

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 relation to the context of critical incident on an individual learner, it is fundamental to consider the meaning surrounding the term within a school environment. Tripp (1993) suggests that “critical incidents are produced by the way we look at a situation; an interpretation of the significance of an event” (p 8). Additionally, critical incidents are not always dramatic or recognisable to the observer, they often occur within everyday practice and may be straightforward accounts which, when evaluated, develop into a critical incident (Tripp, 2012). Furthermore, it is imperative that practitioners evaluate a critical incident and provide next steps and feedback to learners to ensure they develop appropriately.

In order for teachers to be reflective of their own practice and in the case of critical incidents, it is often fundamental that they analyse a critical incident to define the problem at hand and clarify any issues (Farrell and Baecher, 2017). This will then allow teachers to evaluate their own practice but also support pupils with a course of action to reduce the likelihood of a critical incident happening again (Farrell and Baecher, 2017). Brookfield (2017) supports this idea of a reflective teacher by stating that “critically reflective teachers try to understand the power dynamics of their classrooms and what counts as a justifiable exercise of teacher power” (p 19). This awareness will support teachers in analysing critical incidents.

Ultimately, this study will focus on the identification of a particular critical incident. The critical incident will be surrounded on the topic of assessment for learning and will look in more depth at teacher assessment, peer and self-assessment and children assessing the teacher. The critical incident within assessment for learning, will be evidenced through the evaluation and analysis of observations on learners.

Observation

When carrying out the observations and analysing the data collected, it is of upmost importance that confidentiality and anonymity of the school and pupils is considered. Confidentiality and anonymity are often seen as the underpinning of research or

observations. This is because it ensures the identities of participants and schools are kept from being identified in the evaluation and write up of a certain study (Cohen, Manion and Morrison, 2011). Ultimately, the observations and anonymity were carried out in coherence with the British Educational Research Association (BERA, 2018). This is to ensure that the participants identity is kept anonymous and treatment throughout is kept to an acceptable ethical standard (BERA, 2018).

The critical incident that was witnessed occurred in a primary school located in a town in South West Wales. The school is a three-form entry school with some year groups only having two-form entry. The school has a Flying Start environment on site and has a learning resource centre for children with specific educational needs. At present, there are approximately 622 pupils on roll with 30.1% of those accessing free school meals which is above the national average for Wales (Welsh Government, 2018a). In the last Estyn inspection, it was founded that the school was performing at a good standard and were awarded excellent for their prospects for improvement (Estyn, 2017).

The critical incident observation took place in Year 1 classroom and contained 27 children in the classroom. In consideration of confidentiality and anonymity for the pupils observed, throughout the analysis of the study, they will be referred to as 'child A or child B', for example. Subsequently, ethical considerations were considered prior to and throughout the observation whereby the name of the school and pupils were kept anonymous for anonymity and confidentiality purposes. Finally, for the observations, four were carried out but only one was utilised to identify a critical incident for discussion.

Methodology

In light of the study, it is fundamental that different methods of data collection are considered. For this study, a mixed method approach was used through participant and non-participant methods of observing. Consequently, the observation was perceived from a participant and non-participant perspective. Participant observation occurs when the observer is actively involved and frequently interacting in the observed context or incident (Rozsahegyi, 2019). This is compared to non-participant observation which is the opposite to participant observation where the observer keeps themselves separate from the context of the situation observed (Rozsahegyi, 2019). Finally, within non-participant observation, observers should keep their influence on the situation from manipulating the results (Papatheodorou *et al*, 2013; Rozsahegyi, 2019). Throughout the observations in the classroom, non-participant method of observation was utilised through not interacting with

the pupils whilst they were completing their activity and throughout the observation. On the other hand, participant method of observation was also applied as some of the pupils needed assistance whilst the observation was being carried out.

Leading on, it is fundamental to consider the Hawthorne Effect in light of the observations carried out and how it can have an impact on the incidents recorded. The Hawthorne Effect is derived from an experiment conducted in the 1920s (Ewens and Cammack, 2019). The study evidenced workers, who were being observed, improved their work performance as a result of them knowing they were being inspected. Although, after the experiment, the workers' performance in their roles changed again as they were no longer being observed (Ewens and Cammack, 2019). Taking the Hawthorne Effect into the context of a school classroom, the children who were being observed would have acted in a similar way due to someone different being in the classroom and writing notes. Therefore, the children's behaviour and actions would have been perceived as different to normal to a regular figure in the classroom. This could make the incidents observed an unnatural representation of what actually happens daily in the classroom.

