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.

Introduction

This essay will be focussing on a case study of a critical incident that has been observed while at a placement school. Four official observations were carried out with only one being focused on for this assignment. Teachers use critical incidents as a way of learning more about their teaching practise. Critical incident analysis allows teachers to analyse what happened and what caused it to happen within the classroom in order to improve practise (Richards and Farrell, 2010). There are several key themes that will be discussed in this essay: In the methodology different observation methods and case study methodology will be discussed, alongside the strengths and weaknesses of critical incidents. Next, will be how the discussed critical incident is linked with Donaldson's four purposes of the new curriculum. The literature review will aim to identify the key themes around the subjects of self-efficacy and well-being. The essay will focus on reflection and evaluation of the incident and on the next teaching and learning steps. It will also discuss the role of critical reflection and the use of reflective models, and how they can inform professional development. The conclusion will draw attention to how this assignment links with the Professional Standards for Teaching and Leadership in Wales.

School and Class Context

In guidance with BERA guidelines (2018) the school spoken about will be referred to as School X. School X is a relatively large community primary school in South Wales. There are 424 pupils on the roll between the ages of 3-11. This includes 27 part-time pupils and 23 full-time pupils who attend the school's nursery. The school is currently organised into 13 single-age classes and one mixed-age class. Approximately 10% of pupils are eligible for free school meals, this is much lower than the all-Wales average of around 19%. Most parents come from professional backgrounds. The school has identified that around 11% of pupils have additional needs, which is well below the national average (21%). Very few pupils have statements of additional learning needs (ALN). No pupils speak Welsh at home, and very few pupils speak English as an additional language (Estyn, 2018). The class observed for this study was a year five class (aged nine and ten), with 26 pupils. There are two year five classes, organised by age, with the class that was observed being the younger class. Two pupils in the class are registered as having ALN. One child is a looked after child (LAC). The class has a split of 12 girls to 13 boys and they have set seating plans for maths and English, that are organised by ability.

Methodology

There are various observation methods that could have been suitable for this study. All of which have different strengths and weaknesses. One possible observation method that could have been used was a checklist. Palaiologou (2008) states that observation checklists can be quick, easy and efficient tools. However, she also argues that the major weakness of using a checklist is that an important detail may not have been included in the checklist. Even though they provide a breadth of information, they lack depth.

An unstructured approach of observation was chosen because although the purpose of the observation was to find a critical incident, a specific route of research had not been decided. Punch (2005) states that with unstructured observation the researcher does not use categories and classifications but makes observations as they see them. The reasoning for this is so that categories for describing and analysing the observational data will appear later in the research, rather than be brought to the research.

A non-participant method was chosen, this has the benefit of providing a factual account of the incident without influencing the child's behaviour and also allows the observer to keep accurate notes and not become distracted (Papatheodorou, Luff and Gill, 2011). Although, research has suggested that even with non-participant observation a so-called Hawthorn effect will take place (McCambridge, Witton and Elbourne, 2014, p 267-277). The Hawthorne effect is when people change their behaviour, as they know they are being observed. To limit the Hawthorn effect, multiple observations were taken in the same setting, allowing the children to get comfortable with the observer being there.

A written technique was used, where a written record of the event was made as it happened. According to Palaiologou (2008, pg 60), the benefits of this approach are that it "offers a rich evidence of the children's behaviours or the implementation of activities". She also states that "among the advantages of this technique, the recordings are accurate, complete and comprehensive".

There are many arguments surrounding case studies and whether they hold any worth from a wider educational perspective. Critics question the importance of one single event and say it is difficult to cross check information. Bell (2014, p20), argues when it comes to case studies "that generalization is not always possible". However, if multiple case studies are used covering the same topic they can contribute to greater generalizability. "Case studies can be part of a growing pool of data, with multiple case studies contributing to greater generalizability" (Cohan, Manon and Morris, 2018, p.380).

Case studies also provide real life context and allow readers to better understand the cause and effect of a situation. When discussing the advantages of using case studies Cohan, Manon and Morris (2018, p.376) state that "Case studies provide a unique example of a real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles".

