

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

In this assignment a critical incident will be used in order to identify a range of next teaching and learning steps that can be critically evaluated. A critical incident is an effective way of highlighting particular behaviour of a teacher or a child and also different teaching styles can be identified and evaluated (Cohen, *et al.* 2016). Tripp (2016) identifies how diagnosis and interpretation of a critical incident can provide professional judgement. Therefore, producing diagnostic teachers who are able to analyse and evaluate their own practice and provide continuous learning using reflective practice which will effectively increase the quality of teaching.

In this assignment there have been 3 areas which have been identified for research based on a critical incident which was observed in School X. These areas include, peer assessment which will focus on the work of Clarke (2005) and discuss the impact of ability grouping and power relationships. Furthermore, motivation will be analysed by looking into research by Pintrich and Schunk (1996) and Lev Vygotsky's social constructivist theory with respect to social interaction between pupils; looking at how pupils learn from each other and how social interactions develop cognitive thinking and help to understand the meaning of the content. This section will also discuss the impacts of linking rewards and consequences to tests in terms of motivation as well as Dweck's theory of a growth mindset. The final area identified for discussion will be scaffolding, with focus on Vygotsky's zone of proximal development (ZPD). This assignment will also look into how the critical incident links to Professor Donaldson's 'Successful Futures'; the new curriculum for Wales including its four purposes.

Observation

In order to ensure anonymity of the school where the critical incident took place; the school will be referred to as School X and the pupils involved will be referred to as pupil A and pupil B. School X where the observation of the critical incident took place is a secondary school with age ranging from 11 – 16 years and it is located in an urban area of South Wales. There are 800 pupils enrolled in the school and it also has a high-quality learning centre which supports children with multiple learning difficulties at key stage 3 and key stage 4. In the most recent Estyn inspection, which occurred in 2016 the school was awarded excellent in the school's current performance and excellent in the school's prospects for improvement. Approximately 7% of pupils live in the 20% most deprived areas of Wales and 13 % of pupils are entitled to free school meals which is lower than the national average of 17.4% for secondary schools in Wales. Pupils that have a special educational need is approximately 29% which is higher than the national average of 25.4%. Furthermore, 3% of pupils have a statement of special educational needs which is above the national average of 2.5%. The majority of pupils come from white British backgrounds and a small number of pupils are fluent Welsh speakers. The individual school budget per pupil for 2015-2016 is £4363 per pupil which is lower than the maximum for this area but higher than the minimum (Estyn, 2016).

Observation enables data to be collected from real time events. It involves gathering data as the event is happening and allows immediate awareness of the situation. Therefore, ensures original data which is collected by the observer which would not be the case with data from other inferential methods (Cohen, *et al.* 2007). There are many types of observation strategies including structured observation, participant observation and critical incidents. Structured observation is seen as controlled observation and it involves numerical data collection. As a result, this data can then be compared to find trends within the data. Similarities and differences between the data can also be identified when

using structured observation. Another strategy is participant observation which involves the researcher observing the group for a substantial amount of time to reduce the impact of reactivity effects (Cohen, *et al.* 2016) such as the Hawthorne effect. This enables the observed to be comfortable in the company of the observer and therefore the behaviour is not influenced by the presence of an unknown visitor. On the other hand, non – participant observation is where the researcher does not participate in group activities and they are unknown to the group being researched (Newby, 2014). This can have an impact on the behaviour of the observed as they are aware and maybe influenced by the presence of a visitor.

Due to limited time for the observation for this assignment; participant observation was not suitable as the observation strategy and therefore a non – participant approach was used using critical incidents in terms of a case study. This included using a structured approach whereby 4 observations were carried out and notes were recorded using qualitative questions adapted from Fletcher and Wood, (2016) [see appendix 1-8]. The assisted reflective conclusions (ARC) model was used in order to reflect on each critical incident [see appendix 9-12], however only one of these critical incidents will be discussed in this assignment [see appendix 9].