For the observations and discussion of the critical incident, case studies were chosen as a method. Case studies are beneficial as they focus on individuals or a group to highlight particular incidents, explore hypotheses or compare different incidents from an observation (Privitera and Ahlgrim-Dezell, 2019). It is imperative to explore the advantages and disadvantages of utilising case studies during observations and when discussing a critical incident. There are many strengths to applying case studies, for instance; they are detailed and focus in-depth on particular observations (Tight, 2017). Secondly, case studies are exceedingly holistic and address all factors of an observation to understand the whole incident in as much depth as possible (Tight, 2017). On the other hand, there are also weaknesses to utilising case studies. Case studies can be very generalised and does not always highlight the important matters of an incident (Tight, 2017). Therefore, can sometimes be deemed unreliable (Tight, 2017).

Moreover, it is essential to consider other methods of outlining a critical incident observed, such as a sociogram. Sociograms represent interactions amongst children and these can be signified through diagrams demonstrating what was observed (Fleer, 2018). Sociograms are beneficial for highlighting the universal dynamic of a group of children being observed (Fleer, 2018). Although sociograms can be beneficial when carrying out observations, it was more significant for narrative case studies to be utilised as it enabled the observer to note all aspects of the observation and incident in a descriptive manner.

Four Purposes

Regarding the critical incident observed, the four purposes from Donaldson's Successful Futures curriculum is an essential aspect for associating the new curriculum to what was observed in the classroom context. The four purposes include; ambitious, capable learners; ethical, informed citizens; healthy, confident individuals; and enterprising, creative contributors (Welsh Government, 2019). Donaldson highlighted that the four purposes underpin all teaching and learning that occurs within Welsh schools (Welsh Government, 2019).

Firstly, in terms of critical incident, it is essential to outline the main aspects of the incident observed. The critical incident was surrounding the topic of assessment for learning. The use of assessment for learning was used throughout the whole session and proved very beneficial for the children's learning and development. Likewise, the approach was used through various different ways, such as; peer assessment, self-assessment and teacher led assessing. The critical incident occurred when a child took it upon themselves to support their peer with their cursive writing. This was done without being prompted to assist by the teacher.

Secondly, the critical incident linked to the four purposes through ambitious, capable learners and healthy, confident individuals. It is evident that the critical incident links to these two purposes as child L supported child K to achieve the learning outcome. From this observation, child L is a confident individual through obtaining the confidence to support other peers. This enabled child L to "form positive relationships based upon trust and respect" (Donaldson, 2015, p 30). On the other hand, child K demonstrates attributes of a healthy, confident individual as they have faced and "overcome challenge" (Donaldson, 2015, p 30). Child K overcame their challenge through their peer scaffolding the work for them to support their engagement and development.

The overall theme of the incident, assessment for learning, connects to the purpose, ambitious, capable learners. As assessment for learning was constantly being utilised throughout, it allowed the children to "set themselves high standards and seek and enjoy challenges" (Donaldson, 2015, p 29). This can also be achieved through developing their learning and skills through all types of assessment.

Ultimately, through what Donaldson has highlighted in the new curriculum and the critical incident observed in the classroom, the four purposes reinforce the teaching and learning in classrooms. This enables children to develop key characteristics in which the four purposes pursuit learning experiences and planned assessments within an educational context (Welsh Government, 2019).

Literature Review

From the critical incident chosen, out of the four identified (appendices 1, 3, 5 and 7), the overall theme acknowledged is assessment for learning. As a whole, according to Broadfoot *et al* (2002) as cited in Wiliam (2011) assessment for learning is “the process of seeking and interpreting evidence for us by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (p 3). There are two types of assessment for learning; formative and summative. Formative assessment is the process in which children are exposed to ongoing feedback to ensure they are engaged and challenged throughout the learning process (Ricci, 2013). On the other hand, summative assessment normally occurs at the end of a session or topic to identify what the children have learnt (Ricci, 2013). For the purpose of this specific critical incident, formative assessment will be the primary focus when discussing assessment for learning.

