

This assignment will focus on a critical incident within a mainstream school in South Wales. The assignment will firstly look at the context of the school by giving detail about the number of pupils receiving free school meals and those diagnosed with Additional Learning Needs (ALN). Observations have been an effective method of gathering information based on natural behaviours in a setting (Arthur et al, 2012). A written record observation method was used for the purpose of this assignment; therefore, a section will talk about the reasoning behind this choice and the downfalls that can occur. When conducting an observation, a critical incident occurred. A critical incident is a set of behaviours that happen which cause deeper analyse into the meanings behind the behaviour (Tripp, 1993, p.23). Finally, this assignment will look at next steps for teaching that has occurred as a result of the critical incident. The next step would reflect on how the pupil can develop further and how I would use this incident to influence my professional and personal development.

The British Educational Research Association (BERA, 2018, p.21) ethical guidelines states that individuals being observed for research purposes, have “rights to confidentiality and anonymity”. As part of protecting individuals from harm, the identity of the school and child in question should be protected from the public. Therefore, the school in question, for the purpose of this assignment, will be referred to as School X. The pupil being focused on will also be referred to as Pupil X.

School X is a mainstream school, located in a rural area in South Wales. School X accommodates for 448 pupils, all these pupils being aged between 3 and 11 (Estyn, 2019). The high volume of pupils was caused by a school closure. School X is above the Welsh average when it comes to free school meals and quantity of additional learning need (ALN) students. 38% of pupils receive free school meals, which is 20% higher than the national average, and 36% of pupils have some form of ALN compared to the national average of 21% (Estyn, 2019). Estyn (2019) stated that School X can support these individuals effectively by ensuring the “provision ... is widespread and tailored” to the individual needs of these pupils.

School X has become a pioneer school. The school has a responsibility to adopt the National Curriculum for Wales that was produced by Donaldson. By having these pioneer schools, teachers can develop their styles within the classroom and how to promote the “Digital Competence Framework” (Evans, 2015).

The observations carried within this assignment occurred within the Year 1 class. The class consisted of 28 pupils. Amongst these pupils, there was a small sample of children with ALN. These Additional Learning Needs consisted of pupils with Attention Deficit Hyperactivity Disorder and Down’s Syndrome.

This research used an observation method in order to identify a critical incident within the education setting. The observation methods are described to be a way of using our “five senses” in order to become aware of the events taking place around us (Angosino, , cited by Arthur et al, 2012, p.165). It can be perceived that it is important to use all our senses, rather than a selected amount in order to gain a great understanding of the environment. A specific observation that took place was a naturalistic observation. It is believed that this method gives the researcher an insight to the natural behaviours within a setting (Arthur et al, 2012). The researcher can gain a true picture of an individual/group behaviour in the classroom. A role that the researcher took within the observation was of a participant.

The researcher took part in the same activities with as the pupil under observation (Schensul, Schensul and LeCompte, 1999 cited by Kawulich, 2005). This is classed as participate observation. The researcher has an active role within the observation, rather than sitting and just watching the class. However, this method can be criticised as DeMunck and Sobo (1998 cited by Kawulich, 2005) states that it does not give the observer an idea of what is going on elsewhere. By having a focus and involvement with one pupil, the researcher may be missing an important incident taking place elsewhere in the classroom. Observations are also seen to be a key aspect in finding out what pupils need and how adults can help with these needs (Hobart, Frankel and Walker, 2009, p. 17). This information can ensure that work and targets within a school can be child-centred and tailor-made in order to help pupils develop and learn. In order to gain information during the observation, the observer used a written record method.

Written records are described to be the most common method when observing individuals (Hobart, Frankel and Walker, 2009, p. 37). The observer was able to identify areas of interest and write them down as they happen. There is no urge on “formal planning” in order to carry out written records during observations (Hobart, Frankel and Walker, 2009, p. 37). A researcher can carry out an observation and gather information without prior planning as they are not finding out something. However, this method of data collection can be criticised. Whereas this method gives the observer the ability to note down events occurring as they happen, they may miss another important component whilst taking notes (Hobart, Frankel and Walker, 2009, p. 37). This information could expand or give a bigger insight to a critical incident. In order to prevent this from occurring, I will ensure that I write my observation notes after completing the observation. I will be able to give my full attention to the class to ensure I do not miss important aspects of the lesson.

