

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

Word count: 4,192

This research paper looks at a critical incident that takes place in a school setting. A critical incident does not relate to a dramatic event taking place. Tripp (2012) notes that it is an incident that tends to be typical and only become critical when analysis is undertaken. He also talks about there being 'underlying trends, motives and structures.' (Tripp, 2015. p.25). Incidents can be seen every day in a classroom setting but they become critical when an in-depth analysis takes place of the incident. Researchers and educator must look at what motivates children to act the way they do and question what is happening in the background to cause this incident to take place. Brookfield (1998) emphasises the importance of being a critically reflective practitioner. He writes 'Without an appreciation of how people are experiencing learning, any methodological choices we make risk being ill informed, inappropriate, or harmful.' (Brookfield, 1998. p. 200). Goldberg and Houser (2017) states that educational practitioner make approximately 1,500 decisions a day. If these decisions are not made on reflective practice, they can be inappropriate or harmful as Brookfield says. For practitioners to prevent critical incidents becoming a regular occurrence in their classroom or setting they must analyse and evaluate their teaching throughout the day. This paper looks at a critical incident that takes place in a school, it analyses that incident and focuses on the next teaching and learning steps.

The observation of the critical incident was undertaken in a small town within a city. The researcher's aim was to identify a critical incident within a classroom environment and identify the next steps to promote further learning based on what they have observed. Therefore, the research was undertaken in a school within the town. The British Educational Research Associations guidelines (2019) state that:

'Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity.'

Therefore, to follow ethical guidelines the school or participants will not be named within this writing to ensure confidentiality and anonymity. Instead the school will be referred to as School X. School X is a yellow category school in Wales with 293 pupils currently attending. They have a 27.7% three-year average of free school meal children attending, which is 10% above the national average in Wales (Welsh Government, 2018). The research was undertaken in a year 1/2 mixed classroom which consists of 22 children aged 5-7. It is important that the researcher has an overview of the institution and the community that it is based in whilst undertaking their observations. To identify a critical incident the researcher needs to investigate in more depth than just the incident and to question what else is going on in the background. By having an overview of the institution, the researcher is able to consider a broader range of factors that may contribute to the incident becoming critical.

To gather the information required for the research a small case study was undertaken in School X. The researcher used the method of a case study in order to gain an analytical view of the incident which also helps them to evaluate their next steps in relation to the incident. Cohen. L, Manion. L. and Morrison. K. (2007, p.254) state that case studies show what a situation would be like close-up and provide a deep insight of participants thoughts and feelings of a situation. The researcher had two days to complete their research in a setting, so the method of a small case study was chosen so that the researcher could have a close up view of critical incidents within an educational setting and analyse the incident from the information about the participants thoughts and feelings that they gathered during the critical incident. Crowe et al (2011, p.6) writes that the case study approach uses a range of quantitative data such as; 'questionnaires, audits and analysis of routinely collected healthcare data' and qualitative data such as; 'interviews, focus groups and observations' to gather evidence. As this case study was small scale and was undertaken in a short amount of time, the researcher focused on qualitative data by using observation techniques to carry out their research. When talking about the differences of quantitative and qualitative research Holliday (2007, P. 5) claims that quantitative 'studies are open- ended and set up research opportunities designed to lead the researcher into unforeseen areas of discovery within the lives of the people she is investigating.' To gather the research on the critical incident the researcher used a qualitative method during their research, because as Holliday (2007) says it leads to unforeseen areas of discovery. When attending School X to undertake the case study the

research was unsure about what information they would gather in relation to the critical incident, but by using qualitative research they would be able to discover an incident that they could not predict or gather through quantitative methods. A participant observation method was used in the case study as Cohen, L., Manion, L. and Morrison, K. (2007, p. 404) states that this method may be useful when studying small groups. By using participant observation, the research is able to see the participants in an environment in which they are comfortable. This benefits the outcomes of the research as it provides a clear insight on how the participants act in their environment and it allows the researcher to observe a critical incident without interfering in the natural effects that cause the critical incident to take place. From their research in Ethiopia Christensen and James (2008, p. 130) find that participant research methods are 'suitable for children, as they enable them to take a more active role and to talk about their needs.' The researcher is looking for a critical incident from a learner or group of learners, and by using the method of participant observations in their case study, where the learners have a more active role in an environment that they are comfortable in, the researcher is able to see how the incident came about and then look into why it happened. The participation observation method is beneficial for the research; however, the researcher must be aware of the Hawthorne effect which is 'where individuals modify or improve an aspect of their behaviour in response to their awareness of being observed' (AQR, 2018). As this effect will not give the researcher a clear view of the critical incident and will have a knock-on effect when they identify the next teaching and learning steps.

