG, 2012; Neaum, 2013). This is further supported by systematic behaviours, which are dependent on targeting the behaviour within the systems such as: their family; friends; school; peers; community and out of school clubs (WG, 2012). Working with the family is essential if behaviour is affected from detrimental aspects of their life, where understanding the environment is paramount to finding a solution (WG, 2012).

The behavioural model is supported through the research of Pavlov's (1902) and Skinner's Conditioning theory (1938), where behaviour can be modified. Classical conditioning is connected with a certain stimulus (Pavlov, 1902), whereas operant conditioning is a behaviour which is connected and repeated by rewarding positive behaviour and issuing sanctions for the negative (Skinner, 1938; WG, 2012). Classical conditioning was evidenced within the critical incident (See Appendix One, pg. 18-19) where the child was aware to leave the group once told to. Following this, positive reinforcement was evidenced through verbal praise later on in the session (See Appendix One, pg. 18-19). The cognitive approach to learning allows the child to judge and reason their behaviour effectively, with a perception of their surroundings (WG, 2012). Research states that an individual's behaviour is influenced by the way they think, evidencing that the rational-thinking cortex of their brain (Toplak, West and Stanovich, 2013) is often overcome by the limbic system being triggered (WG, 2012). Within the incident, the way the child reacted was due to his surroundings and those he was surrounded by, causing him to become distracted from an activity he did not understand (See Appendix One, pg. 18-19).

Behaviour management within the classroom is based on the teacher's ability to create a successful, well-managed and structured environment in order for learning to take place (Morris, 2015). Understanding learning needs so attention span can be adhered too is essential in order to avoid maladaptive behaviour within the learning environment (Mortimer, 2017). Evidenced within the critical incident, it was observed that the child's individual learning needs were not being adhered to, which caused the misunderstanding within the focus group session (See Appendix One, pg. 18-19). Within the classroom, rules and routines can be set in order for children to understand what is expected for them, and to be

familiar with sanctions if rules and routines are dismissed. Praise within the classroom is discovered as positive reinforcement, strongly supported by Skinners' (1938) behaviourist theory, where it encourages perseverance and independence (WG, 2012), in relation to rewards (Skinner, 1938). Within the group session, praise was given to the child when the child when rejoining the focus group session, being encouraged to finish the task, with support provided (See Appendix One, pg. 18-19).

Growth Mind-set in the Foundation Phase Classroom

Research supported by Estyn (2017) recognises 'wide ability range' within a school as a place where all children are expected to aim high and achieve their potential (Estyn, 2017). The school in question encourages children to achieve and reach their targets. The school, who adopted a growth mind-set approach, based a belief on intelligence which can grow and develop over time (Estyn, 2017). The research is supported by Dweck (2012) and her concept of the growth mind-set. She defines the growth mind-set as a belief-based on basic qualities, which can be cultivated through own efforts (Dweck, 2012). Research suggests that where growth mind-set is evidenced, happiness is more evident with an innovative culture (Dweck, 2012). Dweck's study of human motivation (2012) focus on individuals choosing to succeed and have control to foster success. The growth mind-set of a child creates a powerful passion for learning (Dweck, 2012).

Aiding children to develop the correct mind-set within the early, fundamental years of their life is crucial to ensure a positive learning journey for the child. Ensuring that children develop the correct mind-set is supported within the Personal and Social Development strand of the Foundation Phase Curriculum (WG, 2015), incorporating Well-Being within the classroom (WAG, 2008). Growth mind-set can be promoted by the teacher, delivering good practice through recognising each individual learning needs, in order for their intelligence and abilities to be improved from the right strategies (Dweck, 2012). Growth mind-set can also be supported through theory such as Maslow's Hierarchy of Needs (1943), where children need to feel protected and secure within a learning environment. As a practitioner, meeting the needs of children's health and well-being is essential to ensure that cognitive development can be set up (Maslow, 1943; Piaget, 1951). Ensuring security and safety within the learning environment, can be supported through positive relationships, from both teacher to pupil and pupil to pupil (Maslow, 1943). If the hierarchical needs are being overlooked within the classroom, a dismissal of Bronfenbrenners' Ecological Systems' theory may be evident (1989), where children are not supported within their learning environment.

