

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

The current case study will look at one specific critical incident observed in a year six classroom. The vast majority of critical incidents are not at all dramatic or obvious. They are mostly straightforward accounts of very commonplace events that occur in routine professional practice (Tripp, 2011). Reflective practice is important as a teacher as you are able to identify any barriers to learning your pupils may have. By doing so, you are then able to plan and create lessons in which any content your pupils have not been able to access to overcome the obstacles and develop.

The first part of the study looks at the school/class context which is supported by Eystn's report. The next part of the case study incorporates a methodology which looks at the different observational models which could have been used along with a rationale of the chosen method and its strengths and weaknesses. From there, the study moves onto a more in-depth analysis of the critical incident by looking at different areas such as learning such as the engagement of a child in the format of a literature review. Further to this, the study will reflect and evaluate upon the observations and look at potential next steps for teaching and will lastly conclude by looking at the professional standards for teaching and leadership.

Observation

The school where the observations took place is a large school based in Cardiff. More specifically, the observations took place in one of their year 6 classrooms. According to their latest Eystn report dating back to 2017 there are around 470 pupils who attend the school aged three to eleven, this includes around 76 nursery children who attend part-time. The school has a total of 16 single-age classes which shows the magnitude of the school. The average taken from the past three years shows that about 26% of pupils are eligible for free school meals. This is above the national average of 19%. Stephen Gorard (2012) discovered that on average pupils (at 16) who have free school meals achieve lower grades than those who are not.

Very few pupils are of white British ethnicity, most are from various ethnic backgrounds and many speak English as their second language. Almost half of these pupils have little or no English when they first enter the school. Further to this, the school identifies around 28% of pupils with additional learning needs. Again, this is higher than the national average (21%).

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum. To stick to BERA's *Ethical Guidelines for Educational Research*, the school in question, along with the teachers and pupils will not be mentioned. To abide by the norm of research guideline 40 states that 'the confidential and anonymous treatment of participants'. Thus, no names will be discussed.

Methodology

There are many different observational methods that can be used for educational research. Methods such as time sampling, surveys, the use of checklists and written methods all could have been used during the bridging day. Time sampling can be used to record the occurrence of an individual child's behaviour and to keep track of the number of times a behaviour incident occurs throughout the day. This can be taken every five minutes to an hour. A strength of using this observational method is being able to see different patterns of when a behaviour incident occurs throughout the day. However, the main limitation of using this method is the time constraint the researcher would be under when observing each individual lesson. Thus, if a behaviour incident happens outside of each lesson it would leave little data to scrutinize. Cohen et al. (2011) states that surveys can represent a wide target population and can generate numerical data. With this in mind, the data which is gathered through surveys can be processed statistically. Meaning, it can be turned into numerical data which is easier to understand and present. Some downside to surveys being used within the primary school setting is that answers can be dishonest, have a wide range of interpretations and the researcher poorly designing the questions.

The above observational methods could have all been used. However, due to the nature of undertaking an observation during COVID-19 there was less time to observe the class. With this in mind, the use of a written method, more specifically a case study was the ideal method to use. A case study is described as a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt, 1984: 72). It is further supported and described by Cohen et al. (2011) who says that it provides a unique example of real people in real life situations. This also leads the researcher to being able to identify the cause and effect of a critical incident. Further to this, being there in real time highlights specific events that are relevant to the case plus by using a case study a single researcher can be used instead of a full research team. Nisbet's and Watt's (1984) go on to state that "results are more easily understood by a wide audience (including non-academics) as they are frequently written in everyday, non-professional language." A limitation of using a case study as a type of observation method is that it is important for the case study researcher to have subject knowledge and research expertise, as stated by Cohen et al. (2011). Thus, being a student-

teacher, these subjects/topics are completely new. In addition to this, Nisbet's and Watt's (1984) state that "results are not easily open to cross-checking; hence they may be selective biased, personal and subjective."