When considering formative assessment, it is fundamental to reflect the importance of utilising formative assessment in the classroom. Formative assessment can be very effective for children’s learning and development as it can raise their overall standards of achievement (Moss and Brookhart, 2019). This then leads onto the effectiveness of teaching increasing through the utilisation of formative assessment (Moss and Brookhart, 2019). On the other hand, although formative assessment can be beneficial for the children’s learning and the teachers personal and professional development, it also comes with its limitations. Although formative assessment is high-quality, it is sometimes rare to be found in a classroom environment (Moss and Brookhart, 2019). This can be due to a limitation of staff or time and some teachers may not be equipped with the sufficient amount of knowledge to carry such approach out in class (Moss and Brookhart, 2019). Fundamentally, the insight drawn to support the incident observed will primarily link to the literature surrounding assessment for learning, especially formative assessment. Moreover, the types of assessment that were explored throughout the incident was self-assessment, peer-assessment and teacher led assessment (Black and Wiliam, 2005).

Regarding the critical incident, peer assessment was predominantly utilised throughout the session and was the underpinning of the incident that occurred. During the incident, the children were provided with a success criterion when going back to basics with their cursive writing. Peer assessment was utilised through child L assisting child K with following the success criteria that was provided for them.

Alongside the main theme, assessment for learning, two other themes were identified as; scaffolding and mindset. Firstly, scaffolding was introduced by Vygotsky who developed the zone of proximal development and was then further extended by Jerome Bruner who transformed the theory into his theory of scaffolding. Within an educational context, scaffolding is referred to the process in which children are assisted with attaining their learning outcomes (Bosanquet *et al*, 2016). Moreover, scaffolding then provides the learners with the further skills to carry out future tasks independently (Bosanquet *et al*, 2016). Scaffolding can be beneficial for learning and development as it provides children with the structured knowledge, they may need to obtain certain information. This allows children to extend their team working skills (Buehl, 2017). However, when carrying out scaffolding continually within the session or learning, some children may get dependent on the more knowledgeable other assistants and would not be able to handle failure if it occurs when carrying out independent tasks (Buehl, 2017).

Conclusively, the theory highlights steps and decisions that the teacher or more knowledgeable peer undertake when supporting a learner who is having difficulties reaching a learning outcome (Thompson, 2015). Subsequently, scaffolding supports the critical incident observed and assessment through learning as the theory of scaffolding is the underpinning of the critical incident. The incident outlined how one child assisted their peer with achieving their learning outcome thus implementing Bruner's theory.

The second sub-theme of the critical incident and observation was mindset. It is fundamental to consider mindset within an educational context as it is important for a learner's development to progress at a positive rate. When discussing mindset, it is essential to acknowledge the two different types; growth and fixed mindset. First of all, growth mindset is referred to one's intelligence which can be developed further over time through focus, persistence and effort (Ricci, 2013). Ricci (2013) suggests possible ways forward to ensure that growth mindset is encouraged within every classroom. Most importantly, teachers should ensure that all pupils have perseverance and effort within their learning. This is imperative as it continually reminds children how to maintain their growth mindset (Ricci, 2013). However, there are some limitations to growth mindset and upholding it within

children. For example, it is often overlooked within classroom environments therefore it should be promoted to ensure a safe place within the classroom. Also, many children may feel judged and may find it difficult to take intellectual risks (Ricci, 2013). Ultimately, teachers should ensure that within morning or week briefings, mindset should be discussed in order for all children in the school to feel safe and free to express their intellectual feelings. Compared to growth mindset, fixed mindset occurs when one has a predetermined mindset that already has a concrete amount of intelligence, skills and talents (Ricci, 2013). However, some people with a fixed mindset sometimes believe that they cannot always be successful, therefore, it is essential that teachers support these children to ensure that their predetermined skills can develop appropriately (Ricci, 2013).

Bringing these two definitions of mindset together, it is key to discuss how they link to the critical incident. It is pertinent to discuss that child L displayed a fixed mindset as the learner had the confidence in their subject knowledge and ability to provide support to a peer in the class. Contrarily, child K was the opposite and demonstrated a growth mindset through their ability to accept support from a peer and persist with their learning to develop their knowledge further.

All things considered, the literature reviewed and researched in relation to the observation and critical incident has proven beneficial for the understanding of what happened in the observation and how it transformed into a critical incident. The literature demonstrates that assessment for learning, especially formative assessment, portrayed a broad understanding to as how it is beneficial for the learning process and to learner's overall mindset. Likewise, scaffolding was advantageous for all learners involved as they were able to use their more knowledgeable other, either being another peer or the class teacher, to assist with future development and to help learners increase their subject knowledge. Furthermore, it could be extended to research on how all three themes associate with each other in the context of the learner's development and progress.