Encouraging a growth mind-set can also be supported through Bronfenbrenner's Ecological Systems theory (1989), where the child learns through their environment and the people they are surrounded by. From the teacher, the growth mind-set within the classroom can be improved through verbal praise and rewards. This is supported within the Positive Reinforcement strategy of Skinner's (1938) theory, where children are rewarded for good behaviour and work within the class. A willingness, where a child can confront challenges through a passion for learning, in which they can view failure as room for growth, is crucial to setting a growth mind-set within the Foundation Phase classroom (WG, 2015).

Within the incident, the child was encouraged to come back to the focus group, in order to learn through his peers, evidencing Vygotsky's More Knowledgeable Other (1978). Through this, the child learnt through scaffolding, encouraging a growth mind-set, where he began to understand, later rewarded with positive verbal praise (See Appendix One, pg. 18-19). Within the classroom, children need to be encouraged to persevere through the help of teachers and their peers, in order to reach their potential. This can be done through Vygotsky's Zone of Proximal Development (Vygotsky, 1978; McLeod, 2019), where the children learn through the help of their More Knowledgeable Other (Vygotsky, 1978).

Attention Span within the Foundation Phase Classroom

The National Curriculum was set out in order to create standardisation and introduce parity into education (WG, 2015). This was to be done through different subject areas being focused on within the classroom. It has been argued that the curriculum was criticised due to not meeting the needs of the children, due to being too prescriptive and detailed (Thomas and Lewis, 2016). It was also suggested as being a knowledge-based system, which paid little attention to skills, the learner and their holistic development (Thomas and Lewis, 2016). Following old frameworks for learning, the Foundation Phase introduced skills and ranges within areas of learning, in order to change trajectories (Thomas and Lewis, 2016). It allowed children to be recognised as individuals, who develop within their own time and milestones, instead of developing as a class whole. Within the Foundation Phase (WG, 2015), subject areas are delivered in seven areas of focus. Within these areas of learning, they are stated to be delivered in a holistic light, where children can develop their cross-curricula skills, in line with the Foundation Phase curriculum, the Literacy and Numeracy Framework and the Digital Competence Framework (WG, 2014; 2015).

The focus on holistic learning within the Foundation Phase (WG, 2015) pays a considerable focal point on the importance of understanding the individual and their learning needs. With

strands from the Literacy and Numeracy Framework (WG, 2014) and the Digital Competence Framework (WG, 2015), children are able to meet the skills of their cognitive (Piaget, 1958) and personal development (WG, 2015) in order to meet national standards. Research has shown that the average attention span has decreased (Barnes et al, 2007) as a result of the '21st century lifestyle', which emphasises the instant gratification through the digital age. Sustained attention has been researched to be recognised as when a child is dedicated to a task for a certain period of time (Sarter et al, 2001), which averages around five minutes for a child, after which time refocusing is required (Dukette and Cornish, 2009).

Research has suggested that attention span can be controllable if a focus is made on involving students and minimising distraction (Gerschler, 2018). It is apparent that factors which affect attention span within the classroom are distractions, learning preferences, along with interest and understanding (Gerschler, 2018). Where confusion may lead to a negative impact on student focus, individual learning needs (Keefe and Ferrell, 1990) must be accomplished to in order for sufficient background knowledge to be developed within the classroom (Thomas and Lewis, 2016). Analysis and reflection on the critical incident (See Appendix One, pg. 18-19) has suggested that the child got distracted, which resulted in poor behaviour due to a loss of attention and a lack of understanding. For further teaching, if the child's learning needs had been complied with and classified (Slater, 2007) then it is possible for a further increase in the pupils' attention span. Research suggests the cause of critical incidents, could be a lack of understanding and guidance which leads to frustration, an individual losing interest to a task, shortening of the attention span or breaking concentration (Gerschler, 2018). Along with this, the critical incident has brought to light methods of distraction (See Appendix One, pg. 18-19), being reliant on factors such as physical and emotional issues (Gerschler, 2018). Issues such as hunger, fatigue, sickness or interpersonal relationships will be further accentuated by external distractions, limiting the attention span of the individual (Gerschler, 2018). A break from the focus task has been researched to be a solution to the loss of attention span, stating that they are solutions which are to be incorporated into lesson planning (Gerschler, 2018).

