

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

Word count: 4163

Introduction.

“Incidents tend to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis” (Tripp, 2012:25)

Critical incidents happen on a daily basis whether we realise it or not, often in school there occur multiple times during the day. The use of research and investigation to create an understanding is what changes the everyday incident into a critical one. Tripp suggests that critical incidents can be considered for a variety of different opinions and justification, saying that we should look at the incidents from a

“considered and justifiable values of position” (Tripp, 2012)

stating that critical incidents should question the normality of things and structures in the way they usually operate and to

“minutiae of routine practices”. (Tripp, 2012)

The understanding of the effects of such instants can be comprehended in a variety of ways but researching into different professional opinions from the 1890's when Pavlov was experimenting on dogs to the more up to date work of Dylan Wiliam. The comparison of these professional opinions could change the way we use certain behaviour management methods or even how classroom culture affects the learning of pupils. This essay will be based upon an incident which happened with a school setting alongside critical understandings of the positive and negative effects which could affect both the pupil emotional state and their ability to learn. Does the use of conditioning the pupils to react to hands up provide a more stable learning environment or does it widen the attainment gap like Dylan Wiliam suggests it does? Wiliam suggests that the use of coloured cups as a way to assess the understanding of the pupils, which could solve the issue, which is often the cause of a noisy classroom, as pupils often increase their noise level in response to their understanding and their learning.

Understanding School context.

The school within which the observations took place must remain anonymous in correlation with BERA (2018) guidelines. BERA guidelines state that researchers should operate within an ethic of respect for any persons, alongside the fair and sensitive treatment free from prejudice of any kind from gender to cultural identity (BERA, 2018). Although, there are some informational facts provided which can be shared within this evaluation of a critical incident. This Professional Teaching Experience was based within a school in the Carmarthenshire area, the school contains around 900 pupils, with pupils aged between 11 and 16 . The school is classes as an English medium school. With the

“number of pupils eligible for free at a high of 24% compared to the Nation average of 17.5%”. (Mylocalschool 2013)

This is due to 47% of the pupils coming from 20% of the most deprived areas in Wales (Estyn 2015).

The percentage of the school consist of white British backgrounded pupils, with the majority from English speaking background. With a small percentage of welsh speaking pupils, as well as

“8.5% speaking another language other than English or Welsh as first languages” (Estyn 2015).

A large majority of the pupils are under the classification of Additional learning needs, at around 44% of the school compared to the average figure for the

“national statistics of 20.1%. Special educational needs are set at 4%, which is almost double the national average of 2.4%” (Estyn 2015).

The incident took place within a year 8 science class, with the majority of the class being high achieving pupils revising for a science mid-term refresher test which consisted of self-directed tasks of working through a revision booklet.

Methodology.

When it came to observations of classrooms, there were several pathways within which the study could be taken, as described by Fletcher-Wood (2016-125) there are six main areas within which observation takes place e.g. classroom cultures, objectives, direction, access and challenge, assessment and specifics. All come along with questions that you could ask yourself during observation time, to ensure that the time is used to its maximum potential and the most information gathered. For example, Objectives can be viewed as how the lesson has been explained and whether or not it was explained clearly to the pupils. Classroom culture could be the focus of whether a student is learning or the management in place set by the teacher in order to create their own classroom cultures which could ensure that the

“the majority of pupils are learning to the best of their potential”
(Fletcher-Wood 2016).

There are also many ways in which this could be recorded from diagrammatical, sampling, written and checklists. Opting for written and diagrammatical options, using the tracking element diagrammatical by following the teacher's movements to gain an understanding of how to equally share their time among pupils to ensure that there is a flow of understanding throughout them. Whilst, also making a judgement on the learning taking place and the assessment of knowledge the pupils are working upon as a method of formatively assessing their work. The written methods consist of a few subtitles concentrating on structure and unstructured written methods which consists of observational notes which target the potential incidents.

During these observation lessons I tried to conduct a variety of different methods some structured and unstructured. Often it would consist of note taking within all six of the areas to look out for, beginning with the classroom culture, what are the rules in place, and does it affect the pupils and in what way. The majority of the time be unstructured observations, to allow the whole class to be observed in the hopes that an incident is not missed. Using this method there were many incidents recorded from asking permission to leave the class, to raising their hands to answer a question or as a request for silence. It allowed there to be a broad overview of the whole class function, as well as small and large incidents which could have been researched further.