A critical incident analysis was also used for this study. Some could argue that critical incidents and case studies are one of the same, this essay will discuss them differently. Critical incident analysis offers an effective way of developing reflective teaching practise. "Critical incident reports promote self-directed professional action, which means that teachers develop a strong sense of personal responsibility for their teaching practice via continuous reflection" (Little, 1995). One of the main drawbacks of critical incidents is that they are open to interpretation and are prone to observer bias. In order to ensure I limit this, I spoke to the class room teacher who also witnessed the event to ensure I had not left out any key details.

Another criticism of the critical incident approach is that it is unreliable, as it is only a snapshot. Commenting against this, Cohen, Manion And Morrison (2013) argue that at times reliability as consistency in observations is not always required.

Critical Incident Linked to Donaldson's Four Purposes

One of the main recommendations from *Successful futures* is that there should be four purposes to the Curriculum for Wales. It states that, if generally supported, they should 'guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales' (Donaldson, 2015).

The four purposes are that all children and young people will be: Ambitious, capable learners who are ready to learn throughout their lives. Enterprising, creative contributors who are ready to play a full part in life and work. Ethical, informed citizens who are ready to be citizens of Wales and the world. Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society (Welsh Government, 2019).

During a visit to School X I was involved in the observation of a year 5 class. The pupils were involved in a writing task, where they were asked to write a story about what they had done over the summer holidays. The teacher had shared the WALT (We are learning to) on the board and the children started work on the task, with most children in the class working hard independently. The class had not been split into a seating plan yet as it was early in the term, which resulted in a group of pupils sitting together and distracting each other and one of the pupils, not engaging in the task. Pupil X struggled to stay focused, fidgeted by playing with rulers and talked with their peers. Pupil X also claimed they couldn't do the work, and that they "didn't do anything" in the summer, so had nothing to write about. This resulted in them not completing as much work as their peers. Once the activity had finished, the teacher chose pupils to read out their work to the class. When the teacher chose pupil X, the pupil refused to read his work out. The resulted in him looking quite uncomfortable and displaying closed body language.

Comparing this to successful futures 4 principles it states that 'All our children and young people will be ambitious, capable learners who set themselves high standards and seek and enjoy challenge' (Welsh Government, 2019). Pupil X did not show ambition when taking part in the writing task, they were content to do as little as possible. Pupil X did not have high standards and did not want to push himself.

Welsh Government (2019) also want young learners to be 'healthy, confident individuals who are building their mental and emotional well-being by developing confidence and resilience'. When asked to read in front of the class pupil X displayed a lack of confidence. Donaldson also wants young people to 'have the confidence to participate in performance' and 'face and overcome challenges'. When pupil X found the work challenging, they gave up, and began talking and distracting others from their work.

Literature Review

The first part of the literature review will look at self-efficacy. This is particularly important in relation to the critical incident, as it could be argued the child did not have self-efficacy in relation to the writing task or reading aloud to the class.

Education professionals are increasingly interested in pupil's self-efficacy levels and how this can affect the learning environment of a classroom. The idea of self-efficacy has grown out of the social cognitive theory (Bandura, 1977). Perceived self-efficacy refers to "a judgment of one's ability to organise and execute given types of performances" (Bandura, 1997, p. 21). Personal beliefs about capabilities are a fundamental and yet too-often ignored part of attempting to create learning a positive learning environment. According to Lightsey (1999, pp 158-166) and advocates of the Self-Efficacy Theory, "student self-efficacy is a situation-specific belief that students have on their ability to organize and execute the actions required to learn and master tasks and assignments at a satisfactory level".

Self-efficacy has significant implications on understanding how children are motivated to learn. Berry & West (1993, pp 351-379) found that self-efficacy influenced a variety of ways pupils engaged in tasks e.g. persistence, effort, goal setting, strategy usage, choice. Self-efficacy theory predicts that highly efficacious students will choose to participate in learning activities more often (Zimmerman & Martinez-Pons, 1990, pp 51-59) and persist longer in the face of difficulty (Schunk, 1991, pp 207-231). Furthermore, they will remain resilient and cope calmly in the face of adversity, (Pajares, 1996, pp 325-344). Teachers should strive to create pupils with high self-efficacy, this will in turn produce autonomous pupils who can take charge of their own learning. This theory could also be key to understanding why pupils may not engage in certain tasks or activities.