A critical incident has been identified as an event that, at first, is seen as “typical”, this is until the observer starts to analyse the situation and what it could possibly show (Tripp,

1993, p.23). Behaviours that are identified within the education setting can have a meaning behind them. It's up to the observer to investigate what these reasons can be and what is the best way to support them. Teachers can adapt the way they teach after these incidents have occurred (Flanagan, 1949 cited by Cohen, Manion and Morrison, 2008, p.404).

The critical incident that will be discussed in this assignment can be found on Appendix 2. During a literacy lesson in a year 1 class, the teacher gathered a group of five pupils onto a table. Pupil X sat down next to me. The teacher gave the children a book in order to practice their literacy skills. Specifically, those that revolve around reading. The incident that occurred, involved the teacher giving Pupil X a book in the English language. Pupil X has English as an additional language (EAL). Pupil X was able to identify images such as a star and could count the page numbers up to ten. However, they were unable to identify the words within the story. This incident became critical due to my analysis. Despite the child's need, they were not allocated a one-to-one in order to complete work given to them. I began to wonder how the pupil can show areas of improvement, without the support in their linguistic development. Once this event occurred, I was able to find links to Donaldson's four purposes. Specific the purpose that focuses on pupils becoming Ambitious, Capable learners (Donaldson, 2015).

As part of the New Curriculum being introduced in 2022 by Donaldson (2015), there are four purposes that require attention within education. These purposes should be at the heart of teaching styles around pupils and enhance the learning of these pupils (Donaldson, 2015, p.30). The critical incident above, showed links with two purposes that Donaldson introduced. The first purpose being "ambitious, capable learners" (Donaldson, 2015, p.29).

This purpose focuses on the importance of communicating in an effective manner using the languages English and Welsh (Donaldson, 2015, p.29). This link was identified as Pupil X is unable to effectively communicate to others due to EAL. A possible impact on the pupil's development, is that it could affect the pupil's ability to communicate their needs. Therefore, those working with that pupil, are unable to provide an education that is tailor-made. This may contradict Estyn's previous statement that the school provides a "tailored" education for its pupils (Estyn, 2015). Pupil X may also find it difficult to discuss their thoughts regarding the theme they are focusing on in the classroom (Donaldson, 2015, p.29). This is another area within the ambitious, capable learner purpose that Donaldson (2015) proposed. Without being able to discuss what they have learnt; it can be difficult to assess Pupil X's learning and understanding. The teacher may be unable to use Assessment for Learning techniques for this pupil. If the pupil finds it difficult to tell the teacher what they have learnt, the teacher is unable to identify what they have learnt and what are their next steps in learning. The

other purpose that has links to the critical incident, is “Ethical, Informed citizens” (Donaldson, 2015, p.30). With EAL identified, Pupil X can find it difficult to demonstrate their knowledge about their “culture, community, society and the world” (Donaldson, 2015, p.30). This knowledge is seen to be important in order to contribute to personal development by becoming an effective citizen within society. They may be unable to learn the values of the Welsh community and its values. The pupil with EAL could help develop the knowledge of their fellow classmates. With the ability to speak English, the pupil could educate other pupils about their culture. All the pupils within the class can develop together in order to become effective and knowledgeable citizens within society.

The critical incident has brought about themes associated with literature based around education. One theme identified, discusses the skill of reading in the Foundation Phase. Several different sources mention the importance of reading in the education of children.