Reflection/Evaluation and Next Steps

Once the critical incident was identified from the session observed, it was fundamental to reflect and evaluate what had happened. After this, it was crucial, especially for the children involved, to provide next steps to support the children in future learning. This will also help change anything, if the session was carried out again to make it more beneficial for learning and understanding. Reflection in an educational context refers to the process in which teachers do not only analyse their actions but can use the analysis to change such actions in

future actions. (Appleyard and Appleyard, 2015). The theorist John Dewey understood reflection as a 'rational, leading to logical solutions that could be tested in practice' (Appleyard and Appleyard, 2015, p 90).

As already revealed, the critical incident observed related to assessment for learning as child L assisted child K with meeting the cursive writing success criteria through peer assessment. Evaluating the observation of the critical incident, assessment for learning was beneficial for both children as firstly, child K was supported with their back to basics practice. On the other hand, it was beneficial for child L as the catalyst for peer assessment because it allowed them to be reflective on the activity and maintain their own learning and development. Referring to the ARC form (appendix) and mentioning what has already been discussed, the use of assessment for learning was very beneficial for all children. However, referring back to the critical incident, the children exhibited enthusiasm for further learning due to being constantly praised and provide with feed forward feedback.

From reflecting on the critical incident and from a discussion with the class teacher, next steps were identified to further teaching practice and to assist the children with future support. It was concluded that the theories of scaffolding and more knowledgeable other can be further exposed in learning. This can be represented through implementing more pair work whereby assessment for learning, scaffolding and growth mindset can be utilised through initiatives such as think, pair, share and mixed ability learning partners. These initiatives can be critical for future learning and development for the children because some of them already participated in the action of assessment for learning. However, by implementing these initiatives into the planning and making it well-defined to the children initially, can be beneficial for the development and support for peers through peer assessment. Furthermore, using the next steps provided for learners, it can allow them to further their learning and development and through the use of assessment for learning they can not only learn from the teacher but also acquire support from their peers to advance their subject knowledge.

Finally, the evaluation and recognition of next steps for learner's development can also be beneficial for a teachers professional and personal development. Within the teaching profession, it is essential that teachers continually acknowledge their development as a professional to ensure that teaching is effective for the learners (Turnbull, 2013). In relation to the critical incidents, it is essential that teachers are able to reflect on an incident to support pupils in all situations and provide them with next steps to enhance their learning

and skills. It can also prove beneficial for the practitioner's personal development as it will provide them with the confidence to support learner's development and skills going forward.

Conclusion

In conclusion, the approaches that were undertaken from the observation were; case study and critical incident. It is important to consider case studies when recording observations as they underpin the outcomes in detail and focus in-depth on particular incidents (Tight, 2017). Leading on, critical incident was utilised as an approach because it allowed the observer to look in-depth on an incident and allow the observation to become critical through the way we view and interpret the significance of an incident (Tripp, 1993). This was applied through the ARC forms filled in by the observer (appendices) which allowed them to describe the incident in more depth through adding their feelings and understanding on the critical incident and concluding with next steps and evaluations for the learners in future development.

Ultimately, the critical incident observed benefitted from the approaches used as the observer was able to evaluate appropriately what happened. To sum up the critical incident, both children involved displayed attributes of assessment for learning as one was able to peer assess and the other was able to self-assess their work from the feedback from their peer. Furthermore, both children also acknowledged their mindsets and were able to use their growth and fixed mindsets to develop their learning and knowledge further.

It is also essential to conclude with referring to the new Professional Standards for Teaching and Leadership. These standards include; pedagogy; leadership; professional learning; innovation and collaboration (Welsh Government, 2018b). These standards characterise the skills, knowledge and behaviours that should be portrayed in teaching practice (Welsh Government, 2018b). Fundamentally, it lends itself to the professional growth needed to support learners with their progress, growth and development (Welsh Government, 2018b). These standards associate to the critical incident observed and evaluated as it allows teachers to improve their practice and professional learning through generating next steps and progression for the children's development and knowledge. Ultimately, the standards also allow the teacher to reflect and enhance their own development and practice as they can demonstrate attributes of leadership and collaboration with the children. Finally, it is beneficial for both teachers and learners together, as the teacher can provide more effective pedagogy to enhance the development of children's learners.