Due to the current pandemic there was limited time to attend the school to observe. Nevertheless, the research project will look at one key critical incident from successfully completing the case study. It has been suggested Farrell (2008), that if trainee teachers formally reflect on critical incidents, it may be possible to uncover new understandings of the teaching and learning process.

Critical Incident

The Curriculum for Wales is based and built around the four purposes. For every school to design their own exciting curriculum which inspires children and staff to achieve their full potential, the four purposes should be their starting point.

The Four Purposes:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The first lesson of the day was an English lesson looking at the different features of a diary entry. This lesson was linked to one of the four purposes, 'Ambitious Capable Learners' as the pupils were building up a body of knowledge around this specific topic and were developing the skills to apply this within their own work. Along with this, the children were able to explain their concepts of why the author has used different features within the diary entry.

Whilst observing this lesson I noticed a boy sitting at the front of the class constantly talking to the other pupils both next to him and behind. This boy was not only talking with the pupils around him but talking over the teacher when she was trying to explain the activity. According to the skills linked to the four purposes it is stated that 'learners should be given space to be curious and inquisitive'. However, as the observer, I could clearly see he was off task and not engaged. As the classroom vibe was chatty, to gain the attention of the whole class the teacher raised her hand so the pupils knew to stop, look and listen. Although, this was not an effective way of gaining their attention as not all pupils raised their hand, including the boy in observation. This boy continued to be off task until the class teacher eventually gave this child a warning, sitting at the back of the classroom I could see a display on the wall explaining the schools rules which deals with behaviour management. After a little while, the boy continued to talk even after he was given a warning, the next step of the schools

behaviour management rules was to give the boy a yellow card and move him to another seat in the class. With this in mind, the class teacher spoke to me at the start of the lesson and said that they do not have a seating plan as of yet. Thus, pupils sit next to their friends. Once this boy was moved he was immediately focussed and was on task. The boy continued to work throughout the remaining lesson and was given praise from both the class teacher and teaching assistant. Linking this back to the four purposes 'Ambitious Capable Learners' this boy immediately set himself high standards and was seeking praise.

Throughout the remaining lessons the boy continued to be on task and was participating and engaged with all tasks and activities. This included raising his hand when the teacher did so.

Literature Review

Engagement

There are many different factors to consider when observing a critical incident. One of these factors looks at the engagement of a child. Research conducted by Christenson et al. (2012) defines engagement as “the student’s active participation in academic, co-curricular or school-related activities and commitment to educational goals and learning.” When looking at engagement, Fredricks et al. (2004) considers three different types of engagement: behavioural, emotional, and cognitive. When looking at behavioural engagement, this is “the idea of participation involvement in academic, social and extracurricular activities which is considered crucial for achieving positive outcomes.” Emotional engagement refers to the “positive and negative reactions towards teachers and classmates. This is presumed to influence willingness to complete the work.” Finally, cognitive engagement is based on “the idea of investment, thoughtfulness and willingness to exert the effort necessary to master difficult skills”. According to Lam et al. (2014), this three-part study has become vast and widespread. Many authors do not agree with the above research. Appleton et al. (2006) argues that student engagement is seen as a six-factor structure: teacher & student relationships, control and relevance of schoolwork, peer support for learning, future aspirations and goals, family support for learning and extrinsic motivation. Further to this, more recent research conducted by Finn and Zimmer (2012) state that there are four dimensions when looking at pupil engagement: academic engagement, social engagement, coming to school on time and cognitive engagement.

Given the wide range of theories found in literature, it seems clear that the clarification and interpretation of student engagement remains the salient research avenues.

