

A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Introduction

The concept of a critical incident is being increasingly seen as helpful method of instigating reflective thinking (McGarr & McCormack, 2015). Yair (2008, p.94) comments that *“the qualitative information that critical incidents embody proves highly fruitful for influencing practitioner thinking and supporting professional development.”* Tripp (1993, p.8) argues that the incident is only seen as critical based on the level of analysis it is placed under, and goes on to state that *“to take something as a critical incident is a value judgement we make, and the basis of the judgement is the significance we attach to the meaning of the incident”*. From this we can infer that a critical incident is a significant event or turning point in the experience of a teacher which can be both positive and negative. The event can be observed and then analysed to provide the researcher with qualitative data which can be linked to educational research literature. From this the researcher can take what has been observed and analysed and decide to apply it, so it is reflected in their own teaching practise.

Observation

The following facts are presented about the school used in this case study:

(<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/%20School%X20Community%20School.pdf>, 27/10/19)

- The school is an English-medium 11-16 school maintained by the local authority.
- There are 660 pupils on roll.
- The pupils are drawn from six partner primary schools. Around 41% of pupils are eligible for free school meals, which is well above the national average of 17.4%. About 60% of pupils live in the 20% most deprived areas in Wales.
- The proportion of pupils with special educational needs is around 37%, which is higher than the national average of 25%. About 5% of pupils have a statement of special educational needs, which is double the national average for Wales as a

whole. There is a local authority specialist teaching facility attached to the school for pupils with moderate learning difficulties. These pupils are included within the school roll.

- Nearly all the pupils speak English as their first language. No pupils speak Welsh as their first language. Almost 3% of pupils are from ethnic minority backgrounds.
- The last Estyn report for the school was conducted in October 2015 where the school's current performance was rated as Excellent, and the prospects for improvement was also rated as Excellent.

Methodology

According to

(http://scholar.google.co.uk/scholar_url?url=https://jurnalkemanusiaan.utm.my/index.php/ke-manusiaan/article/download/165/158&hl=en&sa=X&scisig=AAGBfm1Huwr9cviHU8uV3x20IzI3ihZa8w&nossl=1&oi=scholar, 9/10/19) a "*case study helps explain both the process and outcome of a phenomenon through complete observation*". There are 3 main methods of observation:

- Controlled
- Naturalistic
- Participant

In this case study, participant observation was the method utilised because the researcher actively participated in the activity. This allowed the researcher to gain a magnified and deeper insight into the students' behaviour throughout the activity, with a specific focus on critical incidents. Richards & Farrell (2010, quoted in Joshi, 2018, p.83) describe critical incidents as "*an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning*". The word critical in this instance is centred around the fact that these events may be non-routine, but very revealing. By using observation as our only method of data collection we must acknowledge the Hawthorne effect. Literature on this matter refers to the modification of a subject's behaviour based on the realisation that they are being observed in an experiment (<https://files.eric.ed.gov/fulltext/ED021308.pdf>, 9/10/19).

In all observation studies the researcher needs to select a method of sampling in order to record the data. There are 3 main methods of sampling available to us:

- Event
- Time
- Instantaneous (target time)

In this case study, event sampling was the method selected as we are only focussing in on one critical incident event. So, our observations will record all such occurrences, ignoring everything else. The data will be recorded in a qualitative manner to enable us to “understand the social reality of individuals or groups as its participants feel it or live it in their natural setting” (<https://www.simplypsychology.org/qualitative-quantitative.html#Qualitative-Research>, 9/10/19).

It is important to recognise that a the case study approach is being used to “explore the causes of underlying principles” (<https://www.pressacademia.org/definition-of-case-study/>, 9/10/19), and in using this approach we must acknowledge both its strengths and it's limitations:

Strengths:

- “They catch unique features that may otherwise be lost in large scale data (e.g. surveys); these unique features might hold the key to understanding the situation.” Nisbet & Watt (1984, quoted in Cohen, Manion & Morrison, 2007, p.256).
- “They provide insights into other similar situations and cases, thereby assisting interpretation of other similar cases.” Nisbet & Watt (1984, quoted in Cohen, Manion & Morrison, 2007, p.256).
- “They can be undertaken by a single researcher without needing a full research team.” Nisbet & Watt (1984, quoted in Cohen, Manion & Morrison, 2007, p.256).
- “They can embrace and build in unanticipated events and uncontrolled variables.” Nisbet & Watt (1984, quoted in Cohen, Manion & Morrison, 2007, p.256).