However, the use of this method can often lead to missed opportunities, as stated within Research Methods in Education, Manion and Cohen argue that the prejudices of the

researchers often causes the data collection to be narrowed into suspicions and not truthful understandings or

“data being used selectively” (Cohen Manion 2013, 295).

Suggesting that there are

“circular arguments” (Yin, 2009: 72)

being formed by the researchers often form a bias,

“the researcher is a participant observer whose personality may affect the research process” (Verschuren 2003: 122).

This could be prevented by having the research checked or reviewed by an external reviewer to draw their own conclusions on the data acquired. Which was done during this investigation, once the observation had been conducted, we pitched the ideas in front of a panel over peers, who put their own suggested other ways in which to look at the data collected and how it could lead down different investigation points.

The methods I used to conduct my observation with to take field notes of specific areas and then to produce ARC sheets which had my own personal views on it, to allow for analysis of both sides.

Successful Futures and the four purposes.

The incident that took place with a class of around 30 pupils in year 8, some of who could all be classed as high achieving pupils, during a revision science lesson.

The incident happened as follows:

“Teacher raises his hand into the air, without saying a word, alongside playing a short piece of music, this time it happened to be rock music. In quick succession all the pupils fell to silence with their hands in the air, mimicking the teacher stood at the front.”

This incident happened a further 3 times during the hour-long lesson to bring the noise level of the classroom down and to ensure the pupils were still on task. With this incident in mind and reflecting on the Donaldson four purposes. These purposes were created by Donaldson which his new curriculum Successful Futures, which will organise the curriculum within schools to be classes as six Areas of Learning. Thus, ensuring that all of the subjects can be used cross curricular and to teach pupils using the four purposes. The four purposes are to create

“Ambitious Capable Learners, Healthy and Confident Individuals.
Enterprising Creative Contributors and Ethical Informed Citizens”
(Donaldson 2015),

in the hopes to create well-rounded individuals, ready to contribute and become citizens of Wales and the rest of the World. Which are planned to take over schools by 2022, currently are in play in 4 pioneering schools to test the outcomes.

“Ambitious capable learners who are ready to learn throughout their lives. Pupils who are Healthy and confident individuals, who are ready to lead fulfilling lives as valued members of society. Enterprising creative contributors, who are ready to play a full part in life and work. As well as, Ethical informed citizens, who are ready to be citizens of Wales and the wider World.”

In correlation with this, where does the incident stand or play a part within the four purposes or does it not have a place with the new Successful futures ideals. Would it stand within ambitious capable learners, ready to learn within their lives or contradict the idea of having confident and capable individuals. Does forcing them to raise their hands to demonstrate silence play a negative effect on their confidence and ability to learn, by making them question their placement within settings and focus more on the discipline side of school compared to the important learning aspect. Does it distract pupils from their learner by

removing them of topic or does it in fact help to ensure they stay on topic for a longer period. Thus,

“widening the attainment gap, because those who can answer the questions will put their hands up constantly, and will improve”
(William, 2012)

Which is of large importance within the new Successful futures stand point.

Linking of these to the incident, it would be Ambitious capable learners, as it could be seen in many ways, as classroom management, pupil behaviour or as a demonstration that they are constantly listening and have a willingness to learn. It could also be linked into Ethical Informed Citizens due to the notion of silence and respect begin demonstrated when precipitating with the hands up. It also leans towards the notion of respect when others are talking which should be used across multiple settings and incidents. Which allows makes you consider whether if done successfully across different subjects would it have more of a positive effect.

Classroom behavior and how assessment for learning is affected.

“Teacher raises his hand into the air, without saying a word, alongside playing a short piece of music, this time it happened to be rock music. In quick succession all the pupils fell to silence with their hands in the air, mimicking the teacher stood at the front.”

In 1890, there was a series of experiments conducted by a Russian physiologist Ivan Pavlov. Pavlov created a series of experiments which focused on conditioning animals to respond to sound and stimulus to form an outcome. Known as Pavlovian conditioning, also more commonly known as Classical conditioning. Which used dogs alongside a neutral stimulus of a bell, however, after multiple times of saying the bell alongside a bone, which would make a dog salivate, the bell became associated with the bell stimulating salivation. Thus, demonstrating the Classical conditioning was a method of learning.