Wales' education system is currently going through a major change in regard to the curriculum. A new draft report for the curriculum in Wales was released by Donaldson (2015) named 'Successful Futures' which is due to come into effect in 2022. Donaldson's report has four purposes for the new curriculum which 'set the aspirations of what children and young people should be.' (Welsh Government, 2018). The four purposes are:



(Donaldson, 2015. p.3)

The critical incident occurred during a transition between lesson and lunch time. After every lesson a 'tidy up song' is played. The participants are familiar with this song and when they hear it, they know that there is a rule that goes alongside the song which is to put the resources away in their designated areas and go to sit on the carpet area. The song was played by the teacher in the adjoining classroom whilst the year 1/2 teacher was just outside the classroom working in the creative area. By playing a tidy up song in School X, the school is helping the children become 'healthy, confident individuals' (Donaldson 2015). One of the branches of this purpose in Donaldson's (2015. p.31) report is to 'have skills and knowledge to manage everyday life as independently as they can'. By playing this song School X is laying down the foundations that teach the participants the importance of keeping the workplace clean, and helps them to clear their workstation independently.

The incident became critical when the participants did not follow the rule in relation to the song. They tidied up the resources but instead of sitting down on the carpet the participants became engaged in inappropriate behaviour around the carpet area. When the teacher walked back into the classroom, with the tidy up song still being played, she noticed this behaviour and said, "Let's see who is sitting nicely in their hotspot and who will earn a class dojo". (See appendix 1 for information on how the class dojo is used). As soon as Class Dojo was mentioned by the teacher, there was an instant change in the participants behaviour. Within seconds the participants stopped what they were doing and sat in their hotspots ready to engage in what the teacher had to say. This also links to the 'healthy, confident individuals' section of 'Successful Futures' as the participants have 'trust and mutual respect' (Donaldson, 2015. p.31.) from their teacher and understand

that when their teacher mentions the possibility of earning a dojo point that she will award them.

The class dojo is used as a behaviour management strategy throughout School X. Behaviour management is used to encourage the participants to become 'ethnic, informed citizens' (Donaldson, 2015. p.31.). Two of the strands in Donaldson's (2015. p. 31.) 'ethnic, informed citizens' are to 'understand and consider the impact of their actions when making choices and acting' and 'Respect the needs and rights of others'. In the class the teacher can put reason for earning a dojo point. This helps the participants to know what behaviour they are expected to display which will become the groundwork for the participants to gain an understanding of the impact of their actions and how to be respectful to others.

The tidy up song that was played during the incident is an expansion of Pavlov's research. Gray and Macblain (2012. p.30-31) notes that Pavlov conducted his research on dogs by measuring their salivation in relation to food. Pavlov discovered that if a dog is given food it will salivate, so he began to ring a bell immediately before the food was presented to the dogs. After repeating this process a number of times, he discovered that the dogs would salivate purely on the sound of the bell in anticipation of the arrival of the food. Pavlov named this process 'Classical conditioning' and 'concluded that once learnt, associations are difficult to erase.' (Gray and Macblain, 2012. p.31.). The participants in this research project associate the tune of the song, which is known to them as the 'tidy up song', to the action of tidying the resources away. So even though Pavlov undertook his research in the 1890s (McLeod, 2018) his research and finding are evident in the education system today. Pavlov's research was developed further by J.B Watson. Watson created the Behaviourism view in learning and wrote a book called 'Psychology as the Behaviourist Views It' (Watson 1994). From his research we learnt that a behaviour can be created from repetition of an action and that behaviour can have a positive or negative outcome depending on the action that cause that behaviour to present itself in the first place.

Watson's research was just the start of the idea of Behaviourism, but it later became developed even further by a theorist known as B.F. Skinner. Nye (1979. p.27) notes that when Skinner was working on his research, he 'acknowledged the significance of Pavlov's conditioning' but instead of looking at a natural response to a stimuli he wanted to research more of a voluntary response. This then became known as operant conditioning.