Self-efficacy is also linked with academic performance. When looking at the evidence put forward there is a clear correlation between self-efficacy and academic achievement. Self-efficacy is a strong predictor of academic achievement and motivation to learn (Schunk, 1991, p 207-231). In line with these findings, Schunk and Zimmerman (1997, p 195-208) reported that there was a positive relationship between self-efficacy and academic achievement and that if students are trained to have higher self-efficacy beliefs their academic performance also improves. Meral, Colak and Zereyak (2012, p 1143-1146) found the highest levels of achievement were reported in those students with the most gain in self-efficacy beliefs. Based on this evidence, it would be useful for teachers to implement strategies to enhance self-efficacy amongst pupils.

When looking at criticisms of self-efficacy theory, we need to look at the four sources. Bandura (1997) proposes that self-efficacy is formed from four key sources. The first source of self-efficacy are individuals' interpretations of their mastery experiences, or previous successful experiences. The

second source of self-efficacy is vicarious experience, or observation of successful others. Bandura (1997) states that in classroom activities pupils can get valuable information about their own competence based on capabilities in relation to other's achievements. Schunk (1991, 207-231) described "observing others succeed can convey to observers that they too are capable and can motivate them to attempt the task". The third source of self-efficacy is social persuasion. Students who are provided with verbal feedback and encouragement that they can carry out academic tasks increase effort and perseverance, at least temporarily, when faced with challenging tasks. The fourth source of self-efficacy is interpretation of physiological states when undertaking challenging activities.

As Bandura theorised, mastery experience consistently predicts students' self-efficacy. Students who interpret their past performances as successful are likely to have their self-efficacy beliefs supported. However, Usher and Pajares (2008, p 751-796) are critical of the other sources of self-efficacy. They have pointed to serious methodological issues when measuring the other sources, such as poor reliability of items on a scale, aggregated scores that mask information from any one source, or multicollinearity between the sources. Usher and Pajares (2008, p 751-796) also argue that researchers have measured the sources in significantly different ways. In quantitative studies, items and scales have differed significantly across studies, and not all researchers have been attentive to issues related to construct validity and credibility, or to theoretical guidelines related to the quality of the sources. Multon, Brown and Lent (1991, p 30-38) also concluded that in some studies, vicarious experience did not predict self-efficacy. Indeed, Usher and Pajares (2008, p 751-796) believed that vicarious experience is the least likely to predict self-efficacy across studies, stating researchers found difficulty creating an adequate measure with which to assess it.

Banduras self-efficacy theory is widely used and accepted. Since the release of Banduras *Self-Efficacy: Toward a Unifying Theory of Behavioural Change*, researchers in the social and behavioural sciences have used self-efficacy as a way of predicting and explaining a wide range of human functions (Artino, 2012). Although self-efficacy is seen as one of the key motivational theories, Usher and Pajares (2008, 751-796) have highlighted some flaws in the theory, more research needs to be done to in order to address the concerns raised about reliability.

The second part of the literature review will look at wellbeing and examine the impacts it has on education and policy. During the critical incident there were some signs which brought wellbeing into question such as a lack of motivation and engagement from the child, along with his negative body language. Also, if the teacher had a better understanding of wellbeing, perhaps they would not have chosen that child.

The term wellbeing Is used often in education, although there is no universal definition for it. The World Health Organization (2019) describe well-being as "when an individual realizes their abilities, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to his or her community". While Ereaut and Whiting (2008) argue that, wellbeing is no less than what a group or groups of people collectively agree makes a good life.

Alongside the lack of clarity around how wellbeing is defined. There is also a lack of clarity on how to measure wellbeing, especially in children. Selwyn and Wood (2015) argue that it is difficult to compare studies of wellbeing, as there is no consensus on the key domains or their weighting. This idea is backed up by Pollard and Lee (2003, p59-78) who state multiple definitions, indicators, and measures of well-being are used. In order to address this issue, we must empirically define well-being and establish the scope of what well-being covers. In 2010 the UK government aimed to do this by asking the Office of National statistics to develop 'national measures of wellbeing' with the purpose of measuring the nations progress (Selwyn and Wood, 2015). This also demonstrates that wellbeing is increasingly becoming a priority of government. This could also be because the UK, unsurprisingly, has not performed well in recent international comparisons. In a ranking by UNICEF (2013) of 29 countries the UK was ranked 16th, lagging some of our European neighbours.