Another example of this experiment would be the use of a balloon and a pin, the balloon being approached by the pin as the neutral stimulus, in the beginning you would watch with anticipation waiting for them to burst the balloon. However, after multiple times of the balloon being burst,

“you would associate holding the pin to the balloon with the 'bang' that followed. Like Pavlov's dogs, classical conditioning was leading you to associate a neutral stimulus”

(Pavlov, 1890) this would be an example of Classical conditioning because

*“the pin approaching a balloon with bursting of the balloon, leading to a conditioned response flinching, wincing or plugging one's ears to this now **conditioned** stimulus.” (Pavlov, 1890).*

Nowadays, the majority of psychologists agree that Classical conditioning can be classed as basic learning. Alongside this it is well known that

“Pavlovian principles can influence human health emotion and motivation and therapy of psychological disorders.” (Jarius 2015).

Another case which supports Pavlovian conditioning, although it was unethical, was the work of Watson and Rayner (1920). Watson and Rayner used the classic conditioning, on a young child of 9 months to prove that the ideas behind Pavlov's experiments were a viable idea in which to use as a method to manage behaviour. This child was exposed to a white animal and to begin with showed no fear but after the experiment which consisted over sound exposure alongside the white animal. The child became afraid and developed a phobia of

several different objects which had similar characteristics with the white animal used, this was thought to include their family dog, cotton wool, fur coats and masks of Father Christmas' face. This

“process is known as generalization” (McLeod, 2018).

This process, whilst on the one hand, demonstrating how the conditioning could be used positively also demonstrates the negative effects of classical conditioning could have if used as a method of creating phobias. Phobias are understood as irrational fears which often causes the fear to be unproportioned to the danger. It is thought that the use of classical conditioning within a classroom setting has less of an importance than operant conditioning. However, there is a need for teachers to transfer classical conditioning into a positive method of improving pupil's association between positive emotion and learning. An example of this could be bullying, if a pupil is being bullied in certain classes this could demonstrate why certain pupils perhaps misbehave during such classes. As a result, they've made that connection between that class and the bullying which has formed a phobia, removing their enjoyment and eagerness to learn. This could also be caused if a pupil

“is humiliated or punished in class by a teacher.” (Jairus, 2015)

Upon looking at this incident there are many variables that link with Pavlovian conditioning, however, does this affect children negatively? In contrast to classical conditioning of pupils, Wiliam has developed a different approach. The use of coloured sticks to indicate the depth of understanding through the pupil, without the need to embarrass the pupil in front of whole class. Wiliam developed this method because Wiliam suggests that putting hands in the air take away vital learning time, widening the attainment gap for pupils causing negative impact of pupils. However, how would this help to control a classroom full of pupils? He states that the use of coloured sticks would allow the pupil to demonstrate the problem and this allows the teacher time to help and improve their understanding to avoid the escalation of noise. Wiliam's believes that only a

“quarter of a class full of pupils will constantly put their hands up”

causing differentiation between the pupils who know and those that do not. That putting hands up for answering questions, has a negative implication of pupils, because they see it as a form of embarrassment if they get the answer incorrect which can negatively affect pupils' confidence. Stating that the confident ones are more likely to put their hands up, which does not show a true representation of the learning within the classroom. Wiliam has introduced a method of randomly generating names to gather a clearer idea of the assessment of learning with a classroom instead of relying on hands up. As he believes that

the old habit of raising your hand is outdated and causes a negative effect on the attainment gap. Wiliam suggests that

“no hands up, unless the pupils are asking questions, is the way forward” (Dylan Wiliam 2016)

because the use of hands up widens the attainment gap within pupils. Does this however, work for hands up for silence? During his classroom experiment that was used in 2012 on a group of year 8 pupils, where they did not use hands up, but used name generators, coloured sticks and other more modern approaches to controlling and assessing a classroom. He states that the combined use of these methods, will change classroom behaviour, removing the need for hands up for silence. Ensuring that the pupils can gain a positive experience from school which works alongside Successful Futures.

Wiliam stated that

“Our classrooms seem to be based on the opposite principle-That if they try really hard, teachers can do the learning for the learners. This is only exacerbated by the accountability regimes that mandate sanction for teachers, schools and districts, but not for students.”
(Wiliam, 2012, pg145)

Thus suggesting that these methods are only used to ease the work of teachers and do not have the pupils understanding and respect in mind.