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Appendices

Appendix 1 – Observation One

Appendix 2 – ARC Form One

Appendix 3 – Observation Two

Appendix 4 – ARC Form Two

Appendix 5 – Observation Three

Appendix 6 – ARC Form Three

Appendix 7 – Observation Four

Appendix 8- ARC Form Four

Appendix 1

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

No clear initiative to answering questions (hands up or?).

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

mixed ability groups.

> Rotation - 3 tasks.
> Teacher led activity.
> 2 independent due to LSA away.

using negative behaviour to correct that behaviour and keep the balance of the classroom.

Date: 25/9/19 Year 3

Lesson details: Language + seesaw task (assessment)
20-25 children

Classroom culture
(Are the students focused on learning?)
Fidgeting / drawing, not listening.
> same children being asked and other children who want the opportunity - shouting out to get attention.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Completing an activity to assess their literacy skills (blending).
→ to find out where the children were with their ability

Direction
(Are the students clear about what they are doing and how to do it well?)
Teacher being assertive that they are the authority not the child. "no no no, you listen to me"

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
The same children being asked to answer the question
Re-asking a question to ensure listening

Assessment *
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
Explain the activity ensuring that they understand by ~~asking~~ asking the children to repeat or answer.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?
• Thanking a child for shouting out. x2.
• Consequences for poor behaviour - a child may be sent to a different class.
• Allowing children to make their own choices.
• Teacher calls out a lot of behavioural issues.
• Teacher

Children constantly asking to share their idea but the teacher reassures them that everyone will get the opportunity.

child A shouting out and distracting the class / group.

children have challenged themselves.

"How long on seesaw"

child was unable to answer as they were distracted.

new mnemonic for spelling 'because' - asked the child to try + remember whilst talking them through it to help.

Questioning the children on their answer to ensure they think about whether they are completely right.

Didn't notice the secondary behaviour.
* Assessing ability so far. ~~the~~
Getting the children to make a success criteria (choices).

Appendix 2



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model ①

Dyddiad/Date: 26/9/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was fascinating to witness the difference of confidence in child A whilst doing their work and then disrupting the class and shouting out. Furthermore, it was interesting to see the impact on child A's engagement with the work and their peers. (Advantages + disadvantages - behaviour strategies)
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Child A was demonstrating disruptive behaviour and being disruptive throughout the lesson. Child A once got up and started stomping around the class whilst another child was sharing their ideas/answer. Although, when child A was asked to share their answer, their confidence dropped and the child did not want to speak their answer so just held up their work for the teacher to read.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	I think the fact that child A kept distracting the other children displayed a lack of ability/confidence with group work or allowing other children to have attention. Therefore, more pair/group work could be beneficial for child A.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Simpler tasks for the child as they may lack confidence in their work (when asked) as they may find it too difficult. Furthermore, more pair/group work could enable the child to engage more and respect other children's ideas/answers. finding it hard to engage. → Think, pair, share. MKO.
Y profiad newydd / Transformed experience	

Appendix 3



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

AFL

Asking different
children to answer
everytime ☺

OBSERVATION / FIELD NOTES 2

(Questions adapted from Fletcher Wood (2016))

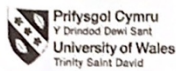
peer assessing - child L
helps child K with making
sure their cursive 'c' is not
floating and on the line.
gam

Date: 2 October 2019
Lesson details: Back to basics (cursive writing). Routine rotation. 30/30.
Classroom culture (Are the students focused on learning?) The teacher will often model a wrong example to the children, assess the teachers work and tell them how to do it correctly.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Back to basics - cursive writing. Children assessing their own learning to ensure they are correctly cursive writing.
Direction (Are the students clear about what they are doing and how to do it well?) modelling the work for the children. ~~community~~
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children are ~~making~~ telling the teacher the first rule for cursive writing
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? child B correcting themselves when they had got it slightly wrong.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? some children mistaking b for d (+ nice versus). ➢ when practicing their cursive writing the children have a tick sheet so themselves and the teacher can assess their own learning to make sure they are always doing their cursive writing.

repetitive learning.
learning.

The teacher is constantly assessing the children and challenging them.

