

**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.**

In teaching, a critical incident in the classroom, is an unplanned event that could pose a challenge to a teacher, and is not identified as something that would occur routinely in everyday teaching (Trip, 1998) During this essay there will be a discussion of a particular critical incident that had been observed in a classroom of year 3 children.

Trip (1998) defined critical incidents as things “that are created”. He also says that they ‘are typical at first sight, but are rendered critical through analysis’ (p.35). He theorised that there are two stages in the creation of a critical incident. The first stage is that a phenomenon is observed, and then a note of its description is taken down. He calls this the production of the incident. The second stage reviews the incident through a wider perspective, asking the questions “what and why” within the social context that this incident has occurred.

A critical incident is also something that has been created in a certain way that allows it to be analysed, broken down and looked at from different points of view. These incidents that occur within the classroom environment can then be used in reflective practice by the teaching staff. Whilst each incident can be interpreted differently by individuals, discussion allows teachers to discuss, debate, and acknowledge the significance of an incident, and gain a deeper understanding of why these things happen and how they can be overcome.

Once a teacher has identified an incident and has made it critical, they can then look at the next steps that can be taken for them to move forward and to see what strategies that can be taken. Jackson (2019) explains how reflection for teaching is important and how it allows them to question their assumptions, to then deepen their awareness of the incidents. She continued to say how this has enabled teachers to become more proactive in the ways they seek opportunities to develop their practice, and improve learning opportunities for students.

The intention of this study is to analyse and evaluate an incident that was observed in a school class room of year 3. There will be focus on three main areas such as classroom management (Behaviourist theory), Additional Learning Needs (ALN) and More able and Talented (MAT).

The child in question in this study will be referred to as ‘Child A’ and the school will remain nameless. There are around 650 children enrolled in the school, there is a 21% ALN and approximately 33% of the children are on Free School Meals. They had an excellent Estyn inspection in 2016 and are a pioneer school for Health and Well-being. (Estyn, 2016)

The information of this study will be presented in coherence of the guidelines of the BERA 2018 Ethical Guidelines for Educational Research, as well as the United Nations Convention of the rights of the child. BERA (2018) believe that when conducting research on any persons there should be consideration and respect for everyone including the researcher and the child/ children. Whilst researching children of all ages, it is essential that the rights of the child are respected to ensure that they are able to voice their opinions and views, and express them freely without judgement, particularly when they are researching matters that affect them (BERA 2018). It is essential that the researcher ensures confidentiality and anonymity of the child, and the data is managed in an ethically approved way. The participants have a right to remain anonymous and there should be an element of confidentiality for the both respecting the rights of all those involved in the research process institutions. (BERA, 2018)

Observation is used as a way of describing events that are happening in real time and not being staged. These are the people's behaviours and artefacts of a chosen social setting. This social setting is where the children are in their normal classroom, but we as observers are looking for a critical incident. There are different types of observational research and this methodology will consider participant observation, non-participant observation and reactive observation.

Participant observation is seen as a way of gathering information on social interactions. It is a close interaction of a group who are living in the situation (Bryman 2016). This method of observation is a qualitative research design method and it is recorded in a prescribed format. This links to Trip (1998), in the way that the description of the observed situation is made into something critical, through the form of analysis. DeMunck and Sobo (1998) in Kawulich, B (2005), describe participant observation as the primary method of observation used by anthropologists doing field work. This is due to it being a process enabling researchers to learn about the actions of the people in their natural setting.

Non-participant observation is where the researcher does not get involved in the activities, and observes from afar (Bryman, 2016). The researcher remains passive, listens and takes in the activities that are happening around them and then makes conclusions on the observations they have made (Kumar 2014)

Reactive observation is an observation based on the observer's thoughts and feelings after the activity. In a classroom this is what the observer could take away from the normal activities and attitudes in the class. The researcher should however be mindful that the

children may react differently when there is a new person in the class observing them. (Arthur et al, 2012) All three types of observation methodology were observed during these critical incidents

The main issues with this form of observation methodology is the Hawthorn Effect. This effect sees the class moving from behaving within their natural condition, working in their own way, to the children acting differently. Wickström and Bendix (2012) said that an awareness of being observed can change how people behave and this can be positive, Increasing the productivity of the observed child, or negative where a student may act up and be less productive. It also makes it more complex for the observer, especially when they are not familiar with the child or group, as it becomes more difficult to identify whether they are performing tasks with their natural behaviour.

