

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

Reflecting on practice is an essential part to professional teaching and learning development. It aims to look at both what happened and why but delving into its' deeper structures. There are two misconceptions of teachers; a teacher knows everything and a teacher is always right (Tripp, 2012). With the ongoing changes in society, Tripp stresses the need for reflective practice in order to explain why something has happened, seeing the classroom situations as something to be explained with room for teacher development to then occur. Early work on reflective practice by Dewey says that reflection is to be carried out when an event occurs that we don't understand (Dewey, 1944, cited in Tripp, 2012). Therefore, a reflective procedure is carried out to understand why this has happened. Within this essay, a strong focus will be placed on a critical incident that was identified throughout observations of lessons, making reference to Donaldson's Four Purposes in his Successful Futures bill and how it links to current literature surrounding the topic. Following reflective models as suggested by Tripp (2012), the critical incident will be reflected on suggesting steps that can be undertaken in teaching practice.

OBSERVATION – School context

The critical incident that was witnessed took place in a small secondary school (School X) located in an area of South Wales which was categorised with a 'Good' stance in the last Estyn inspection. According to recent figures, there are currently around 482 pupils who attend the school (My Local School, 2018). My local school also states that School X has 27.2% of children on Free School Meals (FSM) which appears to be a much higher rate in comparison to the Welsh national average of 18.3%. However, according to the most recent Estyn report in 2013, about half the pupils in school X come from homes that are neither economically disadvantaged or prosperous (Estyn, 2013). The school of interest has a large proportion of students with Additional Learning Needs (ALN) with 7.5% being statemented compared to the average in Wales at 2.3% (My Local School, 2018). On the other hand, it must be considered that School X has a low number of pupils, therefore this percentage can clearly not be generalised to the entire population in Wales. The critical

incident that I observed took place in a Year 7 mixed ability class whereby all students were aware of the observers' presence.

METHODOLOGY

In the context of this reflective learning practice, the critical incident was identified in the form of a case study. The choice of method in which you employ is deemed to be dependent upon the nature of the setting in which your research problem sits and what is to be explored. A case study is said to be an investigation into a real life context being concerned with what and why are things happening (Noor, 2008, p. 1603). In this case, this method allows to identify the realities and differences between what has been planned by the teacher and what actually occurs in the classroom environment. Noor acknowledges that a case study is not intended to focus on a unit in its entirety, rather to target a particular issue.

In order to effectively capture the details of the lesson, the written observation method was used. This non-participant observation method was seen to be the most beneficial method in this research as it would allow for the sole focus to be placed on the lesson. Non-participant observation allows the researcher to gather live data from social settings which are naturally occurring, allowing the researcher to have a direct look at what is happening in the setting (Cohen, Manion and Morrison, 2007). Morrison identifies four areas in which the researcher is able to gather data; the physical environment, human setting, interactional setting and the programme setting. This method therefore was the most beneficial in the context of this research as it allowed for the classroom context, classroom culture and interactions to be captured.

An alternative to non-participant observation is participant observation whereby the researcher takes an insider role within the group that is being studied and does not necessarily have to declare that they are carrying out research (Cohen et.al, 2007). There are limitations to this observation method. 'Thick descriptions' cannot be captured if the observer is participating with possible key moments being missed (Carspecken, 1996, cited in Cohen et al., 2007). Hence, it was not a method that would be beneficial in this instance. There are times within observational research where the validity and reliability can be questioned. A participant may display a particular behaviour in the awareness of being observed which is not a behaviour which is displayed consistently (Cohen et al., 2007). This is referred to as the Hawthorne Effect. This can be defined as an effect on research which is characterised by the awareness of an artificial social context, facilitating the effect on a variable which leads to ambiguous results (Cook, 1962, p.140). Hence, we need to consider the reliability of the observation and for that reason question whether it can be generalised.

When carrying out research there are ethical considerations to be considered. The British Educational Research Association (BERA) set guidelines in which one should follow. The guidelines are said to recognise the diversity of research approaches and promote respect for those involved. Confidentiality and anonymity is an important consideration in any research. Common procedures are used such as using codes to refer to people and institutions rather than names (Angrosino, 2007), which have been used in this observation. Although BERA acknowledge that complete anonymity may not be possible in some contexts if there is a problem that needs attending to (BERA, 2018).