There are various benefits of promoting well-being in children. One of the central ideas is that they will then go on to be more successful and function better as adults. (Mcauly, Rose and Donlan, 2011) state that promoting the well-being of children is seen as important because it lays the foundations for adult functioning. (Bronfenbrenner, 1979) has highlighted how parents' well-being is influenced by the well-being of their children and vice versa. The importance of wellbeing can also be seen in policy such as *Successful Futures* where the Welsh Government has put health and wellbeing at the heart of their new curriculum. The main role of teachers and schools should ultimately be to prepare children for the wider world. With an increasing focus on well-being, educators will be giving children the start they need to be fully functioning members of society.

Research shows us that children who have better wellbeing are more motivated and achieve more in school. More school enjoyment at ages 7 and 10 is associated with greater school engagement from ages 7 to 10 and from ages 10 to 13, respectively, indicating that children who enjoy school are more likely to be motivated and engaged in their school work at a later point in time (Morrison, Gutman and Vorhaus, 2019). For academic progression, better emotional wellbeing is a key factor in primary school (Morrison, Gutman and Vorhaus, 2019). Early interventions with primary-age children who exhibit signs of troublesome behaviour may also help prevent a downward spiral of disengagement and low achievement. Young children may also benefit from increased support for their emotional

wellbeing. Morrison, Gutman and Vorhaus (2019) and Gutman and Vorhaus (2012) found that better emotional wellbeing at age 7 is a significant predictor of higher academic progression from foundation phase to Key Stage 2. By supporting emotional wellbeing and encouraging children to form positive relationships, schools may be able to boost motivation and increase academic achievement.

However, there are barriers to improving children's wellbeing within schools. Socio-economic factors such as poverty have a considerable effect on children's wellbeing. Children living in income poverty were significantly more likely to have low well-being (The Children's Society, 2019) and children from more disadvantaged schools experience worse well-being than those at more advantaged schools (Gutman and Feinstein, 2008). As educators, we have a duty to implement school policies which promote and look after children's wellbeing. Although, ultimately, unless wider societal problems such as reducing poverty are dealt with, wellbeing will always be a problem.

Reflection/Evaluation & Next Steps

After examining the critical incident, I have identified some next steps that I feel would be beneficial. The first step would be to differentiate the work more for the pupil who was struggling. The work being done in the classroom needs to be accessible to all learners. For students to receive instructions that match their needs, teachers should try to avoid using a one-size-fits-all approach and instead differentiate lesson activities to suit the needs of individual learners, George (2005). To differentiate the writing task in the critical incident, students could have been given a word bank, sentence starters or a writing checklist. All with the intention of helping the child come up with ideas. Teachers can also differentiate what they ask learners to do, for example the teacher could ask more competent learners to read aloud. If this is done in the future it could result in the child feeling more optimistic and engaging more in tasks. Although the teacher still needs to find ways to suitably challenge less able pupils.

Another possible next step would be to start sharing success criteria with learners, this would be most beneficial if the students came up with it themselves. Developing learning intentions together with the students is called co-construction. The benefits of developing success criteria with the students is that by forming it for themselves, it will be more likely that they will be able to apply the learning intentions and success criteria in the context of their own work (William, 2017). As teachers, it is wrong to assume students will be aware of how to be successful unless it is clearly shown to them. Students are much more likely to be successful if pupils are given clear instruction of what they need to achieve (William, 2017). Sharing success criteria could be done through a rubric, modelling work or providing a WALT.

Wellbeing is an integral part of the classroom, teachers must understand it and how it affects their learners. In the critical incident, I feel the child did not feel comfortable reading his work out in front of the class. Maslow's hierarchy of needs theory argues that, for children to meet their cognitive needs, they must first meet their physiological, safety and esteem needs (Mcleod, 2007). This would mean that for children to reach their potential, they will need to feel emotionally and physically safe. Therefore, it is a teacher's job to create a supportive and secure environment. Perhaps in future, that child should not be asked to read his work a loud until he feels respected and confident in that classroom.