Wickström and Bendix (2012) agreed and went on to say that the awareness of being observed can change the behaviour positively, Increasing the productivity of the observed child, or negative where a student may act up and be less productive.

Another problem of this methodology is observer bias. This is where the observer is going into a situation where they already have an opinion or they are looking for something in particular to happen or for make something they want to happen by influencing it.

The purpose of the case study research might be to explore a phenomenon about which not much is known, or to describe something in detail (Arthur Et al, 2012). Yin (2009) suggests that case studies have an ability to answer 'why' and 'how' research questions, rather than simply 'what' and this gives us the ability to be able to evaluate and try to explain why things happen in certain ways. The strength of a study lies in the ability to enable the researcher to intensively investigate the case in depth.

To create a case study, it is important to have the ability to treat the whole population of the study as one entity, and this is seen as an ethnographic style of research (Kumpar, 2014). It is an approach which looks at a particular instance, or a few carefully selected cases that are studied intensely. There should be a focus on a bounded subject that is atypical or very representative. This links back to Trip (1998) where they discuss the fact that in the first instance, incidents are seen are typical but are made atypical through their analysis. A case study is something that evaluates a case that then can be made typical of cases of a certain type and therefore a single case can provide an insight to the events and situations which are obvious from where there is a case being drawn.

Positive things about a case study is that they are much more detailed than if there was research into a large sample of children, although the opposing view is that it can be hard or almost impossible to draw conclusions on a case study or generalise their findings across populations beyond cases that are similar to the ones studied (Kumpar 2014). Another positive thing is that there is a deep exploration of the research in question, and it is an overviewing, instead of a confirmation or quantification of numbers.

Donaldson (2015) has created the 4 purposes for the new curriculum for schools to embed into their practice, and they are the heart of the new curriculum as well. The first of the purposes is that the children are 'ambitious capable learners' who are ready to learn throughout their lives. The second purpose that Donaldson (2015) created was 'Enterprising, creative contributors' these are people who are focussed and wanting to play a major part in life and their work. The third purpose is the 'Ethical Informed Citizens' for the children who are ready to be citizens of Wales and understand a deeper meaning of the world and culture. Finally, the fourth one is 'Healthy, confident Individuals'. By ensuring that children have the opportunity to develop their knowledge in this way, it will prepare children to become well integrated citizens of Wales who can work to a high level with anything they choose to do. (Donaldson, 2015)

This case study is focused on one critical incident. The incident occurred in a class of year 3 students at carpet time. While the teacher was presenting the tasks and asking questions to the students, Child A was shouting out repeatedly with the correct answer. This occurred for 5 minutes, with Child A shouting out even though the teacher was asking for hands up repeatedly. It resulted in the teacher moving Child A away for distracting others and for not putting their hand up, but the child continued to answer. This resulted in Child B then being asked a question by the teacher, however, this child and some others were disengaged due to Child A shouting out and taking the teachers attention away.

The critical incident in question is linked to the 4 purposes. The first purpose links to the incident as the child is a capable learner who is ready to learn by answering the questions and challenging themselves to answer them all. Although the student is very capable and ambitious to show that they had the answer before everyone else, this does not go with the second purpose, ethical informed citizen. Child A was not aware of other people, and their behaviour being praised by the teacher after they put their hand up. The child's ethical information did not come through as they continuously misbehaved and went against the teachers wishes. Although the child was a 'healthy confident individual' not only in their

ability to answer correctly but also confident enough to interrupt the teacher, there was an unhealthy aspect of their behaviour resulting in this child needing the teacher's attention, and when the teacher removed his attention from the child they would act up more.