Behaviour Management

In addition to the engagement of a child, behavioural strategies come into play when looking at a critical incident. One element of behaviour management is the importance of building positive relationships with pupils. It has been stressed in Government guidance on the knowledge, skills and understanding needed by trainees in order to be able to manage pupils' behaviour. This stated that: 'Trainees should understand that good relationships are at the heart of good behaviour management. They should be able to form positive, appropriate, professional relationships with their pupils' (TA, 2012). To back up this point, further research conducted by Hattie (2009), states that most schools and their teachers would also agree with the view that good teacher–pupil relationships are crucial to the development of an effective learning environment. To build positive relationships with pupils, Roffey (2010) said that there are two strands to doing so. One looks at the influence of a school's culture and climate that values, models and fosters positive relationships. The second looks at the use of curricular opportunities (DfES 2005, 2007) to directly or indirectly teach social, emotional and behavioural skills.

To gain good behaviour within a classroom it is key that the pupils are motivated to learn. According to Capel and Gervis (2005), motivation is the ability to incorporate the components of direction, persistence and intensity. By creating this motivation factor amongst pupils, this will in turn create positive attitudes towards each subject and start to develop positive beliefs about self-esteem. When looking to tackle motivational issues, it is crucial to understand that pupils who experience difficulty with particular lessons may need more motivation compared to those whose understanding is better. Thus, meaning they succeed in most activities that are set. Further to this, if an individual child has established a pattern of challenging behaviour, they may require more motivation to abide by classroom rules. If the classroom teacher and pupils strive to meet these needs, then motivation will indefinitely increase leading to pupil's behaviours improving.

Another strategy to gain good behaviour within a class is to give positive feedback to pupils. By doing so can contribute to the pupil's relationship with self by letting them know that their positive learning behaviours have been noticed and are valued. It is important for any teacher to recognise and respond differently to the exceptions, but most pupils, like adults, will like

to hear when they have done something well. When a teacher feeds back positively, it also has a potential impact on the pupil's relationship with others. The pupil's relationship with others does not just include their relationship with their teacher. With this in mind, for some pupils, their relationship with peers may be damaged by receiving positive feedback or a reward from the teacher. This is due to them thinking teacher approval is not desirable. Careful consideration of feedback therefore needs to be handed out. For example, written feedback could be given in the pupil's books, along with verbal feedback but given in a more private way (e.g. pulling a child to the side/out the classroom).

Finally, positive feedback can be given to provide reinforcement of the learning behaviours associated with the pupil's relationship with the curriculum. For example, the teacher might positively recognise a pupil's determination to understand a difficult lesson.

Classroom organisation/management strategies

When looking at classroom organisation this focuses on the physical environment of the classroom. Effective teachers organise a safe classroom environment (Educational Review Office, 1998). They strategically place furniture, learning centres, and materials in order to optimize student learning and reduce distractions. This is compared to classroom management which looks at “the actions and strategies teachers use to solve the problem of order in classrooms” (Doyle, 1986). Along with this, effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning (Marzano, Marzano, & Pickering, 2003).

With this in mind, due to Covid-19 the class teacher in year six has said that all the desks need to be facing the front. This means there is no grouped tables and resources. Instead, all pupils have their own pack with their own resources which they are not allowed to share.

Classroom management and organisation are intertwined. While rules and routines influence the pupil’s behaviour, how the classroom is set up affects the physical elements of the classroom, making it a more productive environment for the children. For example, specific trays for subject books, designating specific places for resources and stationery. By doing so can have a dramatic effect on the classroom organisation and the pupils learning. The furniture arrangements, location of materials and displays are all part of organisation. The vast majority of teachers decorate the classroom with their children’s work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working (Kohn, 1996).