Limitations:

- “The results may not be generalizable except where other readers/researchers see their application.” Nisbet & Watt (1984, quoted in Cohen, Manion & Morrison, 2007, p.256).
- “They are prone to problems of observer bias.” Nisbet & Watt (1984, quoted in Cohen, Manion & Morrison, 2007, p.256).
- They are difficult to replicate.

Critical Incident Observation and Link to Four Purposes

Four official observations were carried out, which can be viewed in Appendices 1-4. For this case study, Appendix 1 was selected and is outlined in further detail below.

At the school, every year group is split according to ability along the word WALES. I was observing a Year 8 PE lesson which combined groups 8W and 8A. In the school the PE lessons were divided into:

- Competitive Boys who were doing rugby
- Competitive Girls who were doing netball
- Competitive Unisex group, which accommodated pupils that would otherwise be on the fringes of the other two groups.

My critical incident was found through participant observation in a game of dodgeball involving the Competitive Unisex group:

- The teacher picked the teams, and I ended up joining TEAM1.
- In the 1st game of dodgeball, TEAM1 was immediately dominated by TEAM2 and the game lasted a mere 30 seconds. Pupils on TEAM1 were saying that they were on the “rubbish team”, and that they were going to get a “thrashing” by the other team.
- After the 1st game the teacher called the pupils in together and said that he didn’t see anybody from TEAM1 attempting to catch the ball, which would automatically bring a member of their team back into the game.
- In the 2nd game, TEAM1 acted upon the feedback advice given by the teacher and went on to win the game.
- After the 2nd game the teacher called the pupils in and commented that the students who opted to remain at the back of the playing field who were trying to throw the ball weren’t getting close to hitting anyone at the opposite end, and in order to be an effective thrower you have to risk coming further forward in the playing field.
- In the 3rd game, TEAM1 listened to feedback advice given by the teacher and acted upon it again which enabled them to win another game, meaning they were now winning 2-1 overall.
- After the 3rd game the teacher called in the students and talked about effective communication and strategy. The teacher then introduced more complexity into the game by adding a tennis ball. If a student was to throw the tennis ball through the basketball hoop at the opposing end, he/she would bring the whole of their eliminated players back into the game in one go.
- In the 4th game both teams had taken on the feedback advice given, meaning the game became a lot more competitive. Students were now actively communicating with each other in their respective teams which improved the strategy of both teams. On an individual level, the movement, field position and throwing technique of students improved, which in turn improved the overall game of both teams and meant

that the game lasted much longer. TEAM1 went onto win this game and were now winning 3-1 overall.

- In the 5th and final game, a student from TEAM2 was able to get the tennis ball through the opposing basketball hoop to bring his whole team back into play when they were on the brink of losing, enabling them to win the final game, which finished 3-2 overall in favour of TEAM1.
- In a mini plenary after the game the teacher outlined the improvement he saw in his students from the beginning of the session to the end, highlighting their skill, communication and strategy. The teacher also signaled out the student who made the shot with the tennis ball through the basketball hoop for praise, and without prompt every student started to clap.

This critical incident clearly demonstrated ambitious capable learners who are ready to learn throughout their lives because the students were able to synthesize feedback delivered by the teacher, and then use it to improve their own individual performance, as well as the performance of the team. This incident also created healthy confident learners because as the skill level of the students increased, they became more confident and this was expressed through their verbal communication within their respective teams in relation to tactics.

Literature Review

Vygotsky (1978) stated that cognitive development originates from social interactions in the form of guided learning within the Zone of Proximal Development (ZPD) as children and their partners co-construct knowledge. There are three important features which aid the learning process:

- The presence of a more knowledgeable other (MKO).
- Social interactions.
- Scaffolding.

Bruner instilled the notion of scaffolding, where learners construct their own knowledge through discovery learning and then organise and categorize information based on a coding system. Bruner views symbolic representation as crucial for cognitive development, and since language is our primary means of symbolising the world, he attaches great importance to language in determining cognitive development. The role of the teacher is to facilitate the learning process by designing lessons that help students discover the relationship between bits of information, which can be achieved through feedback.