Appendix 4



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model ②

Dyddiad/Date: 2 October 2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Assessment for learning / peer assessment.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I found it beneficial for the children's learning that assessment for learning was completed throughout the lesson/activity. I witnessed assessment for learning through the teacher assessing and modelling the work one-to-one (throughout the lesson). It was beneficial for the children's ability to further their skills and to challenge themselves.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Throughout the lesson, assessment for learning was used in various different ways, e.g. peer assessing, teacher assessed and children assessing teacher to enhance understanding. In one incident, child L peer assessed and helped child K with their cursive writing and ensured that they were writing 'c' on the line and pointed out that their letter was 'floating'.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The assessment for learning was effective throughout the whole lesson and the children were enthusiastic throughout and wanted to learn more cursive writing. For future learning, keeping the assessment for learning by the teacher the teacher will be effective. From this critical incident, the positive attitude from the children shows that assessment for learning can be extended through peer assessment.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	From a discussion with the class teacher, ~~a~~ to an action that could be used next time is think, pair, share or pairing the children in mixed ability pairs. → More knowledgeable other scaffolding.
Y profiad newydd / Transformed experience	

Appendix 5



Prifysgol Cymru
Y Drindod Dewi Sant
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES (B)

(Questions adapted from Fletcher Wood (2016))

Date:	2 October 2019.
Lesson details:	letters and sounds. <i>small groups</i>
Classroom culture (Are the students focused on learning?)	All children are able to read out the sounds.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	focusing on the sound 'ng' and 'ai'.
Direction (Are the students clear about what they are doing and how to do it well?)	children are all saying the sounds (as a group).
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	~~Read, cover, check~~ . Look, cover, check. <i>challenging the children to read and spell/round out the word.</i>
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Getting the children to think about the start of the word and its sound.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Look, cover, check - self assessing for the children but gives the teacher an insight into their learning / knowledge retained.

teacher sharing strategies with the children how to remember the sound.

assessing children's learning

sound 'ch' - some children said 'train' or 'sugar' thinking that 'ch' was the first sound. therefore the teacher got them to self-assess their answer and re-evaluate whether 'ch' is at the start of the word.

Appendix 6



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 2 October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Back to Basics.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Throughout the session, the teacher utilised a number of approaches which was effective for learning. The use of assessment for learning was also essential.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The children were participating in look, cover, check, and were constantly self-assess their learning. Group work.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	I feel that the use of self-assessment was beneficial for the children's development and furthering learning.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	It would be an advantage for the children who struggled with some of their sounds to be shown more words containing ~~their~~ the sounds so they recognise them.
Y profiad newydd / Transformed experience	

Appendix 7



Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

APL

"you're a
genius"
- child L to
child J

OBSERVATION / FIELD NOTES ④

(Questions adapted from Fletcher Wood (2016))

child J likes working
independently

child L
challenging
other
children
asking them
to tell them
the what
numicon
number
it is

Date: 2 October 2019.
Lesson details: Back to basics - mathematics. Routine rotation 20120.
Classroom culture (Are the students focused on learning?) Number line (counting to 10). → using numicon
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Group work (think, pair, share)
Direction (Are the students clear about what they are doing and how to do it well?) Child J & L finding it difficult to work together to form their number line. Not working collaboratively.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Assessing if the children can write / form their numbers.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Counting their numicon together.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? They then begin to work together and complete their number line to 10. Begin singing MABA the numbers. The teacher challenges the pair to make 11, 12 & 13. The two children are working together to figure out how to make 11, 12, 13 etc.

Learning partner.

Teacher intervenes and explains that they must work with someone else sometimes.

At the end, the teacher models any incorrect formations of numbers for the child.

On a whiteboard the teacher asks them to write a number to assess whether they are forming them correctly.

Appendix 8



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model ④

Dyddiad/Date: 2 October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Learning Partners / Pair work.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt that pairing the children together, in mixed ability pairs to complete the tasks was effective for the children's learning. Although, two of the children found it difficult to work together.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The children were encouraged to work in pairs to complete forming a number line to 10 using Numicon. Learning partners, child J and L found it difficult to work collaboratively. The teacher intervened and explained that it is important to work with other people sometimes. They then work together and begin to challenge each other.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Although two of the learners found it difficult to work together, I still think that the children working in learning partners was very beneficial for their independence and overall learning. Ultimately, the use of resources such as the Numicon, was effective for the children's knowledge and development.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	In the future, more pair/group work will be beneficial for the children's ability ^{when} working ~~in pairs~~ with others. This will ensure that the children can work with others with conflicting views or a difference in opinion.
Y profiad newydd / Transformed experience	