Self-Efficacy

In schools, self-efficacy is a useful tool for teachers when dealing with behaviour that is linked to engagement and effort. Encouraging pupils to put more effort into their work is of critically important, especially for those pupils who need to work harder in order to achieve success. Self-efficacy has been defined as an individual's judgement of their ability to successfully execute a required behaviour (Bandura 2002; Gibson and Dembo 1984). An example of this is if a pupil is told 'Come on, you can do it, try again!'. The pupil will most likely agree with the teacher's comment but may judge themselves as incompetent in giving the drive and skills required to successfully complete the task. Poulou and Norwich's (2000), suggests that an individual's conviction in their own effectiveness is likely to affect how much effort they will expend and how long they will persist in the face of obstacles and adverse circumstances. As a teacher it is vital to understand the importance of self-efficacy. For example, if a pupil believes that they cannot successfully complete a task given they then develop behaviours in support of that belief. This then results in their being a circle of that pupil experiencing a lack of success.

Based on the above research, to break a pupil's 'low self-efficacy' the teacher must adopt a new teaching strategy that will enable the pupil to successfully complete a task.

Self-Esteem

Self-esteem is a term used to describe any aspect of the pupil's relationship with self. Although a term frequently used to explain pupil behaviour, there remains a lack of consensus about the nature and impact of self-esteem (O'Brien and Guiney 2001; Butler and Gasson 2005). There is, however, some agreement that self-esteem involves the individual making comparisons between their 'ideal self' and their own 'self-image' (e.g. Coopersmith 1967; Lawrence 2006). When thinking about behaviours and the issues associated with self-esteem, we are trying to gauge how an individual feel about themselves by looking at the behaviours they show and by listening to the things they say.

Behaviours associated by teachers with low self-esteem typically include:

- Reluctance to try new things
- Being easily frustrated by the lack of immediate success or understanding
- Attitudes that are hypercritical, negative and sarcastic
- Withdrawal, depression and unwillingness to communicate

Ellis and Tod, (2009)

Reflection / Evaluation & Next Steps

There are many ways in which teachers can reflect upon their practice. Miller (2020) states that reflective practice can help improve the reflectors understanding of their self, others and different situations. In reflection of my critical incident it is clear to see that there are a number of factors in which influence's a child's learning.

For the purpose of this case study I have decided to use Gibbs (1988) reflective learning cycle. This method is split into six different sections:

1. Description
2. Feelings
3. Evaluation
4. Analysis
5. Conclusion
6. Action Plan

With this method in mind, the boy at the front of the class was not engaged at the start of the lesson as he was speaking to the people next to him and behind. Along with this, he was talking over the teacher whilst she was explaining each task. This goes to show the benefits of having good classroom management is key for pupils learning. The result of this was the boy being moved to another seat where he was then focussed and engaged throughout the remaining day.

Observing the English lesson made me feel confused to why he was talking whilst the teacher was. This in turn, lead me to feel that there was a lack of respect towards the teacher from this pupil. On the other hand, I also had positive feelings towards the whole day as observing made me determined and eager to finish my PGCE and eventually have my own class.

Overall, I had a good experience observing at this school. This is due to me gaining an understanding of how the school is ran and how they deal with behaviour issues. Being at the school for the day gave me an insight to the demographic of children in the school/class and also gave me the opportunity to meet the class teacher. This was great as this school ended up being my first placement. However, due to COVID-19 I was only able to observe at the

school for one day rather than the original three days. Thus, to observe four critical incidents in one day is a lot. The structure of the day was different and only three lessons were taught. With Covid-19 in mind, I had to make the most of the situation and be critical when observing to ensure I had four incidents to expand upon in this case study.

The above approach will inform my professional and personal development as a teacher as I will be able to become more self-aware which is a key component developing a better understanding of others. Further to this, by using this approach will develop my creative thinking skills when looking at an action plan.

Potential Next Steps

The first potential next step looks at an approach where the teacher uses pupils' interests. Although the positive reinforcement that the teacher and teaching assistant gave to the boy once he moved seats seemed successful, I was able to find an alternative approach to improve the pupil's engagement. The use of including pupils' interests in lessons have been seen as a tool for understanding pupils' engagement. This statement is supported by Uitto (2008) who states that, by using students' interests will enable the engagement of pupils which can lead to a higher degree of learning within the classroom. This type of learning strategy can allow the teacher to engage many pupils at any given time, instead of focussing on one individual. Byers (1964) further supports this approach by stating that by using the learner's interests to inspire learning may lead an engagement and enjoyment increase within other lessons.