Sadler (1989) indicates that feedback is an essential ingredient in formative assessment and is generally measured by how successful something has been or is being done, so it is more about its effect as opposed to its actual informational content. Sadler (1989, p.120) goes on to state that *"Few physical, intellectual or social skills can be acquired satisfactorily simply through being told about them. Most require practice in a supportive environment which incorporates feedback loops."* Hattie (2007) declares that feedback *"is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative"*. Nicol & Macfarlane (2006, p.199-218) highlight 7 key principles of good feedback practice which we can build our argument around.

Principle 1: Good feedback practice *"helps clarify what good performance is (goals, criteria, expected standards)."* Brookhart (2011) indicates that effective feedback is descriptive, not judgemental, where students are aware of success criteria before they begin an assignment, and that feedback compares work with criteria. The work of Black & William (2010, p.86) further emphasises this point by indicating that *"students can only regulate and self-correct their progress towards learning goals if they have a clear understanding of the goals and of the standards and criteria that define goal attainment"*. Locke & Latham (1984, quoted in Hattie, 2007) state that *"specific goals are more effective than general or non-specific ones, primarily because they focus students' attention, and feedback can be more directed"*. Nicol & Milligan (2006) have noted that the use of 'exemplars' of performance are highly effective in clarifying goals and assessment requirements as it provides students with a tangible grasp of what the work looks like in relation to set goals. Research by Nicol & Macfarlane (2006) further illustrates this point by concluding that feedback will only connect when both the students and the teacher share the same ideas and conceptions of assessment goals.

Principle 2: Good feedback practice *"facilitates the development of reflection and self-assessment in learning."* Research from Boud (2000, p.151) maintains that *"the development of lifelong learning skills requires that assessment must move from the exclusive domain of the assessors into the hands of the learners"*, where students are not overly dependent on teacher assessment, and can create a learning environment where they develop their ability to self-assess and self-correct. This links in and overlaps with principle 1, in so much that students need to be involved both in identifying the standards/criteria that apply to their work, and in making judgements about how their work relates to these standards (Boud, 2000).

It has been noted throughout academic literature that peer to peer assessment helps develop the skills needed to make objective judgements against standards, and that these

are skills which are often transferred when students turn to regulate their own work (Gibbs, 1999). Topping (1998, quoted in Li & Gao, 2016, p.269) concluded that peer assessment can *“yield significant gains in the cognitive, social, affective, transferable skill, and systemic domains that are at least as good as those from staff assessment.”* Li & Gao (2016) highlight the drawbacks of peer assessment in the form of peer pressure, and the fact that students may not be able to follow or apply the marking criteria appropriately. In addition to this, students may not have the mental cognition or experience required to identify the strengths and weaknesses of peers' work (Li & Gao, 2016). Research overall into peer assessment has consistently documented the positive effect, especially its impact on learning. Despite this there is a lack of research on how peer assessment impacts the learning of students with a range of achievement levels. A study by Davies (2000, quoted in Li & Gao, 2016) *“observed that the peer-assessment process had a different impact on students of diverse achievement levels”*, concluding that high achieving students may have benefited least from their peer assessment activities, while low achieving students statistically benefited most.

Principle 3: Good feedback practice *“delivers high-quality information to students about their learning”*. Feedback allows students to become aware of their strengths and weaknesses, thereby enabling them to take steps to identify and address shortfalls in their own learning (Pintrich, 1995). Brookhart (2011, p.33) states that the most important characteristic of feedback is that students understand it and use it, and that *“In order for students to improve and achieve, they have to ‘wrap their minds around’ concepts so they truly ‘own’ them”*. Brookhart (2011, p.33) goes on to indicate that effective feedback *“needs to show students something about their work that they might not have noticed before by themselves”*, and that *“they understand in terms of how it fits with what they are trying to learn and accomplish”*.