Critical incidents were devised by Flanagan (1949) and they are thought of as an effective way of collecting and analysing reliable data about specific events (Lipu, *et al.* 2007). The findings from critical incidents would enable practical problem solving (Lipu, *et al.* 2007) and hence reflection of one's own performance can be carried out and therefore improved (Wragg, 1994). However, using the critical incident technique can mean that certain behaviours are only noticed once and therefore it is important not to exclude them (Cohen, *et al.* 2007). Furthermore, Tripp, (1993) suggests that to make something critical depends upon our judgement and therefore not everyone will see a certain behaviour or event as a critical incident. Critical incidents can be misunderstood depending on the interpretation of the observer and hence a substantial amount of detail needs to be included in the recording of the incident to ensure it is understood in its context and therefore correct interpretation, evaluation and reflection is carried out (Tripp, 1993). The method which was implemented for this assignment involved a case study which is an effective way of giving the researcher a clear understanding as it involves a detailed analysis of the event (Newby, 2014). However, on the other hand, researchers may reconstruct their explanation in order to put them in a better position and therefore the whole circumstance may not be known (Newby, 2014). On the whole, case studies have a beneficial purpose because they can be compared with other situations and the learning that has taken place from one case study can be applied to another (Newby, 2014).

The critical incident which was observed [see appendix 9] took place in an Art lesson of a Year 8 class in a secondary school containing 800 pupils which is located in a small town in South Wales. There were 28 pupils in the lesson, and it was a mixed ability class. The classroom was very vibrant, and the walls were decorated with displays of work that the pupils had created. The lesson started with the teacher gathering the pupils around one of the desks and she modelled sketching a peacock's feather. The lesson objectives were to understand the use of different tones, textures and fine detail. The pupils were then asked to pick their own peacock's feather and sketch it using a pencil. It was halfway through the lesson and the teacher asked the pupils to peer assess each other's work, however it was at this point the critical incident was observed: 'Pupil A refused to peer assess pupil B's work'. Pupil A was sitting on their own on a table whilst all other pupils were sitting around various desks with other pupils. Pupil A was encouraged by the teacher to peer assess pupil B's work after they had refused to do it. The pupils had been given two points in order to peer assess, they had to write what the other pupil had done well, and they also had to comment on what they could have done better. Pupil A did

not want to put a comment for 'what went well' only for 'even better if'. In order to record the critical incident accurately prompt questions adapted by Fletcher and Wood (1994) were used.

This critical incident can be analysed in many different ways; Pupil A refused to peer assess Pupil B's work and therefore they were refusing to learn from others and offer their own knowledge to their fellow classmates. This can be linked to one of Donaldson's four purposes (see Figure 1) which states that 'all our children and young people will be ambitious, capable learners who are ready to learn throughout their lives' (Donaldson, 2015). In *Successful Futures*, Donaldson (2015) emphasises that capable learners are able to communicate effectively and can evaluate critically. However, Pupil A did not show this capability in the critical incident and therefore it is important to implement the four purposes devised by Donaldson (2015) in 'Successful Futures' which focuses on the idea of learning through a holistic approach. Pintrich and Schunk (1996) support the idea of holistic learning by stating how life signifies achieving wholeness and personal improvement.

Furthermore, ensuring young people identify and make good use of opportunities and encouraging them to give their knowledge and skills in order to help others is a key aspect of Donaldson's (2015) purpose of 'all children will be enterprising, creative contributors who are ready to play a full part in life and work'. It is evident in this critical incident that pupil A did not want to make valuable use of the peer assessment in order to improve themselves and others and therefore it identifies the need for the purposes of the new curriculum in Wales to be addressed.

Donaldson's (2015) purpose of 'ethical informed citizens who are ready to be citizens of Wales and the world' has evident links to this critical incident. The action of pupil A refusing to peer assess pupil B's work could have had impact on the way pupil B was feeling especially when pupil A did not want to put a comment regarding 'what went well'. This implies that pupil A was not aware of how their actions would affect pupil B and therefore there is a need to address this purpose in order for pupils to respect and understand the needs and rights of others (Donaldson, 2015).

Lastly, this critical incident also links to Donaldson's (2015) purpose of 'all our children and young people will be healthy and confident individuals'. Pupil A may not have been aware of the success criteria for peer assessment and therefore lacked confidence in completing the task. This is where the importance of scaffolding in education is brought to our attention. Clarke (2005) suggests that students need guidance to be able to peer assess in order for them to understand the process and hence be confident whilst taking part. This guidance can be through discussion amongst the whole class and consequently a shared understanding of the success criteria is reached (Jones and Tanner, 2006). The clear understanding of the task gives pupils an increase in confidence to be able to complete what is required from them.