Clearly by using pupils' interests is a useful tool for engaging pupils, however, he also states that by failing to include pupils' interests could potentially lead to pupils disliking a subject. With this in mind, it is very hard to include all the interests of your pupils as they are all different. This is why by having child led activities keeps the children engaged in lessons as it gives them a sense of accomplishment when they have decided on the activity or topic. One of the best ways for children to decide on topics is when they have immersion days. This is where the children are able to share their ideas and the direction that their new topic could lead to.

A further step is giving the children a chance to have enrichment days. This is when the children are given the opportunity to implement skills they have learnt in relation to their topic, very often it is creative or a science-based investigation without the need to follow the normal format of the day (e.g. literacy and numeracy).

Conclusion

In conclusion using a case study approach was the most efficient way of gathering the data needed. This is because a case study is able to provide detailed qualitative information and an insight for further research. Along with this, by using a case study I was able to observe the class alongside making detailed notes, this is important as I was able to do this in real time, therefore, the information was fresh in my mind. With that said, using a case study is hard to generalise and I had no context of the class observed beforehand.

Reflection is important as a teacher to meet the professional standards for teaching and leadership. A reflective practitioner is able to build and analyses knowledge about their learners and are able to look at the context in which teaching, and learning occur. A reflective practitioner is able to maximise the teaching process for their class, by altering their teaching methods to suit the needs of the children. This links into the professional standards for teaching and leadership as the teacher is consistently extending their knowledge, skills and understanding. An effective teacher is able to reflect upon their teaching which in turn progresses the develop of pedagogy.

If I was to carry out this study again, I would like to observe for the three days like I was meant to. By doing so would allow me to understand the class dynamics and would allow me to observe further critical incidents in which to choose from.

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Appendices

Critical Incident: 1

Date and time, year group: 28th September 2020 – Year 6
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Literacy – Diary Entry - A lesson took place last week on this topic but they did not fully understand. - Indoor lesson - All ranges of ability Many children in the classroom were on free school meals and come from a wide range of religious and ethnic backgrounds.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) I spoke to the teacher before the children came into school and she made it clear that all of the children get along with each other and there were no behavioural issues within the class. The classroom vibe was very loud and chatty as some children were speaking over the class teacher and amongst themselves. The class teacher started the day by asking the question “How do you feel? & What are you looking forward to?” to the whole class individually. Moving on from the morning activity the children did not seem interested in learning about diary entries at first but after listening to instructions the children slowly got on with the activity.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The objective was written on the board “Features of a diary entry”. The teacher read through an example diary entry and showed the class how she wanted the task done.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) - Clear instruction and aim of the lesson - Use of examples written on the white board - Colour co-ordinated

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

Throughout the whole day the class teacher raised her hand when she wanted the children to stop and listen. For the majority of children this worked but it was evident that for some children it did not, this also took far too long for the children to actually realise what was happening as they continued to stay off task.

The main challenge through out the day was to keep the children focussed and on task. As some continued talking throughout, although some were still producing the work required.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

The class teacher kept using the term "last week we looked at". The children's knowledge partially developed throughout the lesson as they were looking for and underlining specific areas and explaining each. For example:

- Adjectives
- Rhetorical questions
- First person
- Speech marks
- Paragraphs

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

To ensure that all children are challenged by handing out differentiated work sheets suited to their interests. By doing so will keep each child engaged and will push them to the next level of their learning.