Principle 4: Good feedback practice *“encourages teacher and peer dialogue around learning”*. Feedback should imply that the student is an active learner who is willing to consider the teacher's response to his or her work. In fact, some of the best feedback is in the form of conversations with students about their work. A feature of the talk between teacher and pupils is the asking of questions by the teacher. This is a natural and direct way of checking on learning which is often unproductive. One common problem is that, following a question, teachers do not wait long enough to allow pupils to think out their answers (Black & William, 2010). This often results in only a select number of pupils in the class answering the teacher's questions as the rest of the class feel they cannot respond as quickly and are unwilling to risk making mistakes in public (Black & William, 2010). So by lowering the level of questioning to answers only requiring knowledge, the teacher elicits one word responses from a select group of students which can give the appearance of a successful lesson

flowing, but what it actually represents is an approach that is out of touch with the majority of the students in the class (Black and William, 2010). Black and William (2010, p.86) present several strategies in which to break this cycle:

- *“Giving pupils time to respond”*
- *“Ask pupils to discuss their thinking in pairs or in small groups so that a respondent is speaking on behalf of others”*
- *“Giving pupils a choice between different possible answers and asking them to vote on the options”*
- *“Asking all of them to write down an answer and then reading out a selected few”*

What we should take from this is that any dialogue should involve thoughtful reflection in which all pupils can be encouraged to take part and have an opportunity to think and express their ideas (Black & William, 2010). Only then can the teacher facilitate a deeper level of questioning along Bloom’s taxonomy.

Principle 5: Good feedback practice *“encourages positive motivational beliefs and self-esteem.”* Black & William (2010, p.85) argue that *“Feedback can have a positive or a negative effect on motivation and on self-esteem; it influences how students feel about themselves, which in turn affects what and how they learn”*. Hattie (2007, p.99) presents a discussion to support this which indicates that positive feedback *“can increase the likelihood that students will return to or persist in an activity”*, but does acknowledge that for the low self-efficacious students, *“positive feedback about initial success may confirm that they have deficiencies that need to be remediated, which can lead to a variety of reactions”*.

Brookhart (2011) highlights the need to tell students what they can do well, as some may not recognise their own strengths, and having a teacher acknowledge these strengths in a learning environment may increase the productivity of students in relation to a certain task (Brookhart, 2011). Hattie (2007) contradicts this application of praise, and presents a view where praise to students is unlikely to be effective as it too often deflects attention away from the task.

Research from Elliot and Dweck (1988) argues that motivation is higher if students focus effort only on their own work, and that competing or comparing themselves with their peers is a hinderance to this. Dweck (1999) went on to construct a developmental model that differentiates students into those who believe that ability is fixed and that there is a limit to what they can achieve (Fixed Mindset), and those who believe that their ability is interchangeable and grows depending upon the effort that is put into the task (Growth Mindset). These views affect how students respond to learning difficulties’ and is an important observation for teachers on where to pitch their lessons in terms of difficulty so

that difficulty presents a challenge, not an insurmountable obstruction. By helping students to overcome these challenges we can change their mentality from where failure is seen as a reflection of their low ability, to a mentality where its ok to get things wrong, and that this is simply part of the learning process. It is important for them to recognise that it is only by trying and making mistakes, which are then later corrected, that they can see the 'growth' path along which they have travelled, leading them to become more resilient independent learners.

