

ECAD6007 - Megan Williams - student number 1701239

Appendices - Critical Incident

Within the appendices, there are three critical incidents observed during my time within School X. The first critical incident (Critical Incident 1) is referred to within the assignment. Critical Incident 2 and 3 were not referred to within the assignment, however provided an opportunity to critically reflect on my observations.

Critical incident 1

Date and time, year group: Tuesday 27th September. 9:15am. Mixed year 5 and 6 class.

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

Within the year 5 and 6 class, there were a total of 24 children within the classroom, only 6 of which are year 5.

The classroom was a very busy environment as it was the first lesson, children were still settling down and doing the register while the teacher was handing out books ready for the first lesson. Within the classroom there was a class teacher and level 3 teaching assistant. The class teacher was to begin the lesson before she was due to have PPA time, where the teaching assistant was to take over the lesson.

AOLE - Language, literacy and communication. Children were focusing on grammar and where and when to use speech marks in a text with spoken word. The teacher started the lesson with scaffolding to support the pupil's learning.

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

The class teacher was explaining to the class about using speech marks within a text when there is spoken word. The teacher then went on to scaffold to develop the pupil's learning on how to identify when there is spoken word within the text which involves speech marks by reading the text out loud, but only the sentences where there are speech marks. This continued until the end of the short text within the grammar book. The teacher also then encouraged the class to read only the spoken word within the text along with her. Once the children were able to identify the spoken word aloud, the children were then encouraged to work independently by working through their own grammar books by writing out the text, and identify the spoken word by underlining where they saw speech marks, which led to a further understanding of how, when and where to use speech marks within a written text. Additionally, it was observed that a number of children had a different grammar text book (G5 book) to some, which was a slightly shorter text and less complex words compared to the more difficult textbook (G6 book). The children's understanding of when and where to use speech marks came from the teacher first scaffolding the concept by reading the spoken word out loud. Additionally to this, while the teacher had left and the TA was taking over the lesson while the children worked through their grammar books, it was observed that the children were communicating with each other and helping each other identify where the speech marks were, meaning that's the spoken word. Also, while the children were working through their grammar books, the TA encouraged the children to refer back to the success criteria on the board, which was to 'read over your work and identify where you might have made a mistake, or where you might have missed the spoken word'.

Within this lesson also, child A explained that she had previously worked on book G5, and is now working on book G6. Child A also explained that she finds the new book more difficult, but then also went on to explain that she also finds the work a lot easier when the teacher explains it and

shows the children how to do it first, which proves that the scaffolding from the teacher and the beginning of the lesson benefitted the within their work.

When the children finished their grammar work, the children then went on to work on a maths worksheet, and was told to mark this themselves with a calculator to check their answers and understanding, and make a note on what they had wrong to try next time.

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

AFL - Encouraging Assessment for Learning by referring back to the success criteria to check their work and correct where they believe they have made their mistake. When the children had finished their work, the children then moved on to do a maths worksheet and then were encouraged to mark it themselves with a calculator. This also links with one of the four purposes being Ambitious, capable learners, where they are aiming for excellence by showing willingness to do more class work when finishing the task they were told to do.

This also links to Donaldson’s successful futures document where the children strive to be life long learners.

Growth Mindset - within the maths worksheet they were asked to make a note of the answers that were incorrect so they could continue to work on next time. This encourages a growth mindset as they are aware that they can work on their abilities and they can develop their intelligence over time through their determination to answer it all correctly.

Differentiation - Within the lesson, there were two different text books that particular children were working on, G5 and G6. These books had a subtle difference between the two, one being a slightly shorter text with less complex words (book G5).

5 teaching standards - offering expertise, differentiation, progression in learning (two books) , used welsh language throughout, leadership of the class.

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)

Four purposes -

- broadening their confidence
- ambitious

Critical Incident 2

Date and time, year group: Monday 26th September 2022. Reception class year group

Where and When: Context of the observation – subject/AOLE, general classroom context
In the previous lesson, the critical incident had happened. Behaviour was observed within the Health and Wellbeing AOLE within a Physical Education lesson.

Within the reception class, there were 23 children, one teacher and two teaching assistants. The class was a very busy class and many children seemed to lack a lot of social skills, which was explained by the teacher that this may have been due to Covid-19 in the previous years of their childhood.