The final purpose 'Enterprising, Creative Contributors' is something that engages children into working in a way that they want to play a full part in it. Donaldson (2015) intended for this to encourage children to work hard. For Child A, they were ready to play a full role in the lesson but it may have been a bit too much where they then took the attention away from the other children in the class.

In Wales, More Able and Talented (MAT) is defined as the learners who usually would be considered more able than the rest of their peers. They are also the learners that are going to need more opportunity to enrich and extend their learning from the majority of the children in their classes. There should be an opportunity for these children to be able to develop their skills and abilities, and discover where their talents lie. (Donnelly and Scott, 2009). This is supported by ESTYN (2018) where they discuss the MAT students as being more able across the curriculum and also extending it to the students who have a particular ability in specific subjects such as sport, drama, music and art. The Estyn report also supports that the children have a specific leadership, team work and entrepreneurial skills. (Estyn, 2018)

Within the school where this observation took place, approximately 20% of the school pupils are defined as MAT and then the top 2% of this is the exceptionally able children. In the school prospectus there is a significant amount of purpose given to the MAT students where they are then encouraged to reach their full potential. (■■■■■, 2018). On review of this critical incident, it is apparent that this child can be seen as more able, and whilst being encouraged to reach their full potential it is at the risk of the other children's learning.

More able and talented students need to have a wide range of extra-curricular activities according to Estyn (2018). There is still a shortage of provision for MAT students across Wales. There is a way for children to help their peers if they are MAT, and this can also help the teachers push them to reach the higher expectations. Regarding the critical incident, Child A was needing to answer all of the questions, there was also a large effect on the rest of the class where they turned off and did not engage in the class attempting the answers.

When Sir Michael Wilshaw was the Ofsted Inspector in 2016 he described this behaviour as being seen through frustration. He went on to talk about mixed ability classes which is something that is practiced in the school. He came the conclusion that to make sure the

child is stimulated there needs to be an aspect of non-mixed ability children to ensure the child is able to achieve and be pushed by peers. This would be seen as a middle ground approach. (Wilshaw, 2016)

Within the primary school that this critical incident took place, the year 5 and 6 MAT students are given opportunities to give learning walks and tours of their wing in the school, as well as around the school to outside visitors. This draws on their knowledge and experience to adapt to different situations, promoting their independence and their team leading skills which Estyn (2018) discussed.

For the Children that are MAT there needs to be a knowledge of the Zones of proximal development (ZPD). This is a theory created by Vygotsky, where there is not one size fits all on development. Vygotsky's theory knows there are common intellectual development which is called the ZPD. Where there is mediated assistance is successful and the child will absorb the information where as if that was not there would be a notion of panic and the child will learn nothing. Lev Vygotsky says 'the distance between the child's actual development level as determined by independent problem solving and the level of potential development as determined though problem solving under adult guidance or in collaboration.' (Smith et al, 2000). This is seen as the child developing with their interaction with adults and their social surroundings.

Vygotsky's theory (in Smith et al, 2000) that there is a child in the centre of the learning and the innermost part of that circle is that the child is unaided. The outermost part of this circle is what the 'learner cannot do' without guidance. The middle part of the circle is seen as the Zone of Proximal Development (ZPD). This is where the child is seen to learn at their best according to Vygotsky's theory. There is a greater chance for the child to move forward in their learning when they are at the ZPD. There can be an area where the Child is learning but also there is not much development on the social aspect of their life this could be when the ZPD is being created but not crossed. (Smith et al, 2000)

There are several possible reasons that Child A is behaving in this way. They may not have experienced these types of interactions at home, and did not have any insight into how they were reacting to the teacher and always needing the teacher's approval. The next step could be to help the child become a more independent learner without needing the teacher approval. It could also be that there is a need for the child to be more academically challenged to develop their thinking.

When this incident happened, the researcher noticed that there was a significant amount of thinking coming from the majority of the children, but child A had little to no struggle to answer the questions, this is when they shouted the answer out, perhaps to prove to the teacher that they knew more.