Being able to reflect is now seen in education as a fundamental for professional practise and features throughout the Welsh Governments professional standards for teaching. Reflective practice will allow you to develop yourself and respond positively to change. Reflective practitioners regularly question their own practise, with a view to learn from the experience (Welsh Government, 2015). As teachers

we should still see ourselves as learners, constantly striving to improve our own practise and looking for opportunities to develop (Jackson, 2019). Reflection is a valuable tool that enables us to do this.

A common way for teachers to reflect is the use of a reflective model. Reflective models mostly have cycles to show reflection is ongoing, they ask you key questions and allow you to organise your thoughts coherently. To deeper my understanding of the incident and critically reflect I used the Assisted Reflective Conclusion (ARC) model. Another reflective model that is commonly used in education is Brookfield's 4 lenses, where teachers are told to reflect through four critical lenses: their own, their peers, their students and then through wider educational literature (Brookfield, 2005). I feel Brookfield's 4 lenses is the most constructive model and will use this throughout my teaching practise. Using this model will enable me to examine my practise through different viewpoints, and in turn lead to the improvement of teaching.

Conclusion

This essay has taken you through several different themes. It has shown that different observation methods can be used in schools and discussed some of the strengths and weaknesses of them. It has addressed some of the strengths and weaknesses of case studies and critical incidents. It described a critical incident. It aimed to give you an understanding of the 4 purposes of successful futures (2012) and how the critical incident linked with them.

The literature review looked at self-efficacy, wellbeing and linked with the critical incident. It highlighted that self-efficacy is one of the most well valued motivational theories. It discussed how previous mastery experience is the strongest form of self-efficacy. However, there are criticisms of the other forms, how much they impact self-efficacy and the reliabilities of the studies around them. The literature review told us the importance of wellbeing in an educational setting. It discussed how there needs to be more clarity in how we define and measure wellbeing. It also suggested that ultimately, socio-economic factors will still play a defining role in pupil wellbeing.

Next the essay looked at evaluating and providing possible next learning steps to be taken after the critical incident. These next steps included differentiation, showing success criteria to learners and looking after the wellbeing of pupils. It also spoke about the role of critical reflection and reflective models.

The Welsh Government aspires for teachers to become more critically reflective. This can be seen within the Professional Standards for Teaching and Leadership, where reflection features heavily throughout. For example, in the Professional Learning standard it states, 'The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy' (Hwb, 2019). This assignment has helped me become more reflective, develop my knowledge around self-efficacy and wellbeing by allowing me to explore deeper into these issues that are happening in the classroom, to understand them further and by thinking of the next learning steps to ensure this influences my teaching practice in a positive way.

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Appendix

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016)

Date:06/09/2019
Details of learning event: pupils were writing stories about what they did in the summer.
Learning culture (Are the pupils focused on learning?) Most pupils were focused on the task. There was a small group who were not engaged.
Objectives (Is there a clear purpose to the learning event? Yes, the learning objective was stated at the start of the lesson and was on the board throughout.
Direction (Are the pupils clear about what they are doing and how to do it well?) The teacher put the success criteria on the board for the pupils. They also had an exemplar piece of work to read from and look at.
Access and challenge (Are all students able to engage in the learning event? All students were able to engage in the task based on difficulty. Some pupils didn't engage due to lack of motivation.
Assessment What is the pupils' understanding before, during and after the learning event? Before the event the teacher wrote success criteria on the board. After the event the teacher asked pupils to read their work out to the class.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? After the activity the teacher chose children to read their work out to the class. She asked one of the students who hadn't engaged properly with the task. He refused to read his work out.