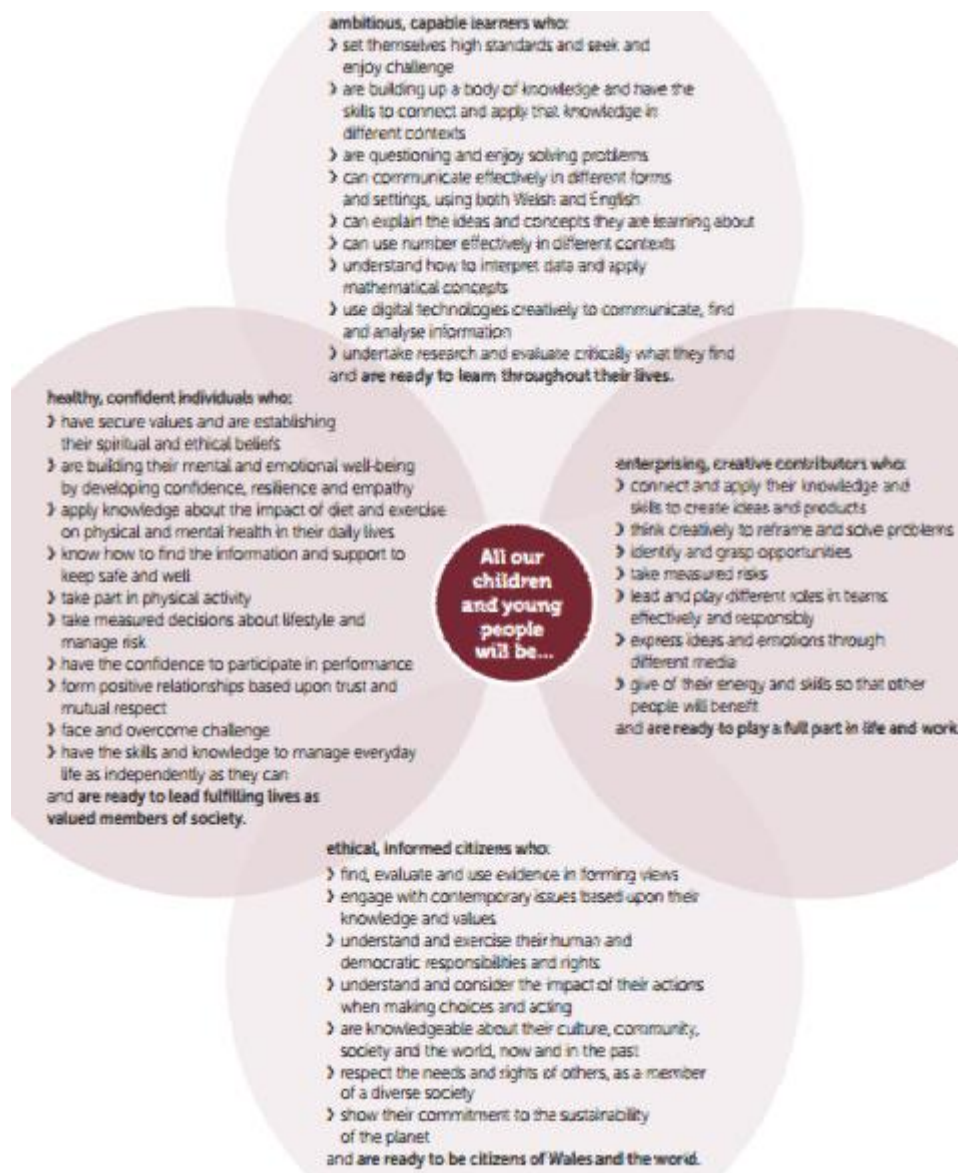


Figure 1: The four purposes taken from the new curriculum (Donaldson, 2015).

Literature review

The critical incident identified has recognised some key aspects such as assessment for learning with focus on peer assessment, motivation and scaffolding. Firstly, peer assessment is a very effective way of pupils helping each other to improve their work (Clarke, 2005) and Cox et al. (2008) also agrees with this by advocating how pupils perceive peer assessment in a positive way as it offers reasonable and formative feedback. Wanner and Palmer (2018) agree with this and state how peer assessment through reflection offers beneficial feedback which helps to finalise the learning cycle. Peer assessment is valuable as pupils tend to engage with each other more effectively than with the teacher because they feel they are on the same level as their peers (Clarke, 2005). Furthermore, this also links to the language used by pupils; they would use natural language which would probably be understood at a higher level than formal 'school' language used by the teacher (Clarke, 2005). This is supported by William (2018) who found that pupils admitted to learning more effectively from each other rather than from a teacher because the teacher uses 'weird' language. Therefore, with the pupils having a better understanding of the feedback it will possibly enhance their level of improvement. It is important for pupils to have scaffolding with regards to peer assessment in order for them to know the success criteria and hence enable them to peer assess successfully. Jones and Tanner (2006) argue that pupils need to learn how to self-assess before they can peer assess. They suggest that there should be a whole class assessment on an anonymous piece of work to model the assessment process. This will guide the pupils through the process of assessing a piece of work successfully as it begins a whole class discussion and ideas are shared between pupils enabling them to support each other in the learning process (Spendlove, 2015).