Comparing Wiliam and Pavlov against each other there are some larger differences. Pavlov states that hands up is a form of basic learning that is needed to improve behaviour. In contrast to this, Wiliam states that the use of other methods which work alongside assessment for learning will in turn form an improved classroom behaviour. However, due to the age of Pavlov's discoveries and experiments does this make his theories and opinions outdated and not fit for purpose with today's society. There is no doubt that classical conditioning is a basic learning route, however, is there a need for it within schools now. Wiliam argues that no hands up is more effective when assessing learning but is still needed for other areas.

One teacher argues that although Wiliam is right in that pupils can develop an insight into their own learning and how to improve it, he does not believe that the traffic light system has any impact on metacognitive development. But suggests that peer assessing and teacher sequencing is a more effective way in which to handle a classroom. He also states that clearer acknowledgement of rules and basic premises the pupils must follow will in turn improve pupils behaviour. Wiliam concludes that student friendly mark schemes and rules are the methods needed, stating

“Student friendly language can be useful as students are introduced to a discipline, but it is also important to help students develop the habits of mind that define the discipline and coming to terms with the ‘official’ language is part of that process” (William, 2010, pg65)

Although this is to do with assessment for learning, it works the same for classroom cultures and behaviours, if it is explained clearly in a language that the pupils understand they are more likely to work alongside these rules and regulations without causing any negative implications on themselves.

Next steps.

Upon researching into a variety of different opinions and theories, it has made me reconsider how I first viewed and observed the management and behaviour within the classroom. Reflecting over ARC sheets which we used to personally reflect on different incidents. Contrasting the different theories and opinions against one another, I have changed my opinion of the matter. ARC sheets stand for Assisted Reflective Conclusion, which is the sheet which consists personal opinions which can be contrasted and compared against the field notes taken. The field notes are notes which do not have any personal judgements made to ensure there are no bias judgements. However, these ARC sheets could be used as a way of understanding the incidents in our own viewpoints containing personal understanding and comparing that to own personal incidents which we have experienced ourselves.

Upon witnessing the incident, I perceived it as positive methods of whole class management and method of controlling whole class behaviour. Which I discuss in the ARC sheet, see appendix 1. Thus, discusses my opinions and findings within the whole school day not just within the one classroom. Which allows a comparison between the classroom management methods.

Nevertheless, there was the question of whether it was less affected because it was practiced differently between all of the classrooms across a school setting ranging for subjects to different year groups. Some used it successfully, following through with waiting until complete silence and if that does not work, they follow through with the imposition of a detention. Perhaps in accordance with their school policy as the method of behaviour management which the school. However, there were a few incidents where it was not used with the vigour and only used to gain half of the classroom's attention before continuing with the lessons. In cases like, the method of hands up for silence is unsuccessful because it does only remove the concentration of those perhaps already engaged with the lesson, this could cause a

“widening of the attainment gap” (Wiliam, 2012)

thus discussed by Dylan Wiliam. Wiliam suggests that the use of hands up in any contents removes and distracts the pupils for a period of time which then leads to longer time away from successful learning. Perhaps it is only a successful method of classroom behaviour with the younger years within school and there needs to be differentiation between classroom management methods within the different age gaps.

Considering all the different methods, theories and opinions and bring them together to form the next steps and how it could be included within the Successful futures and the new curriculum. Comparison of all the options, has made me consider steps I would take within my classroom. Personally, I find the use of hands up to achieve silence, effective when done well because it teaches pupils respect for others when they are talking. However, I do not find it effective when it comes to answering questions posed by the teacher, because pupils soon learn that the way in which teachers choose who answers questions. Whether that is done by choosing pupils without their hands up therefore the children put their hands up even if they do not know the answer but they have learnt that with their hands up, they are less likely to be chosen. In correlation to that I would use the method of coloured sticks or cups for the pupils to indicate in their own, to demonstrate their understanding of the topic as a method of assessment for learning. As Wiliam states the use of hands up for questions wastes valuable time widening the important attainment gap, thus using the sticks as a methods for assessing with having to distract the pupils for a longer period of time than necessary. Stating this, the use of hands up for silence, is a necessary tool to use within a classroom as a method of behavior management without causing a negative effect on the pupils but teaches them the use of respect and understand how to take a second to re-adjust from the misbehaviour back to learning. Alongside this, it does not negatively affect the learning or emotion towards a certain subject if it is used across curricular with the school collection.