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

Dyddiad/*Date*: 06/09/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: pupil not wanting to read work to class

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	During the activity I became frustrated with the pupil for not concentrating or staying on task. When he was asked to read his work to the class, I was hopeful that he would have the confidence to it. I felt curious as to why he didn't want to read aloud to the class.
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?"*	Most children seemed to enjoy the activity and were able to work independently. The learner showed a lack of resilience and wasn't able to cope when he found the work difficult. The differentiation did not meet the needs of the student. The learning could have been more effective if pupils were allowed to write about something more interesting.
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?"*	In the future I would still ask the student to read aloud as one of Donaldson's four purposes states that we want children to be confident individuals. I would also still show them the success criteria and give them an example of a good story to help with their ideas and show them how to structure their writing.
Casgliadau a chamau 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?"*	The teacher could have used differentiation e.g. given the pupil who was finding it difficult question prompts or a word bank. The teacher could have used an assessment for learning self- assessment strategy such as thumbs up or down to check for pupil understanding throughout the lesson. The teacher may then have known who was confident enough in their own work to read in front of the class. The teacher could have also told pupils that she would be choosing people to read their work out beforehand.
Y profiad newydd / *Transformed experience*	

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OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016)

Date: 09/10/19
Details of learning event: Pupils were reading their books. While the teacher was pulling pupils out to assess their reading. The assessment involved reading a set of words on a piece of paper. They were encouraged to try as many words as they could.
Learning culture (Are the pupils focused on learning?) Pupils who were reading were focused on that. Pupils who were being assessed were also focused.
Objectives (Is there a clear purpose to the learning event? The purpose of the assessment was to give the children a reading and spelling score which would then be used to track progress later in the year.
Direction (Are the pupils clear about what they are doing and how to do it well?) Pupils knew they had to attempt as many words as they could on the sheet.
Access and challenge (Are all students able to engage in the learning event? Most students performed well and were able to engage.
Assessment What is the pupils' understanding before, during and after the learning event? The teacher checked pupils understanding before the assessment.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One of the pupils suffered with dyslexia. He did the reading test with a coloured over lay to help him. The child started by trying words but became very frustrated quite soon into the assessment. He then stoped trying and became visibly upset. This effected the child's emotional well-being for the rest of the day.

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

Dyddiad/*Date*: 08/10/2019

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: Student with ALN

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I was feeling sad because the pupil was clearly having difficulties coping with the test. I felt uncomfortable watching a pupil get upset. On reflection I don't feel there was any benefit for the child to take the assessment.
Cofio a Deall/ *Remember and Understand* *Allwch chi restru'r agweddau ar y profiad dysgu a geth yn dda?* *"Can you list the aspects of the learning experience that went well?"* *Pa elfennau a'r profiad dysgi gedd yn siomedig?* *"What were the elements of the learning experience that were disappointing?"*	When the learner faced difficulty, he gave up and didn't want to take part. It also effected his motivation for the rest of the day. I will ask the teacher if there are any other more suitable assessments that could be taken for the pupil, which would not impact on his well-being.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?* *"What will you keep the same to ensure effective teaching and learning in the future?"* *Beth gedd achos yr elfen siomedig bwysicaf?* *"What was the cause of the most important disappointing element?"*	This assessment was ineffective and served no purpose to the child or the teacher. I would suggest not using this assessment in future with the pupil. The most disappointed element was that the child was upset and remained upset for the rest of the day.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon siomedig a nadwyd?* *"What are your possible solutions to the disappointing issues identified?"* *Beth yduch yn mynd i'w wneud nesaf?* *"What will you do next?"*	To find some other way of assessing children with additional learning needs spelling and reading.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date :9.10.2019
Lesson details: A maths lesson on problem solving.
Classroom culture (Are the students focused on learning?) Yes, most students are focused and engaged with the task
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There are 6 problem solving questions on the board.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher has given clear examples of how to undertake the problem solving. The questions are all based on work they have previously completed.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students are challenged. Some students are struggling with some of the questions.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher used a traffic lights system to assess learning.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One pupil who I was sat next to really struggled with the problem solving activity and did not get a question right, yet when asked to self-assess, rated himself amber.