Critical incident identification record: 1

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28th September 2020 – Year 6 Throughout the majority of the first English lesson. One boy at the front of the class
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Classroom + Behaviour management One specific boy in the class was constantly talking throughout the English lesson until given a warning then moving him to another seat. This involved the child speaking over the class teacher and constantly talking throughout tasks that they were given. With this in mind, this led to the child not understanding what was needed of him in each task. The school has set rules in place to deal with this behaviour, she gave this boy a yellow card and moved him to another desk. Once the boy moved he was immeditely focussed and on task. This applied to him throughout the day. To gain the attention of the whole class the class teacher raised her hand so the children knew to stop, look and listen. However, this proved it was not an effecitive way of gaining their attention as it took far too long and not every child (including the boy in observation) raised their hand to show they were listening. This led to me researching and broading my knowledge of behaviour management and the theoretical underpinnings of scaffolding as a pedagogic technique. More specifically looking into the zone of proximal development, which looks at the level of challenge and the level of competence.

Critical Incident: 2

Date and time, year group: 28th September 2020 – Year 6
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Numeracy – Dividing Decimal Points - Indoor lesson - All ranges of ability - In the middle of the unit as the children already knew how to divide decimal points (recap of topic area) Many children in the classroom were on free school meals and come from a wide range of religious and ethnic backgrounds.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) I spoke to the teacher before the children came into school and she made it clear that all of the children get along with each other and there were no behavioural issues within the class. The classroom vibe was very loud and chatty as the children were speaking over the class teacher and amongst themselves. This lesson took place after break therefore the children were able to let some of their energy out. The children came in, washed their hands and then sat down ready to learn.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) There was no aim written down on the white board as this was used to warm the children up and get them focussed for the next topic. Instead the interactive white board was used to show the children what they will be doing. Answering questions on individual white boards then showing.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) - Difficulty with technology as some answers were showing on the board before the children showed their answers on their white boards - Good use of example - Well explained step by step - Questions were used effectively

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

There were no levels of challenge during this activity due to their being one question for all. This highlighted one specific boy who was more able than others in the class.

The challenge was to get him to wait until the class teacher said show your boards. This is instead of him writing his answer then showing straight away.

Some children in the class did not understand some questions. There was no stopping to go around individually to help them instead the teacher moved on to the next question.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

As the majority of children already knew how to divide decimals they were able to use their existing knowledge to help them through the quick fire questions.

Some children got confused when dividing by $\frac{1}{100}$ and $\frac{1}{1000}$. The teacher then stopped and explained how many times you have to move the number.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

During this recap activity it did make me think about pushing all levels of abilities even when showing individual whiteboards. From observing the boy who found it very easy, I think different levels of challenge could have been put in place on the white board. By doing so the children will be able to decide which question to answer and will push all levels within the classroom.

Critical incident identification record: 2

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 28th September 2020 Age: Year 6 KS2 During the 'Dividing Decimal Points' activity One boy near the front of the class
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Classroom Management + Challenging all levels of abilities Duing this activity one boy in the class was showing his whiteboard before he was meant to. This resulted in some children copying his answers. The class teacher did say to wait until told so but he continued to show his white board before all the other children. This boy clearly found the questions too easy and was not getting challenged enough. From observing this activity led to further investigation on scaffolding. More specifically the zone of proximal development, whcih looks at the level of challenge and the level of competence.

Critical Incident: 3

Date and time, year group: 28th September 2020 – Year 6
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Mathematics – Finding Properties of Quadrilateral Shapes - Start of the uni based upon an introduction - Indoor lesson - All levels of ability Many children in the classroom were on free school meals and come from a wide range of religious and ethnic backgrounds.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) I spoke to the teacher before the children came into school and she made it clear that all of the children get along with each other and there were no behavioural issues within the class. The classroom vibe was very energetic with many loud characters within the classroom. There was a keen interest from the majority of children in this lesson as it involved a practical aspect of cutting out the quadrilateral shapes. This lesson took place after the quick activity of dividing decimal points.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The lesson objectives was introduced in this lesson as the class teacher used effective questioning “What are properties?” and explained what was expected from this lesson. Each of the shapes were then made visual on the white board showing each of their properties. The children had choose three shapes to cut out then write about each of their properties in their books.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well)? The class teacher asked questions to check for understanding and went through a shape to give an example of what was expected from them.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

There were no levels of challenge during this activity due to their being one worksheet for all. This again, highlighted one specific boy who was more able than others in the class. To make it harder for this boy the class teacher told him to do all shapes and not just three.