Moreover, Clarke (2005) suggests that peer assessment should be applied to pupils with similar ability and there should not be a substantial gap between the pupils involved. However, Hallam and Ireson, (2007) argue that ability grouping can have a negative impact on the learning of the lower ability pupils and consequently the gap is widened. Structured ability grouping in peer assessment can also affect the self-esteem and experience those pupils have at school leading to lower achievement. In support of this the Education Endowment Foundation (2018) suggests that cross-age peer tutoring is an effective way where pupils can learn from each other. It is also suggested that there should be a 2-year age gap for it to be valuable for the pupils and Belgutay (2011) has a similar approach to this by expressing how primary pupils improve their reading when tutored by children older than them. William (2018) also believes that a higher level of effective learning can be achieved by peer assessment because of the change in power relationships. Pupils feel more comfortable admitting to their peers that they don't understand something rather to their teacher. Overall, peer assessment is seen as a positive way to help pupils improve their work rather than just evaluating it (William, 2018). Peer assessment benefits the pupil who is being assessed but it also improves the learning of the pupil assessing the work as they have to understand the learning intentions and the success criteria enabling them to become owners of their own learning (William, 2018).

Another area identified for research from the critical incident is motivation. Motivation is an important part to education and learning and without it pupils will not have the urge to learn. Pupils will be motivated to take part in a lesson as long as they believe it will help them learn (Pintrich and Schunk, 1996). Motivation is also linked to self-esteem because if the pupils do not have confidence to learn their motivation will also be affected. Motivation can be linked back to peer assessment as there is need for social interaction in the classroom in order to build a sense of community of learners (Connery, *et al.* 2010). Learning from one another increases the self-esteem in pupils and this is supported by Lev Vygotsky's social constructivist theory. In terms of the critical incident identified the pupil could have had low self esteem and motivation due to the fact they were sat alone and therefore

had no social interaction from other pupils as well as possibly not knowing the success criteria for peer assessment. Furthermore, Connery, *et al.* (2010) believe that teachers and peers need to be accessible for learners in the classroom to enable them to increase their skill level and sustain the flow of shared experiences. This supports the idea of modelling whereby teachers or peers can model what needs to be done for successful learning, this is supported by Pintrich and Schunk, (1996) which state that people learn by observing models. For pupils to demonstrate their learning skills they need to have the motivation to do so and this is gained by seeing the appropriate skills modelled for success which helps them believe the outcome will be positive (Pintrich and Schunk, 1996).

Research by William (2018) has found that motivation can be increased with the use of incentives but only if the learners are not already trying their hardest. Amrein and Berliner (2003) disagree with these findings stating if rewards and consequences are linked to testing the learners; then their motivation levels decrease. Consequently, high stake tests give the teacher more control over the learning process and therefore the pupils do not have ownership of their own learning (Amrein and Berliner, 2003) which is suggested by William (2018) to be a key element to a successful education. Furthermore, assessment can lower motivation; researchers have found that schools with high stake tests have a higher rate of pupils leaving school early due to the negative effects of formative assessment (Amrein and Berliner, 2003). It is suggested that the word 'formative' should not be used at all in education due to the many interpretations attached to the meaning of the word and that it should be replaced with 'assessment for learning' (William, 2018). The term 'assessment for learning' leads on to Carol Dweck's growth mindset, which is the belief that intelligence can be developed, and it is not something that is fixed which is an essential element of learning (Claro, *et al.* 2016). Many studies have shown that pupils can achieve much higher results when they believe in a growth mindset rather than a fixed mindset and this depends on how they evaluate feedback (William, 2018). William (2018) agrees with the idea of a growth mindset as he suggests the factor which determines the success is whether the learner sees their capabilities as limited or not. Pupils that do not believe that their capabilities are limited have the urge to learn and hence have higher levels of motivation which leads to a successful education.