FOUR PURPOSES

The critical incident observed occurred in a Design Technology classroom. The classroom culture was a calm and controlled environment with all pupils being aware of the expectations of the teacher from previous lessons. The aim of the lesson was presented to the pupils on the board and it was then clearly explained to the pupils. The lesson involved creating a brainstorm of health and safety considerations and resources that would be needed in order to create a lead charm. At the start of the lesson, children from the Special teaching facility (STF) were brought into the classroom. The classroom remained quiet with the children that were already in the class not being phased that other children were entering the classroom. A teaching assistant accompanied them for additional help when completing the work. When instructions were given to the class, they were repeated a number of times with the teacher being clear with what outcome they required. The same task was assigned to those pupils with an Additional Learning Need (ALN) as to those who are continually in the mainstream class, however, the work was differentiated for them with part of the task being printed out for them and requiring them to add more information. Regardless of the work being differentiated and the presence of the Teaching Assistant, the pupils felt a sense of achievement that they had completed the same work as those other pupils, making it a positive learning experience for them.

In 2014, Graham Donaldson was asked by the minister of Education and skills to conduct a review on the current arrangements for the curriculum and assessment in Wales, this resulting in the report 'Successful Futures'. Donaldson's Successful Futures report refers to four purposes which are soon to be implemented in to the curriculum. These purposes are to help teachers to enhance and improve their practice to fit the needs of all pupils.

One of Donaldson's four purposes is to build healthy, confident individuals, ready to lead fulfilling lives as valued members of society (Donaldson, 2015). In regards to the critical incident previously discussed it can be considered that it is of pivotal importance that all children, regardless of their ALN status feel valued and confident in all settings in society.

The pupils observed felt confident in their environment and able to complete the work that was set to everyone. The Welsh Government in their response to the new curriculum makes references to how teachers and schools can effectively create these positive attributes in children. They believe that in order for this to take place, teachers need to have a deep understanding of pedagogy and be research-informed (Welsh Government, 2017). In this case it is important as teachers need to be aware of certain pedagogical techniques that might benefit those learners with an ALN such as differentiation (printing of the worksheet). With the removal of the key stages to progression levels, development between age and learning is blurred which may benefit an individual with ALN as there is no longer a distinct level in which they should reach by the end of a key stage, creating a more confident individual.

LITERATURE REVIEW

Additional Learning needs is a difficult term to define as there is such a broad spectrum of different needs. The most recent definition released in the Additional Learning Needs Education Act and Tribunal (ALNET) is “a person has additional learning needs if they have a learning difficulty or disability which requires additional learning provision” (NAfW, 2017, p.1). Additional Learning Needs (ALN) is an ongoing contentious issue within the education system with school census data that was published in 2015 stating that there were 104,957 children with an ALN in maintained schools (National Assembly for Wales, 2015). Children with an ALN were deemed to be incapable of learning in a mainstream environment as these children were placed into categories with different labels (Hodkinson, 2015). In 1978 however, Mary Warnock called for the removal of these labels providing one label, ALN, in which all children who were previously categorised would fall under, highlighting the importance to move away from labels and focusing more on the needs of the child (Warnock and Norwich, 2010).

INCLUSION

Inclusion is one of the most contentious issues surrounding ALN. It is often defined as the movement away from a segregated environment with the child being educated in mainstream settings alongside other children regardless of their educational need (Frederickson and Cline, 2009). As a society we now have the responsibility to provide an environment that is inclusive for all children in schools providing that we have the required resources and the facilities to fit the young person's needs.

Many question the value of inclusion of children with an ALN in mainstream classrooms. A study conducted by Croll and Moses which looked at teachers' attitudes towards the inclusion of children with ALN in mainstream settings, found that teachers considered

themselves to be committed to implementing inclusion, however, made some contradictory remarks in which they were aware of (Ellis and Tod, 2014, p 205.). Inclusion of children with moderate learning difficulties were favoured within the mainstream setting but those who had more complex difficulties were seen to be placed better in a special setting. These children may be educationally able however, and therefore may thrive in the mainstream environment working alongside children who are not on the same level of ability making the children with an ALN feel a sense of achievement. Evidence of this can be seen in the critical incident observed, when the child completed the same work as the other children without an ALN in the classroom.

It has been addressed that it is questionable as to whether the amount of training a teacher has had, has an impact on their attitude towards the inclusion of children with ALN in the mainstream classroom. Following research, it was found that those teachers who had less experience and/or had just finished their teacher training had a more positive look on the inclusive approach (Monsen, Ewing and Kwoka, 2014).