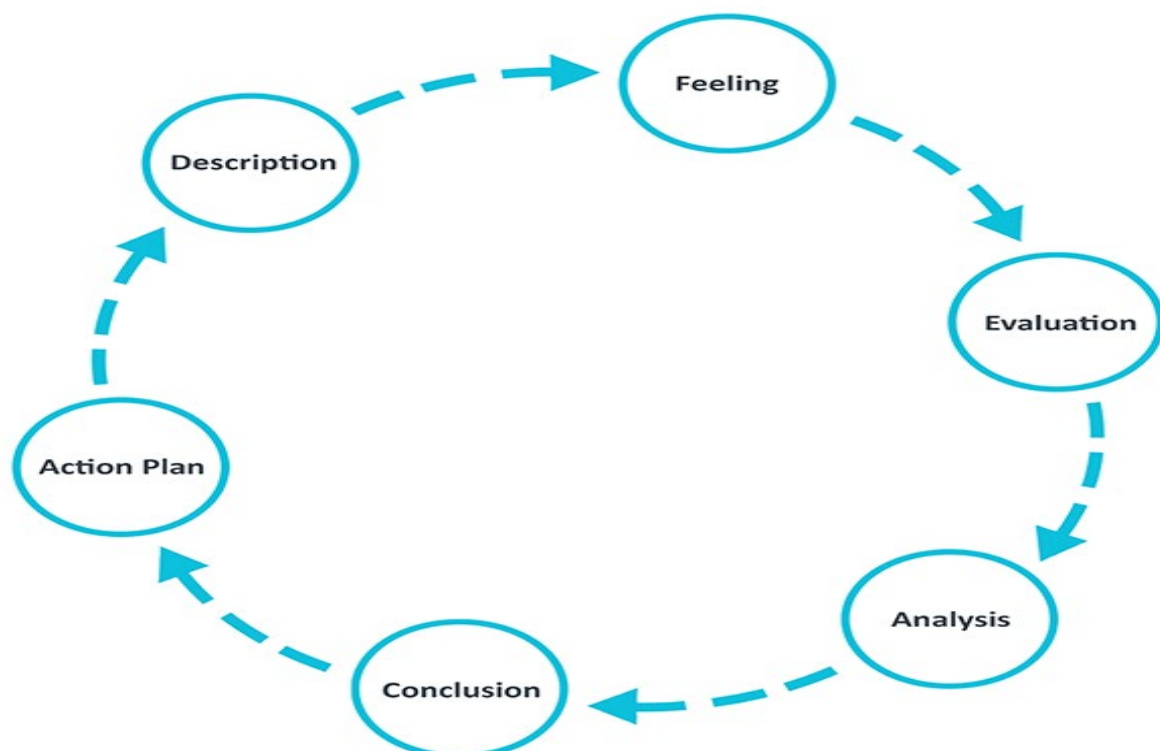
Principle 6: Good feedback practice *"provides opportunities to close the gap between current and desired performance."* Boud (2000) suggests two ways in which this can be achieved. The first is about supporting students while engaged in a piece of work. The second is about providing opportunities to repeat the same task in the form of a feedback cycle. By looking at feedback in this manner, we must also ensure that it is timely. Research from Brookhart (2011, p.33) has observed that *"For recall tasks like learning math facts, immediate feedback is best"*. For more detailed work, she states that the feedback needs to come while students still remember what the assignment was and why they were doing it. Research by Clariana, Wagner & Murphy (quoted in Hattie, 2007, p.98) found that the *"effectiveness of delayed compared with immediate feedback varied as a function of the difficulty of items in their test of information"*, meaning that difficult tasks require a greater degree of processing, whereas easy items don't require this so delay is both unnecessary and undesirable.

Principle 7: Good feedback practice *"provides information to teachers that can be used to help shape the teaching."* As Yorke (2003, p.482) notes, *"The act of assessing has an effect on the assessor as well as the student. Assessors learn about the extent to which they (students) have developed expertise and can tailor their teaching accordingly"*. Brookhart (2011) highlights the point that different students have different needs, and that as a teacher you need to develop specific content and skills required for each assignment every time you give feedback. Brookhart (2011) states that you must always check for understanding, because if the student doesn't grasp the main idea in your feedback, it won't support improvement. Brookhart (2011) also makes an important observation regarding a lack of feedback for successful students, implying that too much of the teacher's time and attention is spent focusing on the needier students. *"Successful students need descriptive feedback naming strengths and suggesting next steps, too, even if they are for enrichment or expansion beyond the required learning target and assignment"* (Brookhart 2011, p.34). Without taking these next steps, these students will not grow into successful learners in the future, which underpins one of the fundamental aspirations of Donaldson's report.

Evaluation

Reflection is an active process of witnessing one's own experience so that we can take a closer look at it. Dewey (1939, quoted in https://www.nottingham.ac.uk/nmp/sonet/rlos/placs/critical_reflection/pdf/driscoll_paramedic_poem.pdf, 17/10/19).) claimed that “*we learn by doing and realising what came of what we did*”. In order to provide a framework for methods, practices and processes for building knowledge, there are several models of reflection available, which can vary in their details and their complexity. All can help to direct individual reflection. Some may be particularly useful for superficial problem solving, and others are better when a deeper reflective process is required. Reflective models however are not meant to be used as a rigid set of questions to be answered, but are designed to give some structure and encourage making a record of the activity.

For this case study, four ARC Reflections were conducted which can be viewed in Appendices 5-8. These reflections are in relation to their corresponding observations in Appendices 1-4, and it is only the information provided in Appendix 5 that is relevant for this section. The ARC model builds upon Gibbs' reflective cycle, which includes 6 key stages, however, it is important to note that only Gibbs' model is being considered for evaluation and reflection of the critical incident observed.



<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>, 17/10/19.