‘Operant conditioning is the most important type of behaviourist learning. It is more flexible in its nature than classical conditioning and therefore seen as potentially more powerful.’ (Pritchard, 2009. p.7)

Nye (2009) notes that this operant conditioning reinforces a behaviour by either rewarding it or discouraging it. Therefore, operant conditioning is potentially more powerful due to that fact that the behaviour can be controlled by what comes after. Skinner gathered his research with a rat in a box. Slater (2004) notes that Skinner started on his work of positive reinforcement by creating a box with a lever and placing a rat inside. Overtime the rat hit the lever it would be rewarded with food. This supports Watson’s (1994) research that behaviour can be created from repetition of an action. Skinner then developed his research further by extending the process of hitting the lever before receiving the reward. The reward was given occasionally, and Skinner varied the number that the action was undertaken to receiving the reward, so that a pattern could not be formed. This showed Skinner that the reward of getting food was desirable enough that the rats would press the lever until they received the food. The behaviour of the participants in School X change dramatically after the teacher walked in. However, their behaviour did not change because the teacher walked into the room and asked them to sit nicely. Their behaviour changed after the mention of receiving a class dojo point if they were sitting nicely. ‘One of the ways that the class dojo is used in the classroom is by collecting points to receive an award at the end.’ (Class dojo Inc, 2019). In School X they use class dojo as their reward system and when the children have received thirty class dojo points, they receive a prize from the treasure chest. They then have the opportunity to reach thirty dojo points again once they have received their reward. Just like Skinner’s rats in his experiment, the reward after receiving thirty dojo points is great enough that the participants will change their behaviour to receive a dojo point and reach their goal of getting thirty. So, when the teacher mentioned the possibility of receiving one dojo point for sitting nicely in their hotspots, the participants instantly performed the behaviour that the teacher was rewarding. School X is using Skinner’s research of operant conditioning to encourage the participants to perform the desired behaviour.

For Skinner’s theory to work in the classroom there must be trust in the classroom. The children trust that when the teacher says that they are going to receive a dojo point that they get one, and also trust that when they reach thirty points then they are able to choose a reward from the treasure chest box. So, for this theory to work there must be a

good relationship between the teacher and the pupils. Ellis and Tod (2009. p.165) declare that 'The teacher-pupil relationships are of major significance in promoting learning behaviour'. Ellis and Tod (2009.p.186-187) also talk about the teacher being a 'powerful influencer' when it comes to maintaining behaviour and that the language, they use plays a key role. To promote positive behaviour teachers not only have to have a good working relationship between themselves and the pupils, but as powerful influencers they have to ensure that the language they use and how they act is creating a safe, comfortable environment for the children to thrive and learn how to behave appropriately. The headteacher in School X has written in their behaviour policy: 'We believe that our pupils are more likely to achieve high standards of academic success if they are emotionally secure and stable within the school' (Dodd, 2016). So, by creating a safe and secure environment, it allows the participants in this study to achieve academically and socially. It also allows a positive teacher-pupil relationship to develop which plays a huge role in promoting learning behaviour. This is demonstrated in Maslow's Hierarchy of needs. Maslow talks about people having five basic needs that need to be met before they can progress and these are unrelated to reward (McLeod, 2013). His triangle of needs should be met from the bottom up:



(Coachilla Ltd , 2017)

The second need is safety which has just been discussed in the importance of having a good teacher-pupil relationship. It is also in School X's policy which shows the staff feel that it is important to create a safe environment for the children to learn. Before the participants can feel safe their physiological needs need to be met, meaning the participants have had enough food, water and rest. The critical incident took place during the transition of lesson and lunch time. This raises the question; can educators expect the

children to behave appropriately just before lunch when they may be feeling hungry? To relate back to Donaldson's (2015) four purposes that were discussed previously, if the participants are to become 'ethical informed citizens' and 'healthy, confident individuals' they need to understand the feelings of hunger and how to act when hungry. Throughout their lives in education or work the participants will be set a time where they can have their lunch and the body will naturally start to feel hungry when this time approaches. Therefore, educators must understand the importance of Maslow's Hierarchy of need when looking for the participant to behave in a certain manner, but they must also encourage them to understand their feelings of hunger and know that there is a time when they can have their food but they are still expected to behave in a certain way.