Upon reflection of these ARC sheets I realised that not all of these incidents I encountered could be continued through to Successful futures, because it would not fit with the ideas of the four purposes as it could negatively affect learning time.

Conclusion.

In conclusion, the use of hands up within a classroom has a controversial standing, as on one side William's argues that the use of hands should not happen unless the pupil needs to ask you a question and to assess the learning that is occurring that it should be randomly generated to ensure that the attainment gap is not affected and that all pupils are becoming smarter as a whole. Then on the other hand Classical conditioning has been used for many years with multiple successes. However, it is now considered outdated for the modern teaching time and does not fit in with the new success criteria for Successful Futures. I disagree with this, the use of hands up for silence helps to teach pupils respect when others are talking and shows that they can work within a large group, which will improve their work life after school.

In conclusion to all of the opinions discussed I do believe William is correct in removing hands up as a method of assessment for learning as it can

“Widen the attainment gap! (William, 2012)

but it should be kept in the use of classroom management, because it demonstrates respect, understanding how to treat others and how to be all inclusive within certain settings. Of course, this will depend on how well it is used across a school setting. To conclude, I do believe that this critical incident should remain within school policies as a method of progression into something more suitable in the long run, whether that be the use of non-verbal then progression to a verbal warnings. I do believe that this method allows pupils to learn and expand the understanding of respect for others, which fits in well with the four purposes, mainly the ideas of being a more well rounded individual who respects others, which all four of the purposes cover in one sense or the other.

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Appendix.

Appendix 1

Prifysgol Cymru Yr Athrofa University of Wales Trinity Saint David	
OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date: 02/10/19	
Lesson details: Science, Revision lesson Year 8, last lesson of day.	
Classroom culture (Are the students focused on learning?) • Most focused on the revision • Some distracted by netball game after school.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Clear purpose	
Direction (Are the students clear about what they are doing and how to do it well?) • Clear about the task.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Most are engaged, some aren't. • Some what challenged • Challenged by drawing from long term memory/ Exploring themselves to find answers.	

Prifysgol Cymru Yr Athrofa University of Wales Trinity Saint David	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • Simple but clear instruction • Walks around to make sure they understand	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • Starts up with music to gain silence. • No seating plan / not a strict seating plan. • Positive/negative feedback e.g. not saying you are wrong... just ways to improve. • Constant monitoring eg pathway round class. • Short, sharp music bites, to ensure they don't go the other way and make it worse. • Respect / conversational level. • Constant effective use of hands up.	

Appendix 2

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19

Lesson details: Math
8 year.
25th. Add/Subtracting/Multiplying m³.

Classroom culture
(Are the students focused on learning?)
• Most are doing work, but conversation subject is off task.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
• Clear instruction on board.
• Re-explained often.

Direction
(Are the students clear about what they are doing and how to do it well?)
• Most are clear.
• Some don't understand and are getting bored/misbehaving.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
• All are challenged.
• Perhaps in need of more guidance.
• Most engaged however.

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University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
• Constant questioning on what they have to do.
• Walks round asking if they need any extra explanation.
• Explains how to tackle short problems.
• Reassures everyone that they are capable.
• Contacts on personal level + re-explains in simpler language if need be.
• Constant recapping/re-explanation if ever if understood just to ensure highest targets.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?
• Nonverbal/Verbal warnings.
• Hands up for silence.
• Uses starter, LO, recapping + plenary as well as next lesson brief.
• Hands up if no response allowed to approach teacher.

• Constantly positive, boosting confidence.

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University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Focus)/Critical Incident (focus): Class Class... yes yes!!

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	- Tough strict lesson Ended with a fun exciting plenary. - Good use of AFL.
Cofio a Deall/ Remember and Understand "Allwch chi reoli eiddoau'r achos yng nghyd-destun y dydd?" "Can you list the aspects of the incident in the context of learning?"	"It gave me an end of lesson to assess long term memory." Teacher starts class, class, pupils reply yes yes yes. Teacher asks them to choose number 1 or 2 then say class class teacher then they have to explain a question off the board.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gwneud yn 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?"	- All could be kept the same. Good use of AFL.
Casgliadau a chymau pweithredol/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nes?" "What are your possible solutions to the issue identified?" "What could be done next?"	• Perhaps a sound strictness to it. "got quiet loud at times." • Use in more classes.