Kolbs' Reflective Learning Cycle (1984) developed his learning style inventory where professionals were able to reflective on their own prctice, in order to develop further development. Kolb suggested that a process of learning for children and professional followed a cycle which consisting of four reflective stages (1984).

Kolb's Experiential Learning Model (1984) identifies *concrete experience*, which evidenced what was undertaken during the observation, exploring the critical incident (See Appendix

One, pg. 18-19). This is evidenced throughout the *reflective observation* strand. The activity evidenced a focus group, during a literacy session. The focus group session evidenced Bandura's Social Learning Theory (Bandura, 1977; Strauss, 2017), emphasising Personal and Social Development (WG, 2015), incorporating strands of the Literacy and Numeracy Framework (WG, 2014) and the Foundation Phase Curriculum (WG, 2015). Cross-Curricula links were evidenced within the activity (Barnes, 2011), reinforcing Gardeners' Multiple Intelligence Theory (1943).

The critical incident observed the young child reacting in a maladaptive way, seeing him distract his class peers and becoming irritated (See Appendix One, p.g. 18-19). The child was sent away from the teaching assistant and the focus group, in order to take 'time out' (See Appendix One, pg. 18-19). Reflecting critically on certain situations in the classroom informs strands for professional development, where practitioners can evidence steps for next teaching. This situation allowed next steps for teaching to be evidenced, influencing possible solutions such as conforming to the individuals learning needs and providing support for the child throughout the activity.

Abstract conceptualisation (Kolb, 1984) encourages critical analysis in order for reflection. The critical incident evidenced that the focus group was too large for the individual to be able to understand and gain knowledge in the activity. The focus group had too much distraction surrounding the child, which caused attention span to be lost and understanding to not be gathered. The opening of the session was brief, providing little explanation of the activity to the class of children. This evidenced a key cause for lack of understanding and attention from the child, causing his behaviour to deteriorate and cause disruption to his focus group peers and the classroom.

Active experimentation is a strand of the reflective cycle, where next steps for teaching can be evidenced and suggested for professional development. Smaller focus groups would have been more economical on time, whilst also allowing each individual to have shared attention and support. Through this, support would be provided for each individual and their learning style, in order to check understanding and provide further learning to those in need. This would have been a possible solution for the avoidance of loss of attention span within the session, keeping individuals focused. Providing a detailed explanation of the structure of the session and stating the required outcomes from children before they are sent off to ability grouped sessions, would prepare pupils to conform to expectations and guidelines within the classroom.

To conclude the critical reflection, the incident which was observed within a large primary school was utilised in order to create a number of aspects in order to link to literature and theory within practice. The critical incident which is a possible situation, through occurrence in every day learning allowed the researcher to gain numerous contexts of the classroom, analysing the possible causes of the incident. The critical incident allowed the practitioner to draw conclusive lines to the possible causes, strengthening the possibilities through links to theory and literature.

Creating professional links in parallel with Government documentation such as the Professional Teaching and Leadership Standards (2019), evaluation of the critical incident advised aspects of further development, which can be constructed on in order to strengthen pedagogical approaches within the Foundation Phase classroom. Critically reflecting on professional practice provides an insight into the fundamental needs of a Foundation Phase teacher, where practitioners can develop their attributes in order to promote good practice.

Evidencing strengths and weaknesses within practice enables professionals to conform to the National Standards of Teaching and Learning (WG, 2016), where pedagogues can provide children with a positive learning experience. Through providing these experiences, practitioners and role adults in the classroom can promote Donaldson's Four Key Purposes of the New Curriculum for Wales (2022), where children are encouraged to become the fundamental driver of the curriculum, in line with Donaldson's Successful Future Report (Donaldson, 2015).