The PE lesson was very busy and it was the last lesson of the day, and to my surprise, all children were in the main hall together during the lesson which I thought the children may have been split into groups

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

At the end of the lesson just before the first lesson, Child A had bitten Child B on the arm. The teacher explained that this was the third time Child A had done this in the last two weeks, and the child was disciplined by being told to sit on the 'thinking spot' to think about their actions. The child was very upset and did not want to sit on the thinking spot, however did not want to communicate with the staff or peers as Child A seemed very upset and angry. However, the teacher explained seemed to 'catch them being good' and pointed out that Child A was sat very well and they can now return to the class.

After the child had calmed down, the staff took all children to the main hall for PE.

During PE, Child A did not want to participate in the games and activities within the lesson, and although the lesson seemed very fun and engaging, the child did not want to take part.

After the first activity was finished, Child A seemed to have engaged slightly by taking part in a 'frog jumping' competition, where children were jumping around the room like frogs. The teacher again noticed the child taking part - 'catching the child being good' - and praised them again. Child A took part in the lesson after they were praised.

Later on during the PE lesson, the teacher drew on prior knowledge and asked the children what they did in the last lesson, and could any children show them. They children showed the teacher and all children were praised.

Within the lesson where children were exploring how to walk and act like different animals, the teacher used the Assessment for Learning (AFL) strategy by telling the children "5 of you show me

how you can walk like a fox, and I'd like the rest of you to show a thumbs up or thumbs down if they're doing it right or wrong". This allowed the children to peer assess. This pattern continued so multiple children had the opportunity to showcase their skills and peer review

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

What avenues of research could you consider?

- Four purposes - building on confidence by allowing children to showcase and express their ideas and allowing them to peer review
- AFL strategies - advantages and disadvantages of peer reviewing with children of such a young age, would this cause confrontational or friendship issues between the children
- positive / negative reinforcement and positive / negative punishment - the teacher 'catching them being good'.

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)

The PE lesson was at the end of the day, and the biting incident occurred before PE, however disruption continued in to the next lesson.

Critical incident 3

Date and time, year group: Tuesday 27th September. Mixed class year 3 and 4

Where and When: Context of the observation – subject/AOLE, general classroom context
This lesson took place straight after lunch, within a very busy mixed year 3 and 4 class with 27 pupils within the classroom.

Within the class there was one class teacher and one teaching assistant.

AOLE - Lesson started with literacy, languages and communication which followed on to humanities.

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

The lesson begun straight after lunch, where children were encouraged to do 20 minutes of quiet reading. The teacher many times asked children to stop talking and to continue reading, however it was observed that some children were not reading their book at all, and some children had great difficulty reading the book. Child A was asked by myself what their book was about, to which they replied "a cat I think, I don't know I can't read". It was clear that Child A had assumed their book was about a cat, as there was an illustration of a black cat on the front of their book. During the 20 minutes quiet reading time, it was observed that Child A clearly did not read anything as they were unable to, and was not supported during this time also, which may have seemed as though the time could have been used to best support the child.

In addition to this, during the 20 minute quiet time, Child B shouted "who's pencil is this?", to which the teacher told Child B that this is not appropriate during quiet reading time, to which Child B apologised and continued to read quietly.

During this reading time also, the class became slightly disruptive, and the teacher used an attention grabber to manage the classroom environment by saying in a quiet voice, "if you can hear my voice, put your hands on your head, if you can hear my voice, put your hands on your books and keep reading".

Children were praised after the 20 minutes and stickers were given out as positive reinforcement to children who the teacher thought read quietly and well, the teacher and teaching assistant were pulling some children aside to read aloud to them, while also giving thee children stickersone they had read, regardless of their level of reading in order to encourage and motivate the children.

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

- Differentiation - Does leaving children to 20 minutes silence reading best support children who struggle to read, was this time wasted for the child.
- Positive reinforcement - giving children stickers regardless of their level for encouragement and motivation
- Does silent reading straight after lunch time help regulate and calm the class down
- Attention grabbers as an effective classroom management strategy

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)

- Many children seemed unengaged during the silent reading, with many trying to whisper to each other instead of reading their book. This settled down after around 10 minutes however they may have been very busy as this lesson was straight after lunch time.