Y profiad newydd / Transformed experience

Appendix 3

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date: 28/09/19

Lesson details:
First lesson, Music, use of opinion to create own pieces of music, listened to classical mixed with rap.

Classroom culture
(Are the students focused on learning?)
Most pupils focused. Which is difficult in small class and sharing equipment.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Clear learning objectives following booklet which also states how to meet LO/SC.

Direction
(Are the students clear about what they are doing and how to do it well?)
Clear on what they have to do.
No right or wrong answer, just has to follow certain number of beats.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
Medium difficulty challenge.
Most engaged but if they slip of topic soon placed back in correct direction.

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University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

- Explains
- Writes it on board
- Re-explains
- Allows pupils to try
- Go up if still confused.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- No talking over
- Several warnings if ignored sent out (in binnet)
- Point system get 6 points for good behaviour
- win
- Music in background turned off as punishment
- Class Class Class ... yes yes yes!!

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Y Ddodol Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 25/09/19.

Digwyddiad critigol (Focus)/Critical incident (focus): Non-verbal + Verbal warnings.

Profiad / Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	Interesting lesson / some noise disturbance. Good use of warnings. Engaged class.
Cofio a Deall/ Remember and Understand "Ailwch chi restru effennau' eich yng nghyd-dedun y dygw?" "Can you list the aspects of the incident in the context of learning?"	A few pupils misbehaving at beginning of lesson given non-verbal warning. later in that lesson some pupils began misbehaving - they were given a verbal - behaved the rest of lesson.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gwneud yn iach i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Non-verbal to verbal then punishment. could continue as the pupils get warnings before anything negatively affects then given them chance to correct behaviour.
Casgliadau a chamau Gwethredau/ 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?"	allowing more time at beginning of lesson for the pupils to calm down. May help with noise levels.
Y profiad newydd / Transformed experience	

Appendix 4

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12:15

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/9/19

Lesson details: Science Group 6 year 7.
24.
Hoffi pwne - table & graph.

Classroom culture
(Are the students focused on learning?) Teacher at door, handouts, explaining what equipment needed. Provides some equipment.
Hud up to get attention.
Use of white.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Clear purpose, clear success criteria.

Direction
(Are the students clear about what they are doing and how to do it well?)
Clear start plan.
Re-explanation have needed.
Tries to engage everyone.
Explains other ways to do task.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
Clear lesson, all engage or seem engaged. Fun lesson. Targets their interest.

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Assessment

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

Questioning - Recapping -
Walk round checking - ends to see each table
Timed work.
Recap on last lessons.
Questions understanding
Assess knowledge of pupils questions.
allows pupils to help each other.
knows pupils.

Presents at front.
Helps when need be.
Connects with children on personal level.

Specifics / Critical Incidents
(Are there particular telling moments and examples which it would be helpful to discuss?)
Hand up.
Seaking plan.
No gas.
Wait time.
Hand up to ask question.
No talking over.
Verbal warnings.
Allows time for calm down.
None on board if had verbal warning.
Calling names for answer.
loud voice.
Pupil missed previous lesson, was brushed off.
Hands up/verbal - contented with verbal if no response.

Annotations:
"You checking you"
"chairs" "maybe"
"That's your verbal warning"
"Already given an warning to wake class"
"Verbal at response to mistakes."

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

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Gwn oed p-pil h.

Profiad/ Experience	
Teimladau/ Feelings (Beth ydych chi teimladau ynghyd y profiad?) "What are your feelings regarding the experience?"	Slightly chaotic. Explains well but pupil perhaps needs more clarification. Pupils started to make class quieter for better explanation.
Cofio a Deall/ Remember and Understand "Allwch chi restru effeithiau'r achos ond ynghyd â'r ddisgrifiad y dyddiad?" "Can you list the aspects of the incident in the context of learning?"	Hands up for questions & silence. Wait time - long wait. Non verbal warnings, then verbal. Then name on board.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gwneud yn ffaith i sicrhau adolygu a dysgu effeithiol yn y dyddiad?" "What could be kept the same to ensure effective teaching and learning in the future?"	Seaking plan worked well. Connected with Seaking on hand up. Warnings. 1/3 sat up.
Casgliadau a chamau gweithredol/ Conclusions and actions "Beth ydych chi ddynwneud i'r mater a'r hysbys?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	No gas. I did well. Gwn oed at ddech. Non emphasis on hands up. Silence and answering questions.
Y profiad newydd / Transformed experience	