During the early stages of a child’s life, it is believed that language is developed after the process of gaining knowledge of said language (Barnes, 2015, p.176). Reading gives pupils’ the skill to identify how the English and Welsh languages are formed in order to effectively use it for communication. Welsh Government (2015) would support this emphasise on the reading skill, as demonstrated in the framework for Foundation Phase teaching. As Pupil X in the critical incident was in a Year 1 class, I will focus specifically on the framework for Year 1 pupils in Wales. Reading skills in Foundation Phase focus on three main areas; strategies within reading, understanding reading and evaluate reading materials (Welsh Government, 2015). The framework for literacy in Foundation Phase, includes skills that has been reiterated in the National Literacy and Numeracy Framework (Welsh Government, 2019). One strategy for reading that Welsh Government (2015) has put forth, is the ability to “decode unknown words containing blended consonants and vowels” in a variety of ways. Pupils should develop the skill to pronounce and read words they do not know, by looking at the letters and sounds it contains. With this skill, pupils can lead their own learning and become independent thinkers. The National Literacy Strategy would suggest the Searchlight Model in order to achieve this skill. This model emphasises on pupils identifying several ways to develop their reading skills (Parliamentary, 2005). This would encourage pupil’s independence in their personal development whilst finding a strategy that best suits their learning. In order to understand reading, Welsh Government (2019) states that pupils in Year 1 should be able to link texts to their personal life in order to demonstrate that they have understood the text. By having the ability to link work to personal experiences, children can gain a greater understanding about what they are reading with the ability to link it to other situations. Linking skills and knowledge is seen to be a big part of

teaching with an emphasises on Cross-Curriculum based learning (Donaldson, 2015, p.68). Pupils can use knowledge from one lesson or activity, to enhance their learning throughout their education experience.

Another theme that the critical incident identified is English as an Additional Language (EAL). As Pupil X's parent were originally from outside of the United Kingdom, the pupil's English language is very minimal. In order to support an individual in their learning of English, it is important for the teacher to understand the language details themselves (LINC, 1989-92:3 cited by Leung et al 2010, p.6). Subject knowledge is key within education. By a teacher having general knowledge regarding the English language, they can teach a pupil with EAL. The teacher would be able to pass on their wisdom of the English language in order to teach the pupil and develop the pupil's English language in the process. The perception of communicating in a mainstream classroom should be done in a beneficial way to ensure the development of pupils with EAL (Leung et al, 2010. P.9). The pupil should not feel excluded in anyway based on their language skills. The education setting should be positive towards teaching the English language in order to motivate and encourage pupils in their learning. With these systems in place, a pupil will be able to thrive in a mainstream school, even if they have EAL.

Pupil X has come from a Turkish background. Parents speak their mother tongue, and therefore, have limited English language themselves. A final theme that was identified, focused on Turkey's views on education within their country. In Turkey, it has been documented that the age of which children must go to school is between 6 and 14 years old (Study in Turkey, 2012). Pupil X is currently aged 5 (turning 6 within the academic year) therefore, the parents might not see the importance of their child attending education at an early age. Reception can be a key milestone within the education of pupils, as it provides them with the basic skills in order to carry on through the education system. If this stage is missed, the pupil's skill set could be affected. In terms of language development in Turkish schools, the native language is to be adopted throughout education except for specialist schools (Sansal, 2019). This could explain Pupil X's lack in English. Education is taught in the Turkish language; therefore, the child has not been exposed to the English language and has been unable to develop this skill until they began education in the UK. Education for children is available at a younger age, however, this education is optional. The education of children under 6 years old is called "pre-primary education" (Sansal, 2019). During this aspect of a child's life, the children can develop a wide range of skills for further education. Parents have an option to ensure their children attend this education stage. This might explain why Pupil X has limited skills for the education system, as education is not enforced as much in their homeland.

These themes have brought a lot of insight and information to the critical incident stated above. In order to influence my personal and professional learning, I have identified areas of reflection and next steps in the pupil's development.

Critical reflection has been identified as the process in order to gain "meaning" of information. Based on the critical incident discussed above, I used the Assisted Reflective Conclusions (ARC) model (See Appendix 5-8). By using this model, I was able to expand on the incident that I had observed. I could discuss how the incident made me feel, what was good practice within the incident and what could be done better next time (See Appendix 6).