Another advantage of an inclusive practice in the classroom is allowing children without an ALN to interact to those with specific needs. By this, all children are developing an appreciation, understanding and compassion for those with an ALN whom they may not have had a chance to connect with outside the classroom. This can also have an alternate effect for those with an ALN in communicating with those without. From prior research, Khalsa and Miyake place a focus on the benefit of forming a relationship with those with an ALN, stating that the inclusive classroom encourages diversity and those educators that encourage communication amongst peers help to facilitate an environment that supports all individuals (Khalsa and Miyake, 2005). This positive attitude towards inclusion will create a comfortable and supportive environment for all.

In order to have an effective inclusive practice, mainstream schools who offer inclusive practice, must have an understanding of what inclusion is. It is important that the school does not aim to change the children with an ALN but to change the classroom practice to fit the needs of the child (McLeskey and Waldron, 2000). This highlights that programs of study should address the need to provide a better education for all.

Inclusion is said to be a never ending process, which the direction of change needs to be specified.

DIFFERENTIATION AND ADDITIONAL SUPPORT

Differentiation is a contested issue surrounding ALN in mainstream schools and how it is effectively done. Differentiation is intended to deliver the curriculum in a way in which it is accessible for all pupils regardless of their need, background or starting point (Bromley, 2019). Bromley continues by stating that it should receive the same outcome if don't

effectively, however, some children may get to the required outcome at a different pace to others.

A study focusing on differentiated teaching methods for children with ALN found a positive outcome for this method of teaching. The differentiated method was used so that the pupils could participate in the work in a non-stressful way. With the aim of the lesson being to complete a writing task, it was found that there was an increase in the amount that was completed due to the number of additional resources and the amount of communication that was given to them (Vassiliki, Marita and Eleni, 2011, p. 69). This study can support the differentiated method used within the critical incident observed when the teacher provides the pupils with the additional printed sheet to help them complete in the same amount of time.

There is an argument that differentiation does not work as we are not clear as to what it is we are differentiating whether it is the curriculum, the instructions or both (Delisle, 2015, p. 28). It is said that teachers need clear guidance on what it is that they are supposed to be differentiating for certain pupils and at what stage in the learning process. Many also question what to do if the work has been differentiated so much that the child has not actually increased their knowledge or learning in any way.

Behaviourist psychologist, Skinner, dominated thinking in Educational psychology looking at how we can intervene when things have gone wrong in the learning process. Skinner believed that a behaviour is learned through a process of conditioning whereby there is a formation of a response to a stimulus with positive reinforcement (Skinner, 1938, cited in Wearmouth 2012). These behavioural principals have been applied to school contexts in order to modify the communication and interactions between pupils and teachers where behaviours and responses are modelled which leads to an increase positive outcomes. These approaches have often been used with children with an ALN where the pupils required the task to be repeated in order for them to gain full understanding and positive outcomes (Wearmouth, 2012). The critical incident observed supports this theory that repetitive instruction is required in order to gain a positive outcome for those with an ALN. The teacher spoke clearly when giving the instructions a number of times, leading the children with an ALN to achieve the same outcome as to those without.

However, Behaviourist theorists fail to acknowledge that pupils with an ALN may require additional support for another individual in the classroom, possibly an assigned teaching assistant as they may be at a different cognitive stage to their peers and ignores their motivation for learning.

From this, it has resulted in many people taking the constructivist approach in which we look to understand how we learn. Piaget, one of the most influential writers in educational theory believed that children learn through a process of cognitive conflict, where are knowledge is

challenged by a new experience, then building on our previous knowledge (Wearmouth, 2011). Piaget explained that children are independent in their learning with the environment and believed that this development was predetermined by creating four different stages in which everyone progresses through. However, Piaget fails to acknowledge the impact of interaction and those children with ALN and on the other end the More able and talented pupils (MAT) whom reach these stages of development at different stages to others, therefore this theory is not generalisable.

Social constructivist, Vygotsky placed more value on the role of interaction on a pupils' development. He believed that knowledge is acquired through interaction with others and their new understandings can be developed (Vygotsky, 1978). Vygotsky developed the Zone of Proximal Development (ZPD) which described how development can occur in children and how they can reach a higher level of understanding through guidance of another individual by them scaffolding the learning process. This critical incident observed places an emphasis on the benefits of a more knowledgeable other (MKO) in the learning process for children with ALN. The teaching assistant scaffolds the learning for the child helping them through the process via interaction and guidance reaching the required outcome.