Behaviour is something that in education can be measured and observed (Hogg and Vaughan 2011). It is also something that can be very small such as a raised eyebrow or a smile, but as Trip (1998) states, making it critical is through the analysis and understanding of why these behaviours are happening. Hogg and Vaughan (2011) say that the understanding of a behaviour comes from the theoretical perspective, cultural background and the interpretation of the individual that is researching. This means there needs to be an understanding of the person before they are observed.

Classroom management is linked to behaviour due to needing to maximise the pupil engagement. Cremin and Burnett (2018) say how the main aspect of classroom management is to prepare the pupils cognitive, socio- emotional and behavioural skills. As well as with academic development, pupils do have a range of abilities with their socio-emotional development. Children have different ways of engaging, where some will be highly motivated to learn and others may not be. Conveying rules and regulations for the children within the classroom enables you to maximise the learning through the time they are in class.

Edward Thorndike developed the Law of effect (Mcleod, 2018). He used a way of conditioning to get the behaviour he desired from animals. This operant conditioning is a theory that involves learning from the consequences of a behaviour. This is a way of conditioning a child or animal to get the desired response (Mcleod, 2018). Hogg and Vaughan (2011) discussed the behaviourist approaches to conditioning of and Skinners approach on conditioning (p.345). They say that the radical behaviourists think that a behaviour can be linked and explained in the terms of the reinforcement schedules which is the behaviour changes which are linked with a positive outcome. Classroom management is something that is needed in all schools, especially primary schools, to ensure that as the children grow they have similar behaviour expectations as the year before. This will help them become more responsible of their behaviour and could make it easier for the teacher to control their behaviour. (Cremin and Burnett, 2018).

Reflection is important for practice as it helps develop teaching practice and therefore the children's learning as well. The Welsh Government define reflective practice as a process

where professional issues, problems or dilemmas are discussed. These are usually issues that do not have a very straightforward answer and require the evaluation. (Welsh Government, 2015). It is also defined by the Melbourne Department of Education and Early Childhood Development (in Welsh Gov, 2015) as where there is a bottom up approach which is don't by the teacher themselves. This can be formal or informal and also could be individually or collaboratively done. (Welsh Gov, 2015).

Reflective practice is defined by Cremin and Burnett (2018) as something that is related to professional development. it allows a teacher to reflect on an aspect of their teaching with the aim to consider the effectiveness and how to consider developing future options. (Cremin and Burnett, 2018).

While reflecting on this critical incident, there are three possible solutions that could be used to manage this incident. The first suggestion for this practice would be to use 'think, pair share'. This would be a good idea for the child as they are MAT. This would make them a More Knowledgeable Other. Lev Vygotsky believes that when there is an exchange of common language between two people, other people can be the source of new knowledge. (Smith et al, 2000). Therefore, with this child becoming more knowledgeable than others, they will be able to pass on their way of thinking and that the other child will be able to understand better. Smith et al, (2000) also talk about the use of language. As these children were in year 3, there could be a more appropriate age related use of language between the two young children which would enable the other understand more easily

Following on from 'think, pair share', to keep the children engaged during the time that they were discussing the question, the teacher should have moved on from the hands up approach to a randomised answer approach using lollipop sticks or a randomised name generator on the computer. These randomised names would keep the children engaged as they know that their name may be called next and nobody should be calling out. Keeley, (2008) explains how this method will give all children time to think about their answers and also how everyone has the same chance in being able to answer. She also describes how the time given will enable the children that don't usually answer, a chance of being asked as well, and not relying on the same students to answer all of the time. Regarding the critical incident it was very clear that the children relied on the one child to answer the questions. When the teacher questioned another child to make sure they had been listening they did not know, therefore, this strategy could help them. Both options could also be used together allowing the children to work together to answer a question using 'think, pair share' and also lollipop stick to make the answering random.

These are easily implemented into the day to day routine of a classroom and portray strong classroom rules. This is ideal for children to know what is expected from them and for there to be consequences that are followed through with if these are not complied with. (Tornio, 2019). Although this critical incident was also observed in the first month of school the children were only just transitioning from the foundation phase to the KS2 ways of learning. This is something to keep in mind while the suggestions were being made. After looking at these recommendations they will be implemented into the observers teaching practice to avoid such incidents reoccurring in the teaching practice.