Through my participant observation in a game of dodgeball I saw how verbal feedback given to the whole class after each game was instrumental in improving the overall skill of each individual, and that of the game. After the first piece of instructional feedback was delivered by the teacher, members of my team were actively seen to be 'acting' on the advice, and it meant that our team became more involved as we collectively 'grew' into the activity. After each game I saw how the confidence on my team grew, which I observed through their communication, movement and strategy. Complexity to the game was added by the teacher, where a particular shot that not even I thought could be made, was indeed performed by a member of the opposing team in the last game. As the activity came to a close, every student appeared to be motivated and inspired, as did I.

Upon evaluating the experience, I can take away positives in feedback and assessment for learning criteria that support learning. In order to make sense of this situation I conducted a literature review which calls in to question this notion of feedback, social constructivism and assessment for learning. Through this process I have learned about 7 key principles that underpin effective feedback on learning outcomes and explored these in great depth. Based upon this critical incident and the literature research that followed, I have highlighted a number of key principles in teaching and learning that I will take forward in my practice, or at least attempt to improve. I have noted that some of the successful practices may take years to develop, but it is what I perceive as good practice and is what I will endeavour to implement.

If I were to improve upon the teaching practice that I observed then I would want to extend the plenary at the end of the lesson in order to highlight how and why the overall skill of both teams improved over the course of the lesson, drawing upon the actions that certain individuals displayed which demonstrated this. I would want to place emphasis on the fact that the teacher essentially 'held' the lesson, but it was the students themselves that facilitated the learning, and that it was their responses to feedback which enhanced their own, and each others skill through effective communication, improved strategy, improved movement and improved game mechanics. An important part to highlight out of this is that these skills are directly transferable to other games/sports where their perceived weaknesses can be overcome through active participation and a continuum of feedback.

This model of continuous instructional feedback which facilitates an environment in which students essentially begin to 'own' their own learning as teachers begin to relinquish more and more control to students in modern classroom environments can be effectively

tested through Action Research. Mertler C (2019) states that “Action research is based on the premise that the best way to know if an innovative approach will work with your students or in your classroom is to try it out, collect and analyse data to assess its effectiveness, then make a decision about your next steps based on your direct experience.” Following the Action Research I could formulate an action plan on where and to what extent ‘feedback’ and ‘control’ play in my own pedagogy. Principally speaking from my own observation, I would be interested to see if this scenario could be replicated not only across different sports taught under PE, but across the whole taught curriculum in England and Wales.

Conclusion

This assignment has set out to construct a Case Study approach to a critical incident, which has been recorded through participant observation and event sampling in a qualitative manner. This study has identified feedback as one of the main mechanisms in teaching and learning and has set out to uncover what makes effective feedback and the ways in which it is incorporated into successful assessment for learning practices. Gibb’s reflection model enables us to reflect on what we have seen in successful feedback and to bridge the gap between theory and practice. It is this ability to reflect upon practices for good and for bad that enables us to modify or tweak our teaching styles so that we all become better effective practitioners in teaching, and this is reflected in the current professional teaching and leadership standards.

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Yr Athrofa
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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: Yr 8 (A+W) Top Sets Combined in the Optional Mixed Gender Competitive Group PE
Classroom culture (Are the students focused on learning?) All of the students are appropriately kitted out and are aware of the rules of the game.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The game is designed to increase competitiveness and resilience in the group.
Direction (Are the students clear about what they are doing and how to do it well?) After each individual game the teacher gave feedback on one specific aspect of the game which was observed and which could be improved upon.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) As the overall skill level of the group improved, further complexity to the game was added with the tennis ball.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? If the feedback was implemented upon the teacher would respond with praise + positive reinforcement both individually and collectively.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Use of feedback to improve performance and skill Use of praise to improve motivation, competitiveness and resilience.



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Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/9/19

Lesson details:

Yr 9 Sot 3/4 Maths

Classroom culture

(Are the students focused on learning?)

Opening activity calculating volume of a cuboid. Sat in silence. On own individual desks. Question + Answer session. When answering - peer reviewed correction. Uses the words agree and disagree with students questions.

APK = Activating Prior Knowledge

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

To help understand cube, the teacher uses props (boxes) to achieve this. Open questioning - what does the word volume mean to you? Link to reading, writing and listening skills. Teacher doesn't accept 'don't know' answer.