Whilst reflecting on the critical incident identified in this assignment, it has been discovered that teachers have a huge impact on a pupil's development. Pupils respond differently based on the environment they are within (Bronfennbrenner, 1977). Teachers can be found as part of an institution for socialisation on the microsystem of the Ecological Systems Theory (Sincero, 2014). Due to this, teachers have a responsibility to help child develop in areas that may not be addressed with those who have close relations.

Now this critical incident has been identified, next steps for teaching can be planned and implemented in order to develop Pupil X when it comes to their English language skills. This is an example of making the teaching tailor-made to the individual. The first step in the pupil's learning would see the adoption of a Target Child observation method. This method of observation involves observing a singular child for a duration of time (Hobart, Frankel and Walker, 2009, p. 87). This would be my first steps as I would be able to gain a greater understanding of the pupil's current language skills, other than those seen in the specific lesson observed. Not only would this method provide a greater insight to Pupil X, it would also ensure that I can include any additional information that would be seen as relevant or important to the incident in question (Hobart, Frankel and Walker, 2009, p. 87). This information would be used to build a bigger picture explaining the pupil's current needs and how the school are accommodating to these. However, I may be unable to have an opportunity to observe the pupil (Hobart, Frankel and Walker, 2009, p. 87). Once this information is gathered, I would be able to begin steps that I feel are important to Pupil X's English language development.

One step that I would do after observing this incident is to understand the language skills the child has with their national language. The child will have their language acknowledged in a positive manner in order to assist their learning and understanding of English (Monaghan, , cited by Leung et al, 2010, p.15). By finding out the pupil's language skill in their mother tongue, I can compare this to the English language and set work and interventions appropriate for them. In order to do this, a translator would be beneficial in the

classroom as support. A translator would be able to highlight the language use that I do not understand. Making communication of needs easier. They can also help the pupil to identify words and objects in their native language, before teaching them the English words. The pupil would be able to be included in activities within the classroom to reduce “marginalisation and exclusion” (Monaghan, , cited by Leung et al, 2010, p.15). However, the opportunity to get a translator would depend on the funding within the school and identifying an individual to undertake the role for a single pupil.

Specifically, in this incident, the pupil was given an English language book. Until a greater knowledge of English has developed, I would provide work that is in the pupil’s language (Cooze, 2006, p.95). Pupil X would still be learning in the school environment in their national language, before being weaned onto English language work once their language skills have developed further. It is important not to link the pupil’s skills in the English language, with their ability to complete work (Cooze, 2006, p.95). The pupil may be capable to complete work; however, the English language would be more of a barrier to produce the work to the best of their ability. In order to dig deeper into the meaning of the critical incident and next steps, the process of critical reflection was undertaken. This reflective model has given me the opportunity to think deeper about an incident in order to development myself personally and professionally.

I believe that this critical incident would be able to develop my professional and personal development as I can gain a greater understanding of how to work with pupil’s with EAL. This knowledge would be important as all pupils within my class have the same opportunities to receive the same amount of education. This perception would be supported by Article 28 of the United Nations Convention on the Rights of the Child (UNICEF, 1989). This right specifically discusses a child’s right to have access to an education. I will ensure that my teaching styles accommodates to every pupil in the class.

In conclusion, the researcher identified several incidents within a mainstream school in South Wales. These observations brought about incidents that can be critical (See Appendix 5-8). The incidents were identified using an observation method. The researcher was able to use their senses in order to find events within an environment (Angosino, , cited by Arthur et al, 2012, p.165). A written method was used to record this information. However, this method can be criticised due to the researcher paying attention to their notes rather than the events happening around them (Hobart, Frankel and Walker, 2009, p. 37). In order to prevent this from happening, I wrote my notes up after the observation. These incidents become critical by the observers deeper thinking into them (Tripp, 1993, p.23). The critical incident identified in Appendix 2, focuses on a pupil being given an English Language book

to read. This incident can be critical as Pupil X has English as an Additional Language. Their English language skills are very limited; therefore, they were unable to identify the words within the book. Even though Welsh Government (2015) states that pupils in Year 1 should develop the skill of breaking down unknown words in order to learn them, Pupil X would be unable to do this as they are unaware of basic letters and sound sin English. This can affect the pupil in becoming an “ambitious, capable learner” (Donaldson, 2015) as their communication in the English and/or Welsh language is limited.