To conclude, while conducting this research, there has been a significant amount of thought towards to new professional standards in Wales. These are there to enable the teachers to reflect on their practice in an individual manner as well as a collective manner. Here, there has been an identification of a critical incident as well as supporting and identifying areas for improvement of professional development. (HWB, 2018). This links to Cremin and Burnett (2018) reflective practice suggestions allowing teachers review their practice and reflect to help improve their own teaching standards and enabling children to become the best they can be and benefit from the education system in wales to the best of their ability (Donaldson, 2015).

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Appendices 1-8



OBSERVATION / FIELD NOTES



(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Language and reading for year 3 25 children Seesaw/ Carpet time/
Classroom culture (Are the students focused on learning?) - Most children are engaged and listening to the learning - 2/3 children are calling out answers and not putting hands up. -
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Carpet time was used to help the children to understand the tasks that are to follow. - Blending words and blending longer uncommon words. - 3 tasks on rotation in the classroom - One group are out of the class independently learning with iPads - One group are also out of the class doing another task - The observed class are in the class with the teacher focussing on the way they end sentences and reading.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Children were able to engage in the lesson in a varied way as well as be challenged by using the iPad app Seesaw and during the class the teacher knew the children's ability and worked with that for the task that was being constructed
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - The teacher assessed the students understanding before they went off to do the tasks of the class by questioning - He then used seesaw to see if the children have understood the work by listening to them blend the words from the iPads.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - One child drawing attention and moving around the mat to sit by their friend which is taking the attention away <u>from</u> learning

- Child been shouting out during the carpet time as they knew the answer. This then gave other children the idea to shout out and not to have hands up. - maybe they are the MAT
- This child was then shouting out after being told to put hands up 'I got one, I got one' which shows they still want attention from the teacher
- Teacher made it aware that this child had distracted another 4 children in the same day.

Critical incident

- Child B has been talking over the teacher trying to gain attention away from other learners
- Unaware if this was because there were new faces in the classroom or if this was a reoccurring situation
- Student B has been stomping around the classroom

Appendices 2

Assisted Reflective Conclusions (ARC) Model**Date:** 25/09/19**Critical incident (focus):** Focus and classroom rules

Experience	
Feelings	I felt there was a disrespect to the teacher and that it was very annoying that the child in question did shout out multiple times as well as after he was told to put his hand up.
Remember and Understand <i>"Can you list the aspects of the incident in the context of learning?"</i>	Aspects that went well - Child A had an understanding of what the teacher was looking for. - Some other children then also were shouting out knew the right answer what happened? - Shouting out in class and then the other children in the class had missed out on a lot of key information – teacher asked one child how long they were supposed to be doing the task before swapping and didn't know the answer. - The planned differentiation meet the individual needs of the learners by the teacher wanting the children to carry out a task of sounding and blending words on an iPad so therefore he can listen to them back and see where each child needs individual intervention in English.
Evaluate and analyse <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The way that the children were interacted with in the class and the introduction was well planned out. The power relation for the children and the way the children understood there was a need for them to be able to listen to the teacher. The use of planned differentiation for the children in the class with the blending of the words was good for the teacher to be able to see what the children can or <u>can't</u> do. The only thing I would change is the amount of time the children had to sit on the carpet.
Conclusions and actions <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	- The use of lolly pop sticks to have answers from all children as there are some that answer all the time and therefore the other children don't seem to answer. - Think pair share - Teacher having a calm quiet voice for the children then to be calm and quiet. - Strong classroom rules – the teacher having a clear hands up rule for the children to then not to shout out and for other children to stay engaged. What could be done next? - Think pair share - Strong classroom rule
Y profiad newydd / Transformed experience	

