

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

26/9/22 - Year 9 - Primary Prov

Where and When: Context of the observation – subject/AOLE, general classroom context

English class

7 children in class (4 off)

Colourful desks and chairs

Bright displays

Use of cartoon characters

with Powerpoint presentation

1 child per desk.

Visual prompts for English and Welsh

Stuck to desk.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Girl in class struggling with her work. They were learning the right contexts to be using capital letters and punctuation. Student was struggling with her work and concentration. Miss set an additional task for the rest of the class to do. She then agreed an additional copy of the work for them to go through together. She constantly questioned the student to help them get to the

Areas of possible exploration: what you think could be "under the hood" in these incidents?

What avenues of research could you consider?

Questions in my notes

I do, We do, you do.

progression in learning

Differentiated

Sustained Effort....

Scaffold learning

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

First lesson Monday morning. Lethargic feeling amongst students. Small class size allowed for a more hands on approach from the teacher.

Teacher used a Plenary (which I noted in all lessons) but a more simplified one, more suitable to the level of the class.

Record 2

Date and time, year group: 26/9/22 - Year 8 Art.

Where and When: Context of the observation - subject/AOLE, general classroom context

AOLE - Sir Issac Newton (Physics, Maths) - TLR^2 - Gravity
Started lesson with a low stakes quiz based on last lessons learnings)

Asked "who remembers this is maths"

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Child arrived late with no bag, equipment or book. Started class. Teacher continued class after this around 2 min distraction. Started chatting with neighbour, telling the teacher to "shut up." Teacher continually told said pupil to be quiet and to stop tapping or clicking her pen.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

AOLE used to scaffold learning

Behavioural ~~man~~ management

ATL?

Lead by example?

Everyday clean slate

Sanctioning

Removal of stimulus

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

17 kids (1 non English speaker, another pupil acted as translator)

Teacher recapped the lesson with "What a great lesson"
Recapped with recitting out loud what they had learned earlier on in lesson.

* Asked pupil a question to attempt to get her back on task and make sure she was paying attention to the YouTube video. "What colour did they add to make the colour darker?" Pupil tried to give a silly answer. Teacher responded "Are you sure that's the answer you want to give?" This encouraged the student to think about her answer to give a sensible response. The pupil did then focus for a few minutes which changed the dynamic of the class.

te and time, year group:

Where and When: Context of the observation – subject/AOLE, general classroom context

5th LESSON BIOLOGY - YEAR 8 - Metabolism

AOLE - Food technology

- use of a compass (matras) + ven diagram

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Created a low stakes assesment in the form of a ven diagram. This reassents work they have already learned earlier on that lesson, showing it in a visual way. They used examples of real food packing. Gave the kids a chance at a tricky task. *

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

Blended learning experience

Assesment

Real life authentic context

Pedagogy - Influencing learning

Healthy, confident individuals

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

14 kids - Same class as I had in 3rd lesson minus the problematic child. Classroom was bare of displays. This gave the students nothing to be distracted by. Randomised seating plan (Boy → Girl → Boy)

* When the teacher noticed the class were struggling slightly she differenated the task with a slightly easier example on the presentation (which the whole class could follow together.) She chose Ben and Jerry's Ice Cream and a simple "who doesn't love Ice cream" as a way of re-engaging the now slightly distracted students

related traffic lights on the road
to the traffic lights used on food packaging