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Appendix One

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Lesson details: Identifying the features of a comic strip in correspondence with their Superhero WOW topic.
Classroom culture Year 2 classroom, 30 children with one class teacher and one teaching assistant. Students seem focused on the learning, on task with very little talking that is not related to the task. Children completing task at a high standard and learning objectives were met. Lesson started off with a question and answer session on the carpet before going off into groups to complete the task.
Objectives Purpose of the lesson is for children to read the table and identify the features of a comic strip. LO was in each child's book on a sticker, instead of writing them out. Learning objectives were set for differentiation, '*' for the lower ability group, '**' for middle group, '***' for higher group and '****' for More Able and Talented Group.
Direction Students completing activity to a high standard. Neat work in book, using sharp writing pencils and different colouring pencils in their table. Rulers and rubbers are also being used. All working groups are aware of the task, More Able and Talented group completing work independently, middle ability group working with the support of the class teacher and the teaching assistant supporting the high ability group. Lower group to complete task after play time, split between the teaching assistant and the classroom teacher.
Access and challenge All children are set on the same task with differentiation set out in four groups. Two groups working with adult support, MAT individual and lower ability on free choice to begin with. Task challenges children to read on table and identify/locate features of a comic strip. Students are to write and underline the date in their own work books.
Assessment In book marking, circle which learning objective is met- differentiated in four different ways. Comment is made relating to the learning objective. Challenge is then set out for the Even Better If response. Spelling mistakes are underlined and corrected with purple

pen, capital letter errors are corrected on the practice page in the back of their book. Independent work is marked with an 'I'. Verbal feedback given throughout: Da lawn, good work, praise given to individual children within the group. Student understanding is assessed: recap of previous knowledge, build on prior learning, questioning to check understanding. Questioning technique on carpet: child asks a question – teacher praises the question – teaching asks the whole class if anyone knows the answer to the question – Vygotsky's MKO – Peer learning.

Specifics / Critical Incidents

11a.m.: lower ability group got sent to the table, 3 boys sat together. One boy is completely off task. The boy is asked to finish the date and title at the end of the lesson because he is taking too long. The boy is looking to both of his sides to check his peers work. Not listening to the teaching assistant when the task is being explained. Playing with ruler and equipment, possible confidence issue. One boy is working well, the other boy shouts at him for no reason- is this a trigger? Can clearly see the boy is not on task, boy can explain the task but cannot write it in his book. Told to sit down numerous times. Told to stay on task constantly. Looks confused. No work completed in book, misunderstanding leads to poor behaviour. Getting cross with the peers next to him. The boy is told to sit out of the task until the other pupils have finished.

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

Date: 25.09.2019

Critical incident (focus): One child off task

<i>Experience</i>	
<i>Feelings</i> “What are your feelings regarding the experience?”	Concerning for the child, red flags raised: what if ALN? Intrigued to see what support the child receives further on the year if misunderstanding continues Curious to what literature and theory says about misunderstanding
<i>Remember and Understand</i> “Can you list the aspects of the learning experience that went well?” “What were the elements of the learning experience that were disappointing?”	Team working from other children, support provided through scaffolding Activity was planned to implement numerous skills from the Foundation Phase Curriculum and the National Literacy and Numeracy Framework The disappointing element of the learning experience was the way in which the behavior of the boy was managed. However, the behavior management allowed the child to realise what the poor behavior was and understand the consequences which followed. The time out aspect appeared to work with the child, encouraging him to return to the activity
<i>Evaluate and analyse</i> “What will you keep the same to ensure effective teaching and learning in the future?” “What was the cause of the most important disappointing element?”	Keep the focus group teaching the same so children can learn from their More Knowledgeable Other Deliver scaffolding techniques using a whiteboard in order to ensure that children can see what is expected of them The cause of the critical incident was an evidence of lack of understanding, where the child was off task.
<i>Conclusions and actions</i> “What are your possible solutions to the disappointing issues identified?” “What will you do next?”	The possible solutions in which could be undertaken would be to provide the child with extra support from a teaching assistant Recognise possible alarm bells: learning/attention difficulty? Ask constant questions to check understanding Differentiate the activity for children so that all children have understanding within the topic.
<i>Y profiad newydd / Transformed experience</i>	