Direction

(Are the students clear about what they are doing and how to do it well?)

Teacher addressed misconceptions about volume - Volume of a speaker control. Teacher turned this into an explanation of volume using speaker sound. Teacher walks around the class and uses green pen to correct + improve students work.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Worksheet calculating volume of cuboid with increasing difficulty using larger numbers - calculating answers without the use of a calculator using techniques from yr 7+8. Problem solving question at end of worksheet.

Addressing misconceptions
peer-to-peer teaching



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Assessment

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

AoLE identified for each student with Misconceptions, presentation, SPaG Graders, EBI + DIRT activities, on 19/9/2019
what students didn't know they could write in red pen in their books to address knowledge

After lesson = Homework issued = Worksheet with sections to show working out = more important than answers.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Student calculated right answer but teacher said what he disagreed with her work - she then had to look back and realised what she did wrong even though she was confident she had right answer - she had to write out workings out and add correct units on answers.



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Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	2/10/19
Lesson details:	Yr 8A French
Classroom culture (Are the students focused on learning?)	① Numeracy Starter All students facing forward at teacher holding picture cards. The teacher says the name in English and the students collectively repeat the word in French. Students who disengage are threatened with being re-seated or moved.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Teacher listens to collective students repetition of french words he says out loud, listening for pronunciation. Open questioning + answering about Masculine + Feminine words - students answer using knowledge already gained.
Direction (Are the students clear about what they are doing and how to do it well?)	Students hear the word in French, see the picture and hear the translation in English - they repeat the word in French for pronunciation. Students then have directed task to translate French words into English.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Some of the words have almost like-for-like translation, but the words do increase in difficulty to present students with a sense of challenge. Those struggling are encouraged to have a go or given.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	① Pronunciation ② Translation ③ Teacher gave students homework - part of this was for students who missed lesson/lessons and needed to copy up. A sticker in kids books is marked by kids themselves - and the teacher marks this.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	① When teacher listened to a student's comments about a croque painake they had when visiting Paris meant the rest of the class immediately disengaged with lesson and students started talking with increasing volume to person next to them. ② Teacher used good examples to convey mixups in using wrong masculine/feminine in French - English sentences - but stressed when communicating to French people that this would not aid the communication level as they would probably understand in context. ③ A leading teacher checked in on lesson to observe behaviour and ask teacher about any problems encountered - teacher did

reference seating arrangement as it was and how it might be modified moving forward.

Related to critical point ①

→ A student who was disruptive was moved and sat on his own. This then motivated the student as he progressed quickly on his own with the lesson objectives and really understood the lesson content. The teacher then approached this student at the end to question & highlight his behaviour earlier and the student appeared to understand the point made and that if he wishes to sit with friends he needs to be more controlled, with talking and disruption.



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Appendix 4
* Clear Boy/Girl
Sitting plan

OBSERVATION / FIELD NOTES

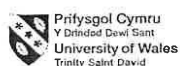
(Questions adapted from Fletcher Wood (2016))

Date:	2/10/19
Lesson details:	Yr 8W Maths (Top Set)
Classroom culture (Are the students focused on learning?)	Any disengagement with lesson objectives is quickly rectified with the canter down (3, 2, 1) strategy or the threatening with less of lunchtime (time) which seems to work really effectively as students value their time at lunch.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	① Review homework problem solving questions. ② Students apply mathematical terminology to answer a English Literacy task. ③ Students talk about scatter graphs and correlation of data, but make their own notes to highlight those points in their books.
Direction (Are the students clear about what they are doing and how to do it well?)	① Students highlighted to the teacher different methods of achieving the same answer. ② Variations in task of the same learning objective on scatter graph clearly promotes knowledge & understanding as the time it takes the students to do the tasks decreases.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	① Students who got answers wrong were able to assess and understand where they went wrong to get the wrong answer - and they commit/feedback note on their homework of what they would do differently next time to improve & get the right answer.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	① Teacher picks out a student to question they haven't heard from in the lesson so far. The teacher listens to the answer and then asks that student to pick out another student for the next answer.
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	① To assess when task is completed, the teacher is constantly scanning the classroom. As soon as complete the students used the knowledge gained from making their own notes on correlation to put their hand in the air and point their thumb up/down or make fist when shown pictures of graphs with data points on with different correlations. Teacher scanned fists/thumbs to assess competence. ② 1 student who is very knowledgeable in Maths is also very outspoken, speaks out of turn and quite a disruptive presence - but the teacher is constantly and consistently on his case or soon as he does anything that doesn't conform to class rules and this seems to nip his behaviour in the bud before it escalates and she does this but shouting his name aloud in front

of the rest of the class as a way of highlighting to him (the student) and to them (the class) that what he is doing is unacceptable.