Literature around the incident, discussed the skill of reading in education. Welsh Government (2015) has highlighted three areas that pupils should focus on in the Foundation Phase. These areas include the ability to identify strategies within reading, understanding the reading and evaluating the materials being read. Another theme focused on English as an Additional Language (EAL) and the final theme investigated education within Turkey. Before the age of 6, education in Turkey is not compulsory for children (Study in Turkey, 2012). This could explain Pupil X's limited education skills at the age of 5 years old. Each theme brought about findings that sees the importance of reading and working with individuals with EAL. Possible next steps for the pupil would be to investigate further into their current language skills in order to tailor their learning in school. A translator would be good in order to identify the pupil's current skills; however, the school may not have this resource. I would also provide the pupil with work in their home language until their English has developed further.

In terms of my own personal and professional learning, I can identify areas of learning for Pupil X in order to develop their skills in the classroom. By doing this reflection early on, the pupil can have an education that is tailor-made to their needs and have appropriate work set to them.

Appendices

Appendix 1



OBSERVATION / FIELD NOTES

Date: 26 th September 2019
Lesson details: Read, Write, Ink
Classroom culture The students were sat on the carpet area. There was a whole class approach when recapping on words that the children had learnt previously. Students were in 'Perfect Partners' and were encouraged to read the book in pairs. This could help with peer assessment and social development.
Objectives The words that were learnt and recapped on were part of the story the children were expected to read. These were referred to as green and red words. These words were highlighted throughout the story.
Direction The children were aware of what they needed to do and what was expected of them. This could have possibly been a routine that was implanted from a young age. This was also enforced when the class teacher went around the group to give stickers to good readers.
Access and challenge In the pairs, the pupils shared a lollipop stick to point to the words for reading. They shared this responsibility. However, some pupils did not want to share the stick and was 'snatching' the stick from each other.
Assessment The teacher recapped on words the children had learnt in the lessons previous. These words were featured in the book the children went on to read. The teacher worked amongst the pupils to listen to the reading to identify areas of improvement. At the end of the reading task, pupils were asked questions about the story.
Specifics / Critical Incidents After reading the book, the children were asked to turn to a specific page to answer questions. One individual found this difficult and asked if it was the correct number. Was unable to recognise numbers. There can be a gap in the child's numeracy skills. A girl in the class showed behaviour when she was not chosen to win the prize for good reading. This could indicate that the child gets a lot of that attention and praise at home (therefore expects so in school) or, it could indicate that school is the only place she could get that attention and praise. The teacher was able to reduce this behaviour by giving the pupil a job to do. This could have giving the girl a sense of belonging and importance in the lesson.

Appendix 2



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OBSERVATION / FIELD NOTES

Date: 26 th September 2019
Lesson details: Language, Literacy and Communication
Classroom culture A group of 5 children were gathered on a table for their directed task with the class teacher. The children were given time for independent reading before transitioning to the main activity. The teacher activated prior knowledge by asked the children about their whole-class story book and then explained what would happen next. As this group was 'low ability', they had to write a story using images and key words.
Objectives The pupils were expected to write a story about themselves and the Three Little Pigs. Each book page was split into three. The first section focused on where the story was taking place, the next spoke about who was in the story and the final section looked at what would happen.
Direction The pupils were given clear instructions on what to do throughout the activities. The teacher listened to the reading to identify areas of improvement and to assist where necessary. The classroom teacher explained the next activity to the group to ensure a quick and smooth transition was made.
Access and challenge In the main activity, the pupils helped each other to made decisions based on the story they were going to write. Some pupils were more vocal than others during this activity, which could cause overshadowing of some pupils. Each pupil was challenged to draw objects associated with the scene. With assistance, the pupils labelled each item in they hade drawn.
Assessment During the reading, the teacher focused on individual pupils at a time to gain their understanding of the book and the words they were reading. The teacher assessed the pupils understanding throughout the main task. The pupils were asked questions in order to develop a story. The teacher was able to find out if the pupils understood what was asked of them to complete the activity to the best of their ability.
Specifics / Critical Incidents A child within the class had EAL and his English language skills was very limited. The pupil was unable to identify words within the book given to them. They could identify and recall the page numbers up to 10 and imagines such as a 'star'. A child within the class has Down's Syndrome and another has ADHD. During the task, these individuals were being disruptive which caused the teacher to disengage from the focus task. Therefore, the task was stopping and starting due to the teacher carrying out classroom management.