Although Skinner's theory is used in classrooms worldwide and is proven to be effective in managing behaviour, people may argue that his theory is not helpful long-term. Skinner's theory works on the basis of receiving a reward for a desired behaviour. In School X the participants receive a class dojo for good behaviour and completing tasks, but when they are outside the school environment the participants are unable to receive a class dojo for good behaviour. Their motivation no longer exists outside the classroom. Erdem and Cicekdemir (2016 p.158-159) have completed a research paper on motivation and state that it includes two types of reasoning that 'force a human organism to a behaviour; determine the level and the energy of these behaviours; direct the behaviour; and provide sustainability'. They talk about motivation that can be either 'internal' or 'external'. Internal motivation is when a person wants to learn or achieve for their own satisfaction. They learn because they want to know more about a subject they are interested in or because they want to better themselves. This motivation has no physical reward at the end just self-satisfaction that they have achieved something. If someone is motivated by a target or the act they are doing is being reinforced with a reward, this is known as external motivation. So the participants in this study are being externally motivated by receiving a class dojo point for their behaviour. Donaldson (2015) new curriculum for Wales works toward children becoming 'lifelong learners' and 'well-rounded' individuals who can play an important role in society. For this to happen children need to be motivated not only in the educational setting but in every aspect of life. Whilst this method of external motivation is helping the children to understand how to behave in society and around others it is not a lifelong method that is going to be used throughout their lives. Schools must ensure that they are not relying on external motivational methods such as reinforcement, but they use methods that encourage internal motivation so that as the children grow they are motivated to behave appropriately.

Before the critical incident took place, the participants were very engaged in the lesson and focused on what they were doing. The inappropriate behaviour only took place during the transition between lesson and lunch. Rogers (2015) talks about the noise levels in a classroom naturally rising during transitions, whether it is a transition from whole class to group work or a transition from lesson to lunch time. He also says that 'students may be unfocused or engaging in task-avoidance' (Rogers, 2015. p.74) due to the increase of noise level. During the time that the participants were tidying up the classroom the noise level started to increase. This then made some participants unfocused on tidying up their area and they began to behave inappropriately on the carpet. This could be prevented if the class teacher was in the classroom to control the noise level and encourage the children to sit down on the carpet when they have completed tidying up their area. However a teacher has a number of jobs to do in one day and during the incident the teacher was outside the classroom because she was helping one of the pupils. Although the incident could be prevented if the teacher was in the classroom, it is not always possible for this to happen. In schools there is one teacher per class and some classes but not all have teaching assistance. In the classroom where the critical incident was observed there is a teacher and teaching assistant. Even though the teaching assistant was in the room during the critical incident, the participants see the teacher as the authority figure rather than the teaching assistant. This could be because the teacher takes the forefront of the classroom, but also could be because the participants class teacher is the person that mainly gives them a dojo point. This is important as the participants are behaving in order to receive a class dojo point not for internal reasons. To resolve this issue class dojo point could be given out more spontaneously by every member of staff in the classroom. During the critical incident the participants behaviour changed dramatically when the teacher mentioned the possibility of receiving a dojo point. So they were aware that a dojo point was about to be given when they performed the desirable behaviour. By making the point system more spontaneous the participants would be unaware when a dojo point was going to be given, therefore the children may start to think about their behaviour throughout the day not just at the time the word 'dojo' is mentioned. See Appendix 5 for how this would be implemented. If the participants can see one of their peers receiving dojo points for positive behaviour throughout the day they may mimic said behaviour in hope that they will also receive a dojo point. 'Social learning is ubiquitous in humans, and fundamental to children's development' (Wood, Kendal and

Flynn, 2013. p.341). Wood, Kendal and Flynn are saying here that social learning is present in people at all ages but plays an important role when it comes to child development. If children are learning from each other in the school setting educators hope that they will carry this trade through to adult life. By encouraging the participants in School X to learn from each other we can start them on the path to becoming lifelong learners which is one of Donaldson's aim in the new curriculum for Wales (2015). The next steps in order for this incident to not be repeated on a regular basis would be to spontaneously provide dojo point throughout the day in hope that the participants begin to think about how they behave and treat others, and to become role models for each other.