Moreover, scaffolding has been identified as another area of research with regards to the critical incident. Pupil A may not have understood the idea behind peer assessment because there may not have been sufficient guidance and therefore, they did not know the success criteria to peer assess due to the lack of knowledge around the task. Scaffolding can be linked to Lev Vygotsky's theory of the zone of proximal development (ZPD) as it is seen as guidance and support for the pupils which would help their understanding, and this could possibly improve their motivation towards learning. Lev Vygotsky's theory of ZPD implies the importance of interaction between pupils and shows what a learner can achieve with some guidance as opposed to independent learning. Kumpulainen and Wray (2002) support this theory by suggesting how social interactions creates knowledge through action. This can be linked to the critical incident identified as pupil A was sitting alone and therefore could not interact with other pupils and could not gain guidance from a more knowledgeable other which could have been the reason why they did not want to peer assess pupil B's work. Additionally, Maybin, *et al.* (1992) states how scaffolding offers help to the learner for them to complete the task because they would not be able to manage on their own. This is supported by Vygotsky's ZPD which suggests how the learner can advance with the assistance of a more competent peer (Maybin, *et al.* 1992). Scaffolding is an effective way of providing guidance to the learner in order to reach a joint understanding (Kumpulainen and Wray, 2002) however, Rosenshine (2012) argues how the learner may become to rely on the scaffolding so it is important for the scaffolding to be withdrawn as the learner progresses. The use of modelling for scaffolding is termed 'cognitive apprenticeship' which enables the learner to improve their skills by observing others and therefore helps them to progress

when working independently (Rosenshine, 2012). Therefore, modelling is seen as a successful method for scaffolding as it is useful to set the learner in the right direction at the beginning of the learning process, however they do not rely on it constantly as they become independent learners.

Overall, the 3 areas identified for discussion all link to each other in terms of social interaction and this emphasises how important it is in the learning process. Peer assessment involves discussions between pupils in order to share ideas and help each other improve their learning and not just evaluate their progress. Social interaction is also a key element to motivation and for pupils to feel confident in questioning is essential when they are unsure, as this results in a better understanding of the task and therefore, they have the urge to learn. Scaffolding enables a more knowledgeable other to help aid the understanding of a specific task and share their approach which then helps the learner to become increasingly independent.

Reflection and next teaching steps

To reflect on the critical incident identified the reason behind why pupil A refused to assess the work of pupil B needs to be discussed in order to improve the situation and prevent it happening again. This could have been because they were unaware of the success criteria for peer assessment and hence the next teaching steps which need to be considered in order to help pupil A complete the task would be firstly to ensure they are capable of self-assessing before they are asked to take part in peer assessment. Pupils should regularly take part in self-assessment and they should be guided with success criteria for them to understand the idea behind it and hence set them up for peer assessment. Another next teaching step that could be considered when reflecting on this critical incident could be for the teacher to model assessing an anonymous piece of work and then show the improved piece of work after the pupil has reflected on the feedback. This could encourage a whole class discussion around peer assessment. The use of the teacher modelling peer assessment might ensure the pupils to understand the success criteria and therefore when pupils see that this has helped improve a previous example, they may also believe it will help them achieve a positive outcome.

Furthermore, since the pupil was sitting alone this may have influenced their decision not to take part because there was a lack of social interaction with fellow pupils which is suggested to be an important part of education as implied by Vygotsky's ZPD. The next teaching steps in this circumstance could be to set a mixed ability seating plan to ensure all pupils are sitting with other pupils so there is a sense of community in the classroom, whereby pupils can share ideas with each other and learn from discussion. This could improve the lower ability pupils in the class as they will be encouraged, and they will learn from ideas discussed by the higher ability pupils. It has been identified by William (2018) that pupils tend to improve at a faster rate when they learn from each other rather than from the teacher as they are on a similar level and hence understand each other's explanations. In addition, the use of a seating plan could possibly encourage modelling behaviour from other pupils. If pupil A could see their fellow classmates taking part in the peer assessment, then it might have encouraged them to contribute to the task given. The ARC model was used in order to reflect on this critical incident in order to understand what effective learning took place in the incident which was to successfully peer assess. This was achieved eventually by the teacher providing guidance for pupil A to complete the task. It also enables the possible causes of the incident to be identified and allows for next teaching steps to be considered to improve future teaching experiences such as the one discussed. During the process of this assignment the researcher has learnt how important social interaction is and how creating a sense of community in the classroom can improve learning (Connery, *et al.* 2010). Additionally, ensuring the pupils have clear understanding of the task given is essential as this can affect their motivation levels which can prevent them from learning. Scaffolding can be used in order to ensure understanding has taken place and this can be from guidance from the teacher or

from peers as supported by Vygotsky's ZPD. The researcher will use this knowledge to improve their future teaching practice by using a dialogic teaching approach (Alexander, 2017) to encourage social interaction in the classroom to promote the sharing of ideas and learning.