Appendix Two

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2 October 2019
Lesson details: Numeracy – three year 2 classes are mixed for numeracy sessions, high ability in one class, middle in another and lower ability in a separate class. Children had to do halving, in response to their doubling lesson yesterday.
Classroom culture Students started off on the carpet for the introduction activity. Welcome in with a song and a dance to a doubling video on YouTube. Recap on yesterday lesson with their partner, think – pair – share. Following the introduction on the whiteboard, children were put into a circle so that they could all see the scaffolding activity in the centre of the carpet. Children were engaged within the starter activity and followed the question and answer session to check understanding.
Objectives Objectives are set out in their learning books, with four differentiated purposes for the different ability groups within the larger class ability grouping. Children were explained the objectives at the beginning of the session, and how they would achieve these was also explained. Objectives which are stuck into their books on sticky labels are taken from both the Literacy and Numeracy Framework and the current Curriculum for Wales. Learning objectives were taken from low year 2 ability and high year 1 ability.
Direction The students are clear within the learning groups about what is required of them. Some support needed and direction given within the independent learning tasks without giving the answer away to the children. Children are aware to ask their peers for help and Vygotsky's MKO is identified within the classroom setting. Enough lead adults in the class to provide students with the level of support that they require, all individual learning needs are adhered to for the children to learn to the best of their ability.
Access and challenge The group is a lower ability classroom. All the children within the classroom were within the lowest ability of the entire year group so differentiation was set within the classes not the work groups. The children moved around the classroom in a carousel basis, moving from one activity to the next. The teaching assistant within the classroom was working

with groups within their Abacus math books, another group was working with one class teacher, using lady bird spots to assess them with halving full numbers, another group working independently on the Chromebooks, on maths games relevant to the topic and another group was outside with the other class teacher, using natural materials to halve large numbers.

All children were challenged within their set activities, with some children being set with challenges once they had finished their specified task.

Assessment

Constant communication from the teachers: "Bore da superstars"

Praise throughout the activity from the teachers. Praise for each answer and support for wrong answers. "1, 2, 3, all eyes on me. 1, 2, eyes on you"

Assessment for Learning during task: "Okay show me how you would do.."

Peer assessment towards the end of the session: marking friends work, swap friends work and then mark with a purple pen.

Photos taken of the practical activities to evidence in work books.

DOJO Points rewarded for excellent answers or good work.

Traffic lights used in Abacus work books to check the children's understanding and confidence within the session.

Specifics / Critical Incidents

Sent to work in ability groups.

The child was told to concentrate after he had his head down onto the table. It was explained to the child that he would be able to concentrate more if he sat up straight without his head on the table. Once the boy did this, he was praised throughout the activity for his concentration and his understanding.

When back on the carpet, the boy was warned three different times about focusing and speaking to his talk partner.

Warning 1: to talk nicely to his talking partner, Warning 2: to only speak to his talking partner about the task, Warning 3: was sent back into his other class but was noisy and pushed a child when walking back.

The teacher then brought the child back to the carpet: '(X) what did you just do then? What have I just said to you?'

Teacher then kept the child in to miss the first five minutes of his break time.

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Poor carpet behaviour

Profiad/ Experience	
<i>Feelings</i> <i>"What are your feelings regarding the experience?"</i>	Through the observation of the critical incident, I thought it was interesting to evidence how the maths groups were organised in order to avoid differentiation within the planning. Interesting to see behaviour management theories such as conditioning and positive reinforcement in the classroom
<i>Remember and Understand</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Behaviour management clearly laid out within the classroom, with the three step warning in place in order for the children to realise that actions have consequences. To see that once the child had been supported by the activity, he was encouraged to participate within the learning. The behaviour management where the child had some time taken off his break time.
<i>Evaluate and analyse</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	Encouraging children who are struggling within the activity to participate and provide support with them, in order to provide them with a positive learning experience they can develop their knowledge within. The cause of the critical incident was the pupil talking to his peer after being told to stop three times, resulting in time taken off his break time.
<i>Conclusions and actions</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	Implement a seating plan on the carpet if talking continues, in order for the children to be sat in talk partners rather than by their friends. Ensure support is provided throughout the activity for children to gain understanding.
Y profiad newydd / Transformed experience	