The class teacher left numerous shapes on the white board to help with the task.

A countdown timer would have engaged the children more as some were continuing to talk off task.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

Existing knowledge was used when the teacher went through the powerpoint again and highlighted the properties of each shapes. Along with this some children had the chance to come to the white board to dissect a shape. This highlights the use of their existing knowledge.

Questions were asked during the lesson "What does parallel mean?" which shows the children's development of knowledge.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

During this lesson I would have liked to see more interaction of children coming up to the white board and placing the correct properties to each shape or giving more children the chance to dissect a shape. Children were a lot more engaged when given the chance to come up to the front.

Critical incident identification record: 3

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 28th September 2020 Age: Year 6 KS2 During the main topic area of 'Quadrilateral Shapes' Group of four boys at the front of the classroom
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Behaviour Management Towards the end of the lesson a group of four boys at the front of the classroom started to disengage and start to mess around with their gluesticks. The class teacher did not say or do anything, isntead she left them to carry on. The result of this lesson led me into a deeper study of behaviour management and the theoretical underpinnings of scaffolding as a pedagogic technique.

Critical Incident: 4

Date and time, year group: 28th September 2020 – Year 6
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Topic – Save our Planet - Near the start of the unit - Indoor lesson - All levels of ability Many children in the classroom were on free school meals and come from a wide range of religious and ethnic backgrounds.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) I spoke to the teacher during lunch time and she did say that the children are a lot more chatty than normal and that she has never had an issue behaviour wise. The classroom vibe continued to be very energetic with many loud characters within the classroom. It didn’t help having the classroom door wide open with all other teacher and children shouting and talking etc. I personally found it very hard to hear and concentrate with lots of background noise. There was a keen interest from the majority of children in this lesson as it is their topic which they decided to research and discover. The lesson took place after lunch with only an hour and half left of the day. Children were restless and ready to go home.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The lesson wasn’t really introduced into much detail. Instead the teacher gave a quick example what was expected and let them get on with the task.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) There was no explanation given on the purpose of the lesson. This lesson was a carry on from a previous week.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

Whole classroom discussion and sharing ideas related to the task. All children were given the same worksheet to work from.

“What do I know”

“What do I want to know”

“What do I now know”

The lower ability group were sat with the teacher at the front of the classroom whilst the other children got on with the task.

The children were also given chrome books to research “What do I want to know” and specific websites to look at.

Assessment

(Can anything be observed about how student’s existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

The childrens existing knowledge is used by answering “What do I already know” section on the KWL Grid. To further their knowledge they then had to research a topic which they wanted to discover using google chrome books.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

During the lesson I thought the way the lesson was ran very good although the teacher did not have much interaction with the other children. The children were all engaged with this topic which makes me think it was a child led activity day through some sort of immersion day.

- To ensure I interact with the class whilst supporting a 121 child
- Challenge the more able and ask “Why do you want to discover this?”

Critical incident identification record: 4

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 28th September 2020 Age: Year 6 KS2 During the beginning of the last lesson One boy with learning difficulties
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Learning Difficulties & Managing the classroom One child within the classroom had a 121 teaching assistant who helped him throughout the day. During the start of this lesson he was on lunch break. This meant the class teacher had to sit by this child and help him get through each task while the the other children were left to get on with it. This led to children coming up to me asking for help to get them onto each website along with asking various questions regarding the topic area. To further my knowledge I researched into the topic area of learning difficulties within the classroom and how to manage them.