Conclusion

In conclusion, the critical incident discussed in this assignment has been the foundation for the 3 areas analysed. Peer assessment was a key element to this discussion as it emphasised the need for pupil to pupil interaction and how they can learn and improve by reflecting on the feedback from each other. It also raised the idea of mixed ability grouping in relation to Vygotsky's ZPD and how pupils can learn better from one another rather than from the teacher because they are on a similar level (William, 2018). Implementing a sense of community in the classroom and encouraging whole class discussion could increase the levels of motivation in pupils. Motivation can also be increased with the use of scaffolding; to ensure all pupils understand what is needed to be successful throughout the learning process. In order for the researcher to become a well-informed teacher they will take into consideration all of the techniques and strategies discussed and implement them in their future practice to ensure collaborative, professional learning and leadership in their teaching.

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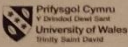
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Appendix

Appendix 1

 Prifysgol Cymru Y Ddeddf Ddeddf University of Wales Deddf Ddeddf		 Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))			
Date: 02-10-19			
Lesson details: Year 8 - Art Mixed ability			
Classroom culture (Are the students focused on learning?) No seating plan - Students entered classroom and sat down quietly for the register to be taken. - Teacher walks around the class monitoring their progress of sketching a peacock's feather. - Noise level gets too high so the teacher asks for silent working.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Clear objectives discussed at the beginning of the lesson and displayed on the board - texture, tone in sketch, focus on fine detail.			
Direction (Are the students clear about what they are doing and how to do it well?) The teacher asks the students to gather around a desk at the start of the lesson so she can model the success criteria of sketching a peacock's feather. The teacher points out the importance of the structure and outline of the feather. All students start their sketch with the same idea due to the modelling from the teacher.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students are engaged in the lesson and are concentrating on the fine detail in the feather. Some students finish the sketch much quicker than others, but the teacher explains it should take up to 2 lessons as there is a need for a lot of detail.			

Appendix 2

Prifysgol Cymru
Y Prifysgol Gŵel Sant
University of Wales
Thirty Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

- Q + A
- independent work - draw their own peacock's feather
- The teacher monitors their work - giving some tips throughout the lesson.
- Towards the end of the lesson the students are asked to peer assess each others work using 'what work well' and 'even better if.'

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

- Pupil wanted to colour in the feather - however teacher replied saying it is a pencil drawing
- Pupil said only male peacocks have pretty feathers because they have to show off to attract the females.
- Pupil refused to peer assess another pupils work - they did not want say what was good about it - only wanted to put an even better if statement.

Appendix 3

Prifysgol Cymru
Y Prifysgol Gŵel Sant
University of Wales
Thirty Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Date: 02-10-19

Lesson details:
Humanities - Yr 8.
Mixed ability

Classroom culture
(Are the students focused on learning?)
Normally in seating plan but teacher let them sit where they wanted because they had been well behaved before.
- Warnings to be quiet - otherwise they have to go back to the seating plan - some pupils telling others to be quiet.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Aims clear on the board - use of A1, some, more to address aims of the lesson.

Direction
(Are the students clear about what they are doing and how to do it well?)
Students are clear about their task, teacher has explained clearly and they are adding to their projects - improvement comments.
- Graph analysis - use of SALT → scale, axis, label, title

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
All students are engaged in the lesson - they played the flag game - all students had a chance to take part - each student had to guess what flag was displayed - if it was correct they went through to next stage, if they had it wrong they had to sit down.

Appendix 4

Prifysgol Cymru
Y Ddwydded Dwydded
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Q + A - meaning of population density and distribution -
Teacher wrote definition on the board
Flag game - all students played guess the country the flag belonged to.
They had to do a project on weathering - it was marked and they had to add a comment to their project from the board relating to what they needed to do in order to improve.

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

- Girl asked if they need to split topic from cover into 4 groups - the teacher said it's up to you - independent - autonomy choice.
- Highlighted work in book - student said she remembers it if she highlights the key points.
Carol Dweck - independent learning
- boy wanted the rest of the class to be quiet because they had a warning for a seating plan - confidence to speak up and support what the teacher is asking for.
- pupil asked each other what they had in their tests - one replied '100%' and they were asked 'how did you get that?' the pupil replied 'casualty saying it wasn't that hard.'

Appendix 5

Prifysgol Cymru
Y Ddwydded Dwydded
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Date: 02-10-19

Lesson details:
Year 8
Welsh

Classroom culture
(Are the students focused on learning?)
Stand up when they come in and they are silent for the teacher to do the register.
encouragement from the teacher for their test (spelling)

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
The purpose of the lesson was clear to the pupils and the aim of the lesson was to improve their ability for next time - the teacher explained how everyone had different ability in spelling.