Appendix Three

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: 1PM: first session back after the lunch time Guided Group Reading: Reading with peers and teachers
Classroom culture One group of eight children with one teacher and another group of eight children placed with the teaching assistant. One group of children placed on COOL Learning (Chose Your Own Learning) and another group of children sat on the carpet with ChromeBooks on a reading game. No introduction to the session: sent straight to tables once the children came in from lunch time. COOL Learning group: no focus on learning from majority of pupils, walking around, speaking to their peers.
Objectives To read with clear pace and procurement, clarity being clear, read book as an individual and then read as a group, one page per person. Allow children to gain confidence with reading aloud, focusing on strands from the Literacy and Numeracy Framework (Oracy and Reading strand), alongside fundamental skills of then Foundation Phase Curriculum.
Direction Teacher questioned the group about the blurb, the front cover, what they believe the book is about. Each child required to read one page at a time, sounding out words if difficulty was met throughout the reading.
Access and challenge Lack of engagement within the session or the book. Possibly the book was too challenging for the pupils as each one struggled on specific words. Children had no confidence in their reading. Confusion due to no introduction session.
Assessment Questioning: 'who can help ***'. Children were asked questions about the book, the role adult then answered these questions when there was too much silence. Children are encouraged to say the word

before the MKO says it for them. Questioning at the end of the book, recap on the story. Thinking about thoughts and feelings: DeBono's Thinking Hats. Guided group reading sheet is filled out and each child is assessed in line with the sheet.

Specifics / Critical Incidents

Handling of control: one child reads a page at a time. All children have the same book. First two children got told off for shouting out the words when another child was reading. One child cannot pronounce the word. Sounding out is encouraged. Very little room for thinking time is left before next child being asked to read. The girl next to the children who is struggling shouts out the word. This girl is then praised for her pronunciation of the word, whereas the boy before was discipline. Conditioning ?

One child flicking through the pages of the book, off task. Different children flicking through the book, on different pages, no focus.

Rewards given to children. Two boys talking within their partners. When children tried to pronounce words, the lead adult just said them out instead, no thinking time. Whole group was 'froze', as the cause of two children laughing between themselves.

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

Date: 25/09/2019

Critical incident (focus): Guided Group Shared reading

Profiad/ Experience	
<i>Feelings</i> “What are your feelings regarding the experience?”	Lack of understanding towards the focus of the guided group reading session, going against all Foundation Phase pedagogy, not allowing the children to read independently Feeling confident to deliver a guided group reading session, in order to ensure that each child has the opportunity to read
<i>Remember and Understand</i> “Can you list the aspects of the learning experience that went well?” “What were the elements of the learning experience that were disappointing?”	Within the guided reading session, it appeared that children were given the opportunity to help their friends, evidencing Vygotsky’s More Knowledgeable Other. The guided group reading session allowed children to develop some literacy skills, including descriptive vocabulary. The children appeared to be given the opportunity to help their friends to read through peer assessment, however one child was disciplined for shouting out the answer whilst the other child was praised. Concentration within the activity was lost within, due to the level of difficulty of the text.
<i>Evaluate and analyse</i> “What will you keep the same to ensure effective teaching and learning in the future?” “What was the cause of the most important disappointing element?”	Encourage the importance of guided reading within the Foundation Phase classroom, in order to develop literacy skills. Implement rules within the classroom in order for children and teaching staff to adhere too The cause of the critical incident was individuals not conforming to the class rules, in order for each child to have a positive experience within the guided group reading sessions. This caused upset to individuals within the group, whose opportunities to read to their peers were taken away.
<i>Conclusions and actions</i> “What are your possible solutions to the disappointing issues identified?” “What will you do next?”	Allow children within individual reading groups to read independently, and if support must be implemented, to allow them to break down the word and then ask the children if they can provide any support to their peer. Next teaching steps will be to recognise individual learning needs within the classroom, with every aspect, in order to differentiate activities to provide a positive learning journey for the children
Y profiad newydd / Transformed experience	