Appendices 3

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Details of learning event: Children doing maths Class was in rotation Children working with LSA, teacher or independently
Learning culture Children were focused on the learning and how they can develop their learning further
Objectives The purpose of the leaning event was to do multiplication on the various levels. The children were deciding themselves what task difficulty they wanted to do.
Direction (Are the pupils clear about what they are doing and how to do it well?) Pupils were clear for what they were going to do by having different groups on the board. The teacher was very clear that the ones outside had to work independently or ask their peer if they needed help. If they could not help then they could ask the teacher when they came in on the rotation.
Access and challenge (Are all students able to engage in the learning event?) The children were able to challenge themselves by choosing either gold, Silver or bronze level of difficulty. All children were challenged by the tasks as It went from 2 and 5 times tables to doing nearly all of them on the task.
Assessment What is the pupils' understanding before, during and after the learning event? The children had time to do multiplication, addition, subtraction and doubling before the lesson had started and then they went on to more multiplication with their rotation. All of the students understood the task that was asked of them.
Specifics / Critical Incidents A child walked into the class while they were supposed to be doing work independently to ask the teacher for help. The teacher told child A to ask child B for help. As an observer I went outside to see and child B then explained to child A how to do this multiplication as they were on Gold and child A was on bronze. This child then went on to finish the sheet in the given time before the next rotation. MORE KNOWLEDGABLE OTHER.

Appendices 4

Assisted Reflective Conclusions (ARC) Model

Date: 02/10/19

Critical incident (focus):

<i>/ Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	I was surprised when I noticed that the child that was struggling on the bronze level asked for help and did not just sit there and not do anything. As a researcher I found it interesting that the child A and child B used each other for more knowledge and that the information was then easily learnt and used in the task for child A.
Remember and Understand <i>"Can you list the aspects of the incident in the context of learning?"</i>	More knowledgeable other is definitely the main use of the two children working together. The context of learning was that child A understood the meaning of the task and how to do it when it was taught by a peer. This could have been because the use of language from the child in question made it more clear for them.
Evaluate and analyze <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	This method was clearly very effective for the child and for my practice, when the right children are free or need help I would be using the more knowledgeable other for them to peer learn. This creates an effective teaching and learning as in this instance the child was able to go onto completing the activity, and without the other child's help, may not have been able too.
Conclusions and actions <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	The main next step would be for the teacher to understand why this one child did not clearly understand the task as well as using the more knowledgeable other method more often as the children react well to it with help from their peers.
<i>Transformed experience</i>	

Appendices 5



(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19

Details of learning event:

Child doing an non verbal reasoning task and reading test that the researcher was participatory observer. The child was working independently to finish the task for the teacher to then know what his levels were.

Learning culture

(Are the pupils focused on learning?)
The child was focused on the task

Objectives

(Is there a clear purpose to the learning event?)

This purpose was for the teacher to then assess the results and see at what point of the ~~childs~~ learning there is need for intervention

Direction

(Are the pupils clear about what they are doing and how to do it well?)

The pupil was directed at the start of each task what was needed of them to do. This was then followed by two example questions so the learning was fully understood.

Access and challenge

(Are all students able to engage in the learning event?)

The questions in the test got increasingly more challenging therefore there was challenge, although there was a lot of struggling towards the end.

Assessment

What is the pupils' understanding before, during and after the learning event?

The student understood and did the test well up until the end of the reading paper where it became too challenging and they began to lose confidence

Specifics / Critical Incidents

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

With this task being independent and as a participatory observer I was unable to help, the child increasingly asked for help and looking at my facial expression for the answer. This task could have been ended earlier as the child became ~~disressed~~ and upset from finding the test too difficult. As a participatory observer there was a sense that the child began to guess the answers as time for break was coming closer and that there was little understanding of the last part of the assessment.