The Welsh Government also state the importance of additional classroom support in implementing Donaldson's four purposes and the new curriculum. It is suggested that teachers should be well supported by a range of professionals for support to help those with additional needs in order to meet the needs of any child that requires additional support (Welsh Government, 2015).

As can be seen, research confirms that different strategies for learning are useful for most pupils with an ALN. However, there is little evidence to suggest that using entirely different teaching methods for most pupils with an ALN but instead give the pupil more time to complete the problem, more chances to use the new skill they have learned (repetition of practice) and also providing additional resources to help, scaffolding the learning. This may require support from another professional in the classroom.

REFLECTION

From the literature discussed, I believe that the critical incident identified has the strongest link with the social constructivist theory. This approach focuses on the child's interaction with others and how this helps build upon knowledge that already exists (Vygotsky, 1978). With the help from the MKO (teaching assistant), scaffolding the learning process, the child was clearly able to move within the ZPD reaching the same desired outcome as everyone else in the classroom, resulting in the children with an ALN feeling confident that they can complete work in other subject areas.

Tripp makes a number of suggestions on how to carry out effective reflections on critical incidents. He says that you should consider thinking strategies, why something has happened, identify the dilemma and carrying out personal theory analysis (Tripp, 2012). Tripp implies that using these approaches ensures that the critical incident is studied in its entirety. Once it has been reflected upon, a teacher can then plan a strategy or response to this incident.

To reflect on this experience, the Assistive Reflective Conclusions (ARC) model provided was used. My feelings regarding this experience is that inclusion in the mainstream classroom for children with ALN, being given the same task to complete, regardless of the work being differentiated, resulted in the pupil not feeling isolated or different in the classroom. In the context of learning, by differentiating the task it allowed the children with ALN to be able to easily access the curriculum. Donaldson's new curriculum 'Successful Futures' is to be a curriculum for all with everyone being able to access it (Donaldson, 2015). This experience was able to reach those pupils ALN developing them into healthy, confident individuals learning new experiences in which they can use at a later stage. The critical incident therefore lends itself well to Donaldson's four purposes.

In order to ensure that there effective learning and teaching in the future, all learning environments should facilitate inclusion and the pedagogical principals that was used by the teacher in this observation. As discussed in the literature, Skinner places a strong emphasis on repetition. Evidence has shown that when an event is repeated, in this case, inclusion and instructions, children with ALN have more positive outcomes (Wearmouth, 2012). It is therefore important that there is consistency amongst teachers in how they deliver the lessons and the help that they provide children with ALN. However, it has been found that teachers with less experience have more of a positive attitude towards inclusion and differentiation and are less reluctant to change their teaching practice (Vaz et al., 2015). For that reason, it may be beneficial for there to be a whole school approach in which certain protocols are to be followed.

Based on the critical incident that I observed and studied, I will use the understanding of this experience to improve my future teaching practice. I will use the differentiated approach in order to gain an inclusive environment if possible for the child in question. Where appropriate, I will provide scaffolds for the pupil to reach the desired outcome (Vygotsky, 1978). As the child becomes more confident it may be appropriate to remove certain scaffolds for the child to be able to use what they have already learned in other contexts and adapt them to other schemes of work.

CONCLUSION

Overall, it can be concluded that case studies are beneficial in reflective practice and improving pedagogical practices by looking why something has happened and trying to explain it. By critically evaluating and reflecting on the incident I observed, I am able to see the benefits and limitations of inclusion of ALN children in the classroom. The learning that occurred falls in line with the views of Vygotsky, the social constructivist, whom believed that social interaction with others and the environment helped with learning development (Vygotsky, 1978). By gaining a better understanding of learning theories and studying a critical incident in detail, I have acquired knowledge in which I can take into my own teaching practice.

Following the new Professional Standards for Teaching in Wales, the importance of reflective practice in education is evident, where clear expectations on what effective practice is are set out and that reflective practice is beneficial is analysing experiences in which are unexpected. As suggested above, in order to support the standards in Wales a whole school approach, where everyone is aware as to what approaches to take with ALN pupils in mainstream classrooms, working collaboratively is key. Through reflecting on my observations, I have been able to put forward suggestions for improved practice and gain a better understanding of how beneficial a case study is in informing me about different pedagogical techniques that can benefit all.