Appendix Four

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details:
Classroom culture Children appear to be focused with the activity, children are meeting the educational outcomes, and are working with their peers to complete the activity.
Objectives The children are to engage within the information technology, knowledge and understanding strand of the curriculum. The children are to be able to experiment with new learning oppourtunities which include ICT. Children within the activity are to know how to be safe on the internet.
Direction The children are aware of what to do within the activity, they are asked questions such as how do you use the internet? What do you do on a computer? Is the internet a safe place? And why may the internet not be safe? The children were to watch a video of being smart and safe online, and then think pair share with their talking partners. The children disccused what was seen in the video.
Access and challenge The children are set within the activity with three differentiation strands, *** I can independently produce an internet safety poster including adjectivs and important rules, ** I can write rules using sentences to explain internet safety, * I can write subject specific words of how to stay safe on the internet.
Assessment The teacher used the think, pair, share activity in order to check children's understanding within the activity. This allowed the children to build on their knowledge, perhaps from the More Knowledgable Other. The children were engaged with the lesson and the child were able to rememeber their own rules to write on paper. They could confidently explain tips of how to stay safe online. Next steps for teaching were to be evidenced in order to show children how to log out of chromebooks and emails safely, whilst displaying posters and ensuring that children are aware of e-safety when using the iPads. Activity was to be peer assesd using green pen. The poster in which the children created within the lesson were peer assed by their peers, with comments such as ____ Welldone, you included a _____.

Specifics / Critical Incidents

One pupil was struggling with understanding the rules of safety online. The girl had watched the video numerous times on the chromebook. After a discussion with the class teacher, the young girl was paired up with a pupil who was classed as a More Able and Talented pupil. The MAT pupil spoke through the video bit by bit with the young girl. Through this, the young girl was able to understand some of the words within the video in a more child friendly way. Through this, the child got out of the 'Learning Pit', through the evidence of Bronfenbrenner's Ecological Systems Theory and Vygotsky's More Knowledgeable Others.

The child got over the difficulty within their learning by using the knowledge of her peers to get her through. This allowed the children to seek help in her friend rather than a teacher, in order to meet the outcomes which are required.

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

Date: 2/10/2019

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

Profiad/ Experience	
<i>Feelings</i> “What are your feelings regarding the experience?”	Positive feelings regarding the critical incident, evidencing theory within practice. MKO and Ecological Systems theory evidenced within the classroom, in order for the child to complete the activity.
<i>Remember and Understand</i> “Can you list the aspects of the learning experience that went well?” “What were the elements of the learning experience that were disappointing?”	The child used the More Knowledgeable Other in order to strengthen their knowledge and find help within the activity. Through this, the child was able to continue through the learning experience and complete the necessary outcomes. Elements of the activity which were disappointing were that all children were not aware, that within the classroom, they were encouraged to ask their friends for help. Perhaps this could be done through conditioning and positive reinforcement.
<i>Evaluate and analyse</i> “What will you keep the same to ensure effective teaching and learning in the future?” “What was the cause of the most important disappointing element?”	Within the classroom, I will ensure to provide opportunities where children can learn through their friends, which evidences Bronfenbrenners’ Ecological Systems Theory within practice. This would allow children to learn through the strength of their peers in order to build on their own knowledge.
<i>Conclusions and actions</i> “What are your possible solutions to the disappointing issues identified?” “What will you do next?”	Solutions to the cause of the critical incident would be to ensure that resources used within activities are child friendly, where children were able to understand, depending on their learning ability and the differentiation set within the focus task. Next steps within the critical incident would be to ensure that all children within the class are aware that they can ask their friends for help rather than the teachers. This provides a positive environment where friends are able to help others, building on personal and social development, a growth mind-set and self-efficacy.
Y profiad newydd / Transformed experience	