In conclusion when working with children it is important to adopt a critical frame of mind. This allows educators to be reflective in their practice and work on their next teaching steps to develop children's learning. Observations in an educational setting are important whether it is from the educator themselves or an outside researcher. The benefits of the research being undertaken by an outside professional allows critical incidents to be noticed in a busy environment where they may not be picked up on by other adults in the setting. Kawulich (2005) notes that participant observations provide a holistic understanding of the event and is a great tool to use when researching behaviour. There are a number of behaviourism theorists who's work still play an important role in education today. The main theorist looked at in this paper has been B.F Skinner who developed 'operant conditioning' but as discussed his positive reinforcement research provides people with external motivation rather than internal motivation. If educators want children to become 'healthy, confident individuals' and 'ethical, informed citizens' (Donaldson, 2015) they must look at ways to encourage children to think about their behaviour throughout their lives. However, the use of Skinner's positive reinforcement research has been instrumental in encouraging the children to think about how they behave and treat others and starts them on the right path to 'Respect the needs and rights of others' (Donaldson, 2015. p.31). Educators can possibly develop this by making the reward system accessible throughout the day and providing the reward in a spontaneous way to encourage children to be considerate about how they behave more frequently. But educators and researchers must be aware that there are a number of factors that can cause a child to behave in a certain way and that their basic needs must be met in order for them to learn new skills and behaviours.

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Appendix 1



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19

Lesson details:

Numeracy lesson where the children were working on their measuring skills. The children looked at measuring on the carpet as a class and then went into group to measure Percy and his friends and place them in height order in their books. The year one children used blocks to measure whilst the year 2 children worked with a ruler.

Classroom culture

(Are the students focused on learning?)

The children are placed into 3 ability groups in the foundation phase. Two of the groups are doing focused tasks with staff and the other group are partaking in the continuous provision activities around the classroom. The children seem to understand the concept of measuring and it is relatable to them as they have been looking at Percy the Park Keeper as their theme. They work really well in their focused groups and enjoy measuring using hwb on the laptops.

Objectives

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

The purpose of the lesson is to start to learn how to measure. The teacher went through measuring using different objects such as blocks and a large ruler and she used the puppets and stuffed toys that she uses when reading Percy the Park keeper stories. The children then have the opportunity to practice measuring using these tools in their focused groups. The children who were taking part in the continuous provision activities could use the laptops to play a quiz game that encourages them to measure different objects and click onto the correct measurement.

Direction

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

The 2 groups that are doing the focused tasks on the tables have the lesson objectives printed out in their books. Once the children have completed the work in their books the teacher will go through the lesson objectives with them and the children will tick each box to show that they have completed every objective for that activity. The group doing the continuous provision activities have a display board with all the challenges that they should be doing on so that they can refer back to it if they get a bit confused about the activities.



Access and challenge

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

The children seemed to be engaged whilst doing the focused tasks on the table as they were able to measure themselves using tools that were suitable for their age and ability. However on the carpet when the teacher was explaining the task and showing the children how they may complete them, the children became distracted by playing with hair or items of clothing as they could not all have a hands on approach at this time.

Assessment

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

When on the carpet explaining about measuring the teacher asks the children questions about the activity and what they would do to make the measuring fair, for example keep all the animals feet at the same level.

Questions were asked throughout the activity to see if the children had an understanding about what they were doing.

At the end of the task the teacher asked the pupils to explain what they had been doing.

Specifics / Critical Incidents

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

After every lesson to help with the transition from lesson to snack or lunch a tidy up song is played. Just before lunch the tidy up song came on and the children started to tidy the equipment away before gathering on the carpet. During this time the teacher was just outside the classroom in the creative area helping one of the pupils. So instead of sitting down on the carpet in front of the teacher like they usually do, the children started to play boisterously and the volume in the classroom began to increase. As soon as the teacher finished helping the pupil in the creative area she walked back into the classroom and could see that the children were not sitting down ready for the transition into lunch. Straight away she said, "Let's see who is sitting nicely in their hotspots and they can have a class dojo point." Within seconds the volume went down and the children were sitting in their hotspots with their legs crossed, back straight and fingers on their lips hoping to receive a dojo point.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19

Lesson details: Maths session on the carpet. The teacher was working on measuring with an online resource on the board. She was showing the children how to measure the items using a ruler and was asking the children for the answers so she could click on the correct answer on the board.

Classroom culture

(Are the students focused on learning?)

Majority of pupils were focused on the activity on the board and were putting their hands up to answer the questions but some children were not engaged and displaying distracting behaviour.

Objectives

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

The focus of the day was maths. The children had a focused maths group with the teacher and the teaching assistant where they were working on measuring Percy and his friends, but there was also maths activities in the enhanced provision areas around the classroom. The measuring activity that the teacher was using on the board was also set up on the laptops for the children to practise measuring different items and clicking on the correct answers as well as other challenges around the classroom.