Appendices 6

*Assisted Reflective Conclusions (ARC) Model***/Date:** 02/10/19**Critical incident (focus):** confidence

<i>Profiad/ Experience</i>	
<i>Feelings</i> <i>"What are your feelings regarding the experience?"</i>	while participating in this observation I was very heartbroken by this child reaction to the non-verbal tests. As the student was new to the school as well as not from Wales there was a clear struggle. As this was a test I could not help them directly which made the child very distressed. My feelings during this was mainly helpless and continued to comfort the child as the task was carried out
<i>Remember and Understand</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The child was carrying out a nonverbal and reading test for the teacher to be able to see at what level they were working and what aspects of their work they need the most help with. I sat with said child through the entire process and they began to ask me for help which was something that I could not help them with. This had the child become distressed as he 'can't do it' and they really just gave up. This was ultimately very sad for me as a student teacher as I knew that I wanted to help this child as much as I possibly could, but for the task in question it was for the best I didn't help.
<i>Evaluate and analyse</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	If this was to happen again, I would make sure I had a better knowledge of the child ability to read and their non-verbal reasoning before doing the rest of the tests. This child had never seen a non-verbal test before and I believe was quite unsure how to carry it out. Although, we had gone through the example questions before hand. Next time, I would make sure there is a better understanding from the child of what is asked from them during the test so that there is less of a distressed attitude from them
<i>Conclusions and actions</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Next time, I would make sure the child had more of an idea that these tests were going to be carried out for them on that day as well as letting them know or explaining something similar to the non-verbal reasoning test to them so that they have more of an idea of what is going to be asked of them to complete.
<i>Y profiad newydd / Transformed experience</i>	

Appendices 7**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Children were told to make a profile on a Sloth independently. This was going to be up to a page of writing. Year 2 - 30 children The teacher had a carpet time to discuss and ran through the success criteria before the learning and to make sure the children then used it to the best of their ability for the rest of their learning.
Classroom culture (Are the students focused on learning?) The children were separated in 4 groups. Two doing the written task on a table with the LSA and Class teacher and the other two groups outside, these were going to swap the following day. The children were focused on the tasks as they knew this was going to be a challenge.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose to the lesson was to see how much the children had learnt and how they then could apply this in a written form. The lesson activities during the carpet time with the success criteria and then the one that was glued into the book helped promote the purpose.
Direction The students direction on how they did this well was with the teacher during carpet time when she did it in front of the class and as well as having the success criteria they made reference too during the class as well.
Access and challenge All students were challenged due to them being able to write as in depth as they wanted or could during the time that was given. (1 hour)
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? There is a WAGOLL on the board for the children to see as well as the teacher creating a success Criteria for them to follow. As the groups are with the teacher they refer back to the success criteria as they go through their work to make sure they are hitting their targets .
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Assessment of learning with the success criteria, children were aware what was going on at all times and watching them correct themselves as the teacher reminded them during the lesson. Teacher was marking during the lesson and children were then changing their answers while looking at the success criteria.

Appendices 8

Assisted Reflective Conclusions (ARC) Model

Date: 02/10/19

Critical incident (focus): Success criteria/ assessment of learning

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	During this experience I remember feeling good about the fact that the children used the success criteria without the teacher needing to remind them again and again to look at it. There was one child that had finished but before giving their work to the teacher they were clearly going through their work to make sure they had hit all of their main points.
Remember and Understand <i>"Can you list the aspects of the incident in the context of learning?"</i>	The learning in this lesson was clear as all the children were focused on their task and all of their work over the few weeks before had been leading up to this 'hot task'. The children were able to use previous knowledge learnt from before and then apply them to this work. The learning was constant and they had used their knowledge effectively.
Evaluate and analyse <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	For the future, this is good for the assessment of learning. The children were well aware their work had been leading up to this one hot task. The hot task then consisted of their success criteria. The use of creating a success criteria with the children made them fully aware of how they were needed to fully get everything out of their task. I would use the creation of a success criteria with the children for a task like this as it was successful in them wanting to refer to it as they did their work
Conclusions and actions <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	For the next time, I would work with smaller groups and make sure all children do the same as Child A when they were looking at the success criteria and correcting their work as they went along. This is good skill to have from year 2 and something that can be used through their whole school/ work life. Next, there could also be a reward for the children who look at and fix their work without teacher telling them too in the class to encourage them to work independently on their hot task.
<i>Transformed experience</i>	