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APPENDICES



Prifysgol Cymru
Y Drindod 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:	26.09.19
Lesson details:	Geography - Year 7. STARTER-REFLECTION (5mins). EXPOSITION- ACTIVITIES IN BOOK → EXTENDING KNOWLEDGE. PLENARY - NO PLENARY, NO REFLECTION.
Classroom culture (Are the students focused on learning?)	Topic engaging pupils. Peer work → Quiet talking amongst pupils
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Clear instructions. Lesson activities referring back to previous work.
Direction (Are the students clear about what they are doing and how to do it well?)	- Clear instruction - asking students. - Teacher acknowledging students to check understanding. - Reflection on the use of literacy skills. - Equipment required made clear. - Explanation of example given on board. → Shows how to present work on board.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- Extension task for children who have already completed task. - Starter. - Task appears to be suitable for all students. - Extension tasks available. - continuous work. - Students able to answer questions showing in-depth knowledge.



Assessment

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

- > Reflection on prior knowledge.
- > Using peer work - children assessing each others work to reach an answer.
- > Teacher approaching individuals, checking understanding - check progress.
- > Teachers stands at front of class to go over answers → Asks pupils.
- > Teacher asks questions to the class to check current understanding before starting a new task.
- > No Penany at end of lesson but books were collected in.

Specifics / Critical Incidents

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

- > Classroom materials already on table
- > Presents previous knowledge usually on board
- > Questioning to assess prior knowledge.
 - Uses names to ask.
- > Praise when child answers question correctly.
- > Teacher walking around the classroom.
- > Peer work - pupils trying each others activities.
- > Some pupils move around the classroom.
- > Acknowledging children who are ready to move on.
- > Teacher collecting sheets whilst students are working.
- > Pupils put hands up when finished activity.
- > Teacher tells pupil to sit down as didn't ask to move - everyone else hands up.
- > Rewards given to pupils who finished - merit.

Pupils helping others.

checking work as moving.

not

disruptive

encourages children to move on.

avoid distraction

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

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Questioning techniques

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Good technique for children to develop their own understanding of the topic studied Able to connect with all students
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?"	> Children asking lots of questions without thinking independently when they know the answers > Teachers would use questioning techniques to get the answers off children rather than telling answers
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?"	> Make sure technique is continued throughout year groups and school so there is consistency for pupils so that the technique can benefit everyone.
Casgliadau a chymau 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?"	> Techniques could be used in other subjects > Use children's answers, encourage them to write those down leading to detailed information.
Y profiad newydd / Transformed experience	

2



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Addysg a'r Dyniaethau
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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26.09.19.
Lesson details:	English Year 7 STARTER-Reading every lesson. TA present. EXPOSITION-Connective phrases.
Classroom culture (Are the students focused on learning?)	> Quiet classroom > Pupils asking questions to see if they are doing work right.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	> Aim presented on board → Explained to pupils. > Explanation that topic will lead on to future work being successful. > Beginning activity led onto next.
Direction (Are the students clear about what they are doing and how to do it well?)	> Clear instruction → Encourages good work. > Students given instructions throughout. > Pupils giving examples for task. > Pupils are told numerous times what to include e.g. 'comma'. > Praise throughout for good work seen.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	> Students able to engage - using displays in the classroom. > Pupils are given an amount of sentences - suited to ability for time. > Tells students that she is willing to slow down.

Explains what pupils are doing next lesson.



Assessment

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

- > Reflecting on previous work in starter - metaphors.
- > children providing work done last lesson -
- > when making books - teacher uses post-it notes to encourage work to be completed etc.
- > walks around the classroom to check work.
- > Teacher walking around checking pupils work.
- > Checking understanding with T.A ~~with~~ on pupils who are doing less sentences.
- > Pupils sharing answers with teachers and peers.
- > Asked pupils about knowledge they had previously gained to see if they remember.

Specifics / Critical Incidents

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

- > Register quickly.
- > Teacher presenting herself in front of class - able to check engagement.
- > Students provided equipment.
- > Pupils giving out books.
- > Rewards given to pupils for work.
- > Randomly selects pupils on class charts.
- > Time waited for response.
- > Movement around the classroom.
- > Differentiation - Pupils given different amounts to do.
- > Pupil handing out next activity
- > Names used to acknowledge ~~each~~ pupils less pressure for
- > Pupils provided next activity → save time for students who struggle with time - keeping
- > Teacher goes through work at a slow pace for everyone to keep up.
- > Tells student not to speak over her
- > quickly stops the behaviour.
- > Recognises moving too fast for some children so slows down to suit everyone's needs.
- > Pupils quickly tidy up classroom.