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

Dyddiad/*Date*: 09/10/2019

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: Problem with self assessment

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I felt slightly confused as to why the pupil had rated himself amber when he couldn't answer any of the questions and found the task difficult.
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?"*	The pupil who doesn't normally enjoy mathematics but seemed to enjoy trying the process of trying to problem solve. His behavior was not disruptive. Some of the problems encountered were trying to get children to self-assess, when they do not understand how to. Getting children to understand more than 1 step of the problem solving.
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?"*	the self-assessment could still be used but if the teacher knows certain children do not understand how to properly self-assess then another type of formative assessment could be used for them such as a good questioning strategy.
Casgliadau a chamau 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?"*	use other forms of assessment for learning as well as self-assessment. Such as use of quality questioning. The task could also have been differentiated to give slightly less complicated questions for people who were struggling.
Y profiad newydd / *Transformed experience*	

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OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016)

Date:08/10/2019
Details of learning event: Pupils were doing a maths lesson on the column method of subtraction
Learning culture (Are the pupils focused on learning?) Yes the pupils are focused on learning and are on task.
Objectives (Is there a clear purpose to the learning event? The learning event is an introduction and accessing prior knowledge of subtraction
Direction (Are the pupils clear about what they are doing and how to do it well?) The pupils have done column subtraction previously so know how to do it.
Access and challenge (Are all students able to engage in the learning event?
Assessment What is the pupils' understanding before, during and after the learning event? Some pupils have a better understanding. Through the use of questioning most students have a good understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The teachers use of questioning and a no hands up approach.

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

Dyddiad/*Date*: 08/10/2019

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: questioning

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I felt proud of the pupils for working hard and staying engaged in the introduction. I felt happy to see good use of questioning. I also felt it was encouraging to see questioning used well and that I would be able to pick up some information.
Cofio a Deall/ *Remember and Understand* *Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?* *"Can you list the aspects of the learning experience that went well?"* *Pa elfennau o'r profiad dysgi oedd yn siomedig?* *"What were the elements of the learning experience that were disappointing?"*	The questioning approach worked well. Pupils were all involved. As the teacher was using a no hands up approach, more people tuned in. The learners encountered difficulty when they had to borrow a number from a 0 which confused some children, but the teacher explained well. Both children and teacher drove the learning.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?* *"What will you keep the same to ensure effective teaching and learning in the future?"* *Beth oedd achos yr elfen siomedig bwysicaf?* *"What was the cause of the most important disappointing element?"*	I would keep the questions used and the no hands up approach as It keeps learners engaged. The most disappointing element was that some children did not know how to do sums that had been covered in previous lessons.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?* *"What are your possible solutions to the disappointing issues identified?"* *Beth ydych yn mynd i'w wneud nesaf?* *"What will you do next?"*	Other assessment for learning strategies could now be added to make learning more effective. I would also try and make learning more collaborative so allow learners to answer more difficult questions with their partners and find consensus.

- Ambitous, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical, informed citizens.

Routine: Structure on the board, timings, content came in knew exactly what to do

Rewards System in place, clear expectations - Seat Plan
Stood up when a teacher walked in.
- !
No hands up, he was picking pupils

Multiple answers to questions, any others (factors)
- Not wanting to read work out loud.
Gave the right answer but made pupil explain to check understanding

Extention task - Differentiation, pupils who did work quickly moved on - Positive learning enviroment - linked relevence to GCSE

Ask 3 then me.

AFL, Questioning, behavior for Learning, Routines, pupil engagement, classroom managment, pupil ~~mana~~ interaction. Bidding in the classroom- rights of the child

Routines - waited outside, sat in circle.

Counted from 10 to make them hurry along, didn't get angry with them.

- Getting to know the pupils, hands up asked questions about music. = encouraged
- links with prior knowledge - well oiled machine, competition.
- Sat on floor with them
- Set out lesson objectives, aims
- Hands up
- Getting pupils engaged - noises
- Set expectations - just 3 steps
- 1 pupil not engaging with sounds.
- think / pair / share
- Moved to no hands up
- ~~used~~ vocabulary - perimetre, discipline
- Clear time frames
- explained relivence, reprecussions
- Followed through with it
- Praised them
- Pupils engaged now
- Teacher moved throughout
- There was a boy sat next to her, hands up moving into the teachers eye line.

Control of big space (signal for attention)
Bidding (rights of child) - hands up
Vocabulary - drama terms,