Direction
(Are the students clear about what they are doing and how to do it well?)
The students understand what they are doing - they are starting the lesson with a spelling test - they had been given words to learn in order to prepare for the test.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
All students took part in the spelling test and then they peer assessed each other's work - learning from each other - using a purple pen to peer assess. All students had a target for next time.
After the test the students carried on with writing a 3rd person paragraph using past tense Welsh phrases.

time - challenged to do better.

Appendix 6

Prifysgol Cymru Y Gynnal Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The whole class had a spelling test on countries in Welsh - they are being tested on the knowledge of the Welsh word and the spelling. The teacher asks who had certain marks in the test and the students had to put their hands up depending on what category they are in. After the test, the students need to complete writing a paragraph in Welsh in the 3rd person using past tense phrases.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - A pupil was not looking at his spellings prior to the test to revise, so the teacher offered his book and asked him to look at them in order to prepare further for the test. - A pupil put their hand up in the middle of the test but the teacher did not see so they put their hand down. - A pupil was moving a desk and was told to move to the back of the class - there was no verbal warning given before he was asked to move.	

Appendix 7

Prifysgol Cymru Y Gynnal Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date: 02-10-19	
Lesson details: Science Yr 8	
Classroom culture (Are the students focused on learning?) Seating plan Stand up when they come in for teacher to do register Students are quick & are focused on the lesson.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Objectives put clearly on board - what do we need for a balanced diet - makes pupils think straight away.	
Direction (Are the students clear about what they are doing and how to do it well?) The students are set a task in pairs - matching cards to meanings. Go through answers together as a class - discussion is created throughout the whole class. The students understand the task and are aware that they need to copy the statements into their books.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children working on task Q + A about topic - not every child answers a question - they are asked why do we need food? All children are able to engage in the task given and they all have an opportunity to give their input.	

Appendix 8

Prifysgol Cymru
Y Ddwydd Ddiwedd
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

- Q + A about what they think is a balanced diet
- Pairs - activity - they give their answers - go through them together.
- Homework - they have to draw / find pictures of different food groups for a balanced diet. They have the choice of drawing or cutting pictures out of magazines / newspapers etc.

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

- Boy rolled his eyes when teacher told him to do work - looking behind. Maybe he was bored or found the work too difficult.
- Boy said to other children how a girl had copied his work in Welsh spelling test - maybe he wanted to show someone was copying him because he knew all the answers - he had the need to show other pupils that someone had copied him.

Appendix 9

Prifysgol Cymru
Y Ddwydd Ddiwedd
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02-10-19

Digwyddiad critigol (Focus)/Critical incident (Focus): Pupil A refused to peer assess pupil B's work.

Ynghyd / Experience	
Teimladau / Feelings Beth ydych chi'n teimlo os ydych chi'n ystyried yr eiddo? "What are your feelings regarding the experience?"	The pupil seemed frustrated when asked to peer assess someone else's work. He was sat alone and this could have affected his sense of belonging in the class - social interaction - Vygotsky's social constructivism / ZPD.
Cofio a Deall / Remember and Understand Atbach chi'n sefyll i'r sgwâr os ydych chi'n ystyried yr eiddo? "Can you list the aspects of the learning experience that went well?"	The teacher encouraged the pupil to peer assess the work after they had refused. The teacher provided some guidance to what they could say for the peer assessment task. The pupil did not feel they could peer assess the work because of possible lack of knowledge around the task, had modelling of peer assessment been done previously? The pupil sat on his own and maybe did not feel part of the learning environment.
Gwerthuso a dadansoddi / Evaluate and analyse Beth fyddwch chi'n edrych ar y ffaith i'r ochr ddydd os ydych chi'n ystyried yr eiddo? "What will you keep the same to ensure effective teaching and learning in the future?"	Course guidance is given and encouragement to help the pupil complete the task given.
Gwerthuso a dadansoddi / Evaluate and analyse Beth fyddwch chi'n edrych ar y ffaith i'r ochr ddydd os ydych chi'n ystyried yr eiddo? "What will you keep the same to ensure effective teaching and learning in the future?"	The cause of the refusal to peer assess could have been a combination of not knowing the success criteria, being sat alone and not having social interaction and encouragement from others, also it could have been frustration due to the fact they hadn't finished their own task.
Casgliadau a chymau / Conclusions and actions Beth ydych chi'n wneud i'r materion a nodwyd i'r ddiwedd? "What are your possible solutions to the disappointing issues identified?"	Possible solutions could be to model peer assessment criteria in order for pupils to understand what is required from them. There could have been a seating plan in place to help increase social interaction and discussion between pupils and create a sense of community in the classroom. There could have been a TA in the classroom to help pupils understand what is needed for peer assessment - the TA could have modelled what was required from the pupil.
Y profiad newydd / Transformed experience	

Appendix 10

Yr Athrofa
Yr Athrofa
Yr Athrofa

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

Dyddiad/Date: 02-10-19

Digwyddiad critigol (Focus)/Critical incident (focus): Pupil asked should I split the page up into 4 for a new topic sub headings.