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

Dyddiad/Date: 2.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Rewards/Sanctions

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	found the experience an effective way of encouraging students to complete work • Help from peers was noticed throughout the observation.
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?"	> child wasn't completing work so teacher mentioned putting a negative on their 'class chart' > When answering questions teacher rewarded positive points to pupils for correct answers > Both encouraged children to complete work.
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?"	> Using negative reinforcement really effective - children want to avoid > child reacted more to having a 'negative' rather than receiving a positive reward. > child then completed the work in silence (Dependent on class).
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?"	> Would depend on what class you are teaching, would be more effective with some children more than others - some would rather rewards, some would have no reaction > If the child did not respond after warning then sanction would have to be carried out.
Y profiad newydd / Transformed experience	

3



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26.9.19.
Lesson details:	DT starter-explanation of aim Exposition-creating mind map Plenary-reflective on last week's learning & safety.
Classroom culture (Are the students focused on learning?)	Listening to instructions effectively.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	clear target set for end of topic Clear how to set out work
Direction (Are the students clear about what they are doing and how to do it well?)	> clear activities in booklet > Explanation done usually around a table to every pupil, by teacher.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	> Work and explanation set to suit everyone > Pupils are able to answer the questions.



Assessment

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

- > Marking criteria given
- > Uses 'real life' examples to explain key words.
- > Checks everyone understands before sending them back to tables for work.
- > Targets for end of key stage presented on front of book.
- > Teacher walking around classroom to check work. → Acknowledges some are jumping ahead.

Specifics / Critical Incidents

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

- > Children with different abilities.
- > Letters explained clearly for pupils
- > Booklets handed out ready
- > Names - questions certain pupils.
- > Work already presented on board.
- > Praise given for right answer
- > Pupils able to reflect on previous use of programs.
- > Group gathering for teacher explanation.
- > Silence to read for attention
- > Differentiation - printed sheet for some pupils
- > Targets put on front of booklets.
- > pupils moved desks to talk to others - not paying full attention
 - ↓
 - Told to put chewing gum in bin.
- > Register completed at the end of lesson.
- > Students told if not finished - stay behind.
- > Pupils need to be prepared before entering classroom.

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

Dyddiad/Date: 26.9.19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Inclusion for AIN

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	• Really positive experience • The experience benefited those children with AIN as they were set the same tasks as those without, leading them to not feel a sense of isolation
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?"	• Teacher had to provide additional work for those with AIN to complete the tasks. Differentiation - scaffolding the learning. • Clear language used when giving instructions so everyone could gain full understanding.
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?"	• Continue to have children to be included in classes • Keep providing work that allows them to complete work • Providing a TA for additional support
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	• Be prepared to differentiate work at all times. • Take on a whole-school approach so there is consistency throughout the school as pupils with AIN like routine.
Y profiad newydd / Transformed experience	

4



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

26.9.19.

Lesson details:

MATHS.

STARTER :- QUICKFIRE TASK.

EXPOSITION :- EXAMPLES.

Classroom culture

(Are the students focused on learning?)

- > Engaging tasks.
- > Work clearly set up on board.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

- > showing how to work out calculations correctly on calculator.

Direction

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

- > Clear instructions for work.
- > Examples done with the class.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

- > Students being asked questions to check understanding.
- > All students able to answer questions.



Assessment

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

- > Reflective - asking questions to check prior understanding.
- > Check with class throughout to see what progress is being made.
- > Teacher asks to be told if students could say when they have completed ~~are~~ a few to check progress.

Specifics / Critical Incidents

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

- > Encouraging children to show workings on board.
- > Moving around the classroom.
- > Child asked to go to the toilet - Told to wait
- > Presenting work on ~~board~~ board but until work completed covering answers.
- > Differentiated - Printed sheet for some students.
- > Praise.
- > Does not say 'wrong' encourages second chance.
- > ~~Teacher~~ ^{Pupil} continually asking to go toilet.
- > Teacher ~~sets~~ sets a certain amount.

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

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Differentiation

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Effective as although the work seemed to be the same work, there was difference in difficulty. It was beneficial as children were able to choose the level of difficulty that they wanted.
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?"	> Mixed Ability class - worked for this > WORK was in the same context. Able > Provided work for all abilities in the class so everyone could access the curriculum.
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?"	> Providing constant flow of work for those of a higher ability so there is no time for nothing to be done. > Essential that no matter the ability, everyone understands the aim of the lesson.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	> Setting the class would avoid the need for alternative differentiation > Ensure there is extension tasks prepared for those of higher ability.
Y profiad newydd / Transformed experience	