② Short sharp tasks with short set time limits per completion (10mins) and teacher constantly walks up + down + all over class scanning students work and correcting on the spot problems/difficulties.

③ Misconceptions are addressed when analysing data trends looking at what the X and Y axis are labelled as and their effect on each other.



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Appendix 5

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Feedback given after every game of dodgeball played over 5 games

Profiad/Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I actively participated in the lesson and found it to be a very positive, rewarding and inspiring experience.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	→ All of the students were actively engaged in the lesson and not only listened to, but acted upon the feedback provided by the teacher to both teams after each game. → The movement, communication, strategy and skill of both teams improved from the first game to the last as both teams acted upon the feedback given by the teacher.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysigaf? "What was the cause of the most important disappointing element?"	→ Intervals of feedback continuously throughout the lesson were acknowledged and immediately acted upon which improved the overall skill of every student. → As the skill level improved the teacher was able to introduce more complexity in to the game. → Positive reinforcement and praise of individuals improved motivation and performance.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	→ Make time for an plenary at the end of the lesson to highlight how and why the overall skill of both teams improved, drawing upon the actions that certain individuals displayed which demonstrated this.
Y profiad newydd / Transformed experience	



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Appendix 6

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: ~~24/10/19~~ 3/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Selective choice of language to encourage engagement

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The selective use of words promoted Confidence + engagement, so there was a definite positive atmosphere.
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?"	This careful selection of feedback language and tone inspired the learners with low self-esteem to engage with the lesson activities as the teacher gradually raised the difficulty of the tasks. Once the difficulty level became too great for the majority of the class there was a surprise reaction as the 2 students who had worked out the problem then began to engage in peer-to-peer instruction, which the teacher encouraged as it benefited all.
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?"	Raising the difficulty of the task generated resilience in the learners as they were encouraged to have a go and get things wrong but were supported by the teacher and the whole class to make sure they eventually succeeded.
Casgliadau a chamau 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?"	As confidence grows within the group you could encourage self-amenment, with the aim of allowing the students to identify their strengths and areas where they feel they can improve, given the appropriate structured support.
Y profiad newydd / Transformed experience	



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Appendix 7

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

Dyddiad/Date: ~~20/10/19~~ 2/10/19

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

Open student dialogue which
distracts attention away from
teaching + learning.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I found the incident quite humorous as the students story about the time they had a crepe pancake in France clearly related to lesson content but actually served to distract the teacher's attention away from student learning and engagement.
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?"	Being as the student managed to engage the teacher in open 1-to-1 discussion, it quickly allowed the rest of the class to disengage with the lesson and engage in conversation with 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?"	Any open dialogue with students which has no real underpinning of learning should be quickly and politely cut short in a manner that facilitates no further dialogue on the matter and ensures professional standards are maintained.
Casgliadau a chamau 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?"	If the dialogue or recall by a student relates to lesson content then structure it in a way which allows the whole class to engage with it and it promotes learning, otherwise keep responses short, sharp and sweet - but not sarcastic.
Y profiad newydd / Transformed experience	



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Appendix 8

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 3/10/19

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

Over active engagement in lesson tasks which proves to be disruptive

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was frustrating to watch as one student kept blinking out the answers to questions before other students in the class, who were being questioned by the teacher, had time to formulate their own responses.
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?"	Even though this student was clearly bright, switched on and engaged - often giving the right answers - his behaviour was both rude and disruptive to the other learners.
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?"	For the lesson to function the teacher routinely devised activities/chors to keep this learners engagement in line, such as using the student as the scribe for the white board to write down other students working-out and answers → and to distribute lesson resources.
Casgliadau a chymhellu/ 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?"	Having a student so actively engaged in all lesson activities can be rewarding and inspiring for the rest of the class, so long as it is channelled in the right way and that other students voices are not drowned out or lost.
Y profiad newydd / Transformed experience	