Appendix 3

**OBSERVATION / FIELD NOTES**

Date: 26 th September 2019
Lesson details: British Picture Vocabulary Scale (B.P.V.S)
Classroom culture The pupils are taken individually to work with a teaching assistant. The children were given the task of pointing to an image that linked to the word that was told to them. This process was independent work and the results were not given straight away. The pupils' answers were recorded for future use.
Objectives The purpose of this activity is to evaluate the current Literacy skills that each pupil has. The activity was explained to the pupils before they started the activity.
Direction The teaching assistant checked their understanding before carrying out the task. Once the child understood, they completed the activity given to them. After each answer the pupil gave, they were not told if they were right or wrong. The teaching assistant praised the child for every answer they gave.
Access and challenge The pupils worked on a 1-to-1 basis with a teaching assistant. The teaching assistant gave constant praise which had a positive impact on the pupil's attitude towards the test. This process was a lengthy one, so maintaining engagement was important. The pupils were challenged during this activity as they had to link the word with the correct image on the page in front of them.
Assessment When the pupils gave a correct answer, the teaching assistant gave a tick on the answer sheet. If the answer was incorrect, a mark was given, and the TA wrote down the answer the pupil gave. The pupil did not see the sheet, so they were unaware of how their progress was being monitored. Once these results have been gathered, they will be used to identify areas of improvement and if any interventions are required.
Specifics / Critical Incidents Praise being an important factor for positive engagement. One pupil was confident with most of the answers she gave. There was some she was hesitant about. The pupil was encouraged and was told to take her time to allow her thinking time. Once the pupil finished the task, she was so proud of herself. She believed she had done really well and had 7 right even though there was many more she had right.

Appendix 4



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OBSERVATION / FIELD NOTES

Date: 26 th September 2019
Lesson details: Language, Literacy and Communication
Classroom culture In a different Year 1 class identified in observation 3, the pupils' task was to find an ending to their stories. The pupils sat in a small group of 6 in order to complete their work. The class teacher sat with them whilst the other pupils worked in the different workstations around the classroom.
Objectives The teacher located the pupils' prior knowledge by asking them what happened last lesson and where they got to in their story. The pupils had the responsibility to read the story they had written so far and think about how they can end the story. As this group was 'high ability' pupils, they wrote the ending in their books.
Direction The teacher asked the pupils if they understood before undergoing the task. The teacher located herself on the table with the pupils and provided support when required. This support included helping the pupils develop their creative thinking skills with support in spelling. Pupils were praised once the work was complete, they had an opportunity to experience the other workstations in the classroom.
Access and challenge The students engaged with the lesson as it involved developing the pupils' own work that they have created. The teacher continued praise to the pupils which gave them a positive view on the work. the pupils were challenged by using their creative skills to think of the ending to their story. The pupils were also challenged when there was spelling and understanding sentence structures.
Assessment The teacher assisted the pupils to reflect onto the stories that have written previously. This process ensured that there was understanding of the story so that the ending made sense. The teacher spent time with each pupil in order to discover if they understood what was expected of them and if they required assistance.
Specifics / Critical Incidents One pupil was shouting during the task and seemed disengaged. When beginning the task, the pupil hadn't completed the work set last lesson as they were not in. Teacher informed me that the pupil's parent had terminal cancer.