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The pupil didn't have the confidence to decide for herself or maybe she thought there was a way in which the teacher wanted it to be done - classroom culture.
Cofio a Deall / Remember and Understand Adrodd chi resyni'r profiad a'r achos yng nghyflwr y dydd? "Can you list the aspects of the incident in the context of learning?"	The pupil asked for the teacher's opinion but she said it's your choice. So she had the freedom to choose for herself - building her own confidence - independent learning.
Gwerthuso a dadansoddi / Evaluate and analyse Beth y gallid ei gwneud yn un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol? "What could be kept the same to ensure effective teaching and learning in the future?"	The presence of autonomy is effective in teaching - pupil has the choice to do what they want - a sense of power and independent learning - need for attention - satisfy this - and choices given - overall behaviour is improved.
Casgliadau a chamau gweithredu / Conclusions and actions Beth yw eich atebion posibl i'r mater a nodwyd? Beth y gallid ei wneud nesaf? "What are your possible solutions to the issue identified?" "What could be done next?"	Give the pupils a choice of ways to design their book cover for a topic so they know they are correct but they can decide which one they want - give them the knowledge that they have a choice to choose how they want to design it.

Y profiad newydd / Transformed experience

Appendix 11

Yr Athrofa
Yr Athrofa
Yr Athrofa

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

Dyddiad/Date: 02-10-19

Digwyddiad critigol (Focus)/Critical incident (focus): Teacher asked pupil to move before giving a verbal warning.

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The teacher could have possibly given a verbal warning before acting upon the behaviour - however this was only a single lesson that the researcher observed and this could have been an on-going behavioural problem.
Cofio a Deall / Remember and Understand Adrodd chi resyni'r profiad a'r achos yng nghyflwr y dydd? "Can you list the aspects of the learning experience that went well?"	The teacher acted upon bad behaviour and moved the pupil immediately in order to prevent disruption to the whole class.
Gwerthuso a dadansoddi / Evaluate and analyse Beth y gallid chi'n ei wneud yn un fath i sicrhau dysgu a dysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?"	The teacher could have given a verbal warning before moving the pupil. Also it is disappointing that the pupil caused disruption in the first place - were they challenged? Were they affected by the spelling test?
Casgliadau a chamau gweithredu / Conclusions and actions Beth yw eich atebion posibl i'r materion a nodwyd? "What are your possible solutions to the disappointing issues identified?"	Bad behaviour needs to be dealt with straight away in order to minimise disruption for the whole class. The cause of the bad behaviour could have been boredom or the pupil found it too difficult. They had just had a test and the pupil could have felt disheartened by the test if they had a low score.

Y profiad newydd / Transformed experience

Appendix 12

Prifysgol Cymru
Cymru Fyw
University of Wales
Cardiff, Aberystwyth

Yr Athrofa
School of Education
Education and Humanities

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

Dyddiad/Date: 02-10-19

Digwyddiad critigol (Ffocws)/Critical incident (Focus): Boy rolling his eyes.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The child was not engaged so the teacher was right to tell him to concentrate and read the page given.
Cofio a Deall/ Remember and Understand "Ailwch chi restru eiddau?" achi yng nghyd-deddfu a dygwyt? "Can you list the aspects of the incident in the context of learning?"	Verbal actions used by teacher to get them to concentrate on their work. Teacher questioned the pupil - asking him what he meant to be doing - he clearly knew what the task was.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gwneud yr un fath i sicrhau iddygu a dygwyt effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Clear instructions and pair working gives the children confidence to work with a partner → comfort to work together - ZPD - social interaction - social constructivism - more knowledgeable other.
Casgliadau a chymau gwerthredol/ 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 boy was possibly bored or found the work too challenging. Maybe have smoothest from task to task to help continued engagement. Reading task - maybe he had dyslexia. Teacher could read when they follow or ask who wants to read - others can follow.
Y profiad newydd / Transformed experience	