Appendix 5



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

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Lack of knowledge recognizing numbers.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt that the child lacked in his numeracy skills as he was unable to identify the number 13. The child had to ask for help in identifying the number.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dydd?" "Can you list the aspects of the incident in the context of learning?"	The children had just finished reading a book. They were asked to turn to a specific page in order to answer the questions which demonstrated their location skills and memory. When asked to turn to page 13, the pupil looked through the book and asked another individual if he was on the correct page. The child was on page 11, pointing to the number and asking "is this page 13?" The pupil was physically given the right page to carry on the activity.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dyddio effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	When asked if it was the correct number, the pupil could have had a small discussion on what the number 13 looks like. By doing this, the child is able to regain the knowledge in order to recognize this number in the future. This learning would be on going, until the child is able to correctly identify the numbers. It is believed that the child may have identified the page number, if he had been given more time to locate the page.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	A possible solution to the incident could be intervention for his numeracy. Ensuring that he is able to not only write numbers, but to also recognise them in all aspects of his education. The pupil could be encouraged to take part in numeracy activities such as the shop. By doing practical activities, the child is able to link his numeracy skills to real-life situations and experiences.
Y profiad newydd / Transformed experience	

Appendix 6



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

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): EAL pupil given a English book to read.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? *What are your feelings regarding the experience?	- Frustrated – how was the pupil expected to read a book in a language they do not understand - Concerned – no 1-to-1 support, how do they get work completed in the classroom - Happy – had a positive attitude towards the work, able to recognize page numbers and images (e.g. star). - Felt sympathetic towards the pupil - Amazed at the numbers and words the pupil knew
Cofio a Deall/ Remember and Understand *Allwch chi restru elfennau'r achos yn nghyd-dedure y dysgu? *Can you list the aspects of the incident in the context of learning?	- Group of 5 children sat around a table with a book to themselves. - Encouraged to complete independent reading - Pupil identifies specific items (e.g. star, some letters) - Not clearly spoken, unable to pronounce words/sounds - Fidgets with hands when excited/happy/praise (possible underlying ASD?)
Gwerthuso a dadansoddi/ Evaluate and analyse *Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol? *What could be kept the same to ensure effective teaching and learning in the future?	- Trying to communicate with parents, even though their English language skills are low - Works on letters of the alphabet and their sounds - On going learning
Casgliadau a chymau gweithredu/ Conclusions and actions *Beth yw eich awgrymion posibl i'r mater a nodwyd? *Beth y gellid ei wneud nesaf? *What are your possible solutions to the issue identified? *What could be done next?	- One-to-one support - Translator to assess Turkish language and educational skills - Back to basic language skills and development - Turkish book, worksheets in Turkish - Possible ASD referral
Y profiad newydd / Transformed experience	

Appendix 7



Yr Athrofa
Addysg a'r Dyniaethau
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Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical Incident (focus): British Picture Vocabulary Scale (B.P.V.S)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	• Amazed – at the knowledge of some of the individuals, different way of assessing pupils' skills • Effective method to identify prior learning • Concerned – long process
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	• Pupil given a word • Pupil pointed to picture link to word • Page flipped over when word was said • If correct, mark put next to the word • If incorrect, incorrect number given is written next to the question • Pupil came out happy with their effort
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	• Assessment for learning – identifying where they are now, where they have got to go and how are they going to get there • Identify gaps in learning • Told "Da iawn" after every answer, not told if incorrect, marking was hidden
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	• Possible further intervention to develop areas of improvement • Able to provide appropriate work based on level • Ability grouping
Y profiad newydd / Transformed experience	

Appendix 8



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

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Pupil with parent with terminal cancer

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Sad – pupil will no longer have a mother - Sympathetic – how will the pupil cope with the emotions of grief at a young age - Begin to understand a factor for attachment - Concerned – how much the pupil knows about the situation
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dydd?" "Can you list the aspects of the incident in the context of learning?"	- Pupils gathered around the table to continue literacy work - Pupil hugged staff members - Pupil had not started story as they were not in the previous lesson - Had to catch up on work while rest of group was on task ahead
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yn un fath i sicrhau addysgu a dyddu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	- Give opportunities to catch up on missed work - Provide a role model and emotional support
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nes?" "What are your possible solutions to the issue identified?" "What could be done next?"	- Promote self-awareness of emotions - Emotional literacy work with pupil - Managing emotions work carried out.
Y profiad newydd / Transformed experience	

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