Direction

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

The teacher clearly explained to the children what they will be doing in their focused task and worked on measuring skills with the children on the carpet before they split into groups. The children in the group that were doing the challenged were told what the challenges were for that week and they also have a display board with all the challenges on there that they need to complete for the week and a tick sheet on the display board to tick off when they have completed a challenge.

Access and challenge

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

The children are placed into ability groups and the focus tasks are differentiated to challenge or support the children. The challenges set up around the classroom are accessible for children of all abilities and they complete the tasks to the best of their ability and can support each other if they need some extra help.

Assessment

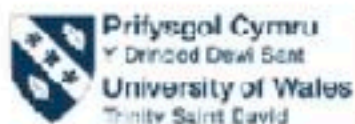
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

The teacher starts the lesson with the children on the carpet to see their understanding of the maths topic at the start of the day. Every child will take part in the focus tasks during the day where the teacher can see the children understanding of the topic. In the middle of the day and end of the day the teacher gathers the children around the carpet to ask questions about the topic to see which children have a greater understanding of it.

Specifics / Critical Incidents

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

When the teacher was working on measuring using the online resource, there was one pupil was sitting against the radiator facing the class instead of facing the teacher. This pupil did not engage in the activity on the board. Instead this pupils started making faces at the other children and began to pull his eyelids down over his eyes. However, when the teacher mentioned that this activity will be set up on the laptops for the children to have a go themselves as one of their challenges, this pupil sat up and looked over watched as the teaching assistant set up the activity. This pupil was in the group working on the epic challenges and the first activity he took part in was the measuring activity on the laptops.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: To learn how to measure Percy and his friends. Making sure that they are measured from the bottom of their feet to the top of their heads.
Classroom culture (Are the students focused on learning?) The students are working in focus groups have listened to the teacher explaining what they need to be doing for this activity and are excited to start using the apparatus to measure.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson is to start to learn and understand how to measure. They are given different apparatus in accordance to their year group and the framework which says what they need to be measuring in. The children were provided picture of Percy and his friends and had to measure how tall they were and place them in order.
Direction (Are the students clear about what they are doing and how to do it well?) The children have learning objectives glued to the page they are using in their books and they tick each learning objective once they have finished their work.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students are able to engage in the lesson as they are set in ability groups with the work differentiated for them. The year 2 children worked with rulers and the year 1 children worked with blocks. The children in the higher ability group were encouraged to work more independently to challenge them and the children in the lower ability group had more support.

Assessment

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

Before the lesson the teacher sat with all the pupils on the carpet to talk about measuring and asked the children how they would measure and what would they use. The teacher then used the puppets to show the children how to measure with both a ruler and the blocks, so that the children had an understanding of what they needed to do and how to do it.

Specifics / Critical Incidents

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

The children were in their groups either working on the task or doing the challenges set up around the room as part of the continuous provision. The blue group is a mix of year 1 and year 2, so they were grouped around the table according to age. The year 1 children were measuring with the blocks. I placed a pile of blocks on the table for the 4 year 1 children to use to measure their pictures. One pupil collected all of the blocks and placed them into a pile in front of him and refused to share them. More blocks were placed on the table and he continued to place more into his pile and did not want to share any with the other children. After the children had measured Percy and the animals and glued them in order, they had to write the name of the animals and how tall they were underneath. Prompt sheets were placed onto the table to help the children with their writing and spelling. The sheets were one between two and the pupil that did not want to share the blocks did not want to share the sheet. He kept placing it in front of his book so that the pupils sitting beside him could not see it.

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Class Dojo point.

Profiad/ Experience	
Teimladau/ Feelings Beth iw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	That the tidy up song works as a way of letting the children know that the lesson has come to an end and it is time to clear things away. However the teacher needs to be in the room when this song is being played so that the children can see an authoritative figure in the room, which may hopefully make them think about how they are behaving a bit more.
Cofio a Deall/ Remember and Understand Ailwch chi restru'r aweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn slamedig? "What were the elements of the learning experience that were disappointing?"	• The children were engaged in their learning in both the focus tasks and the continuous provision challenges around the room. • The children seem very comfortable in their environment. • The tidy up song uses is a great tool to help the children understand that the lesson has come to an end and it is time to move onto the next thing. This song also help keep the classroom tidy which teaches the children the importance of having a clean and tidy work space. The children's behaviour was excellent during the lesson and when completing their activities. They were focused and seem to enjoy the lesson. They were also very helpful when tidying up and worked together to get all the areas around the classroom looking neat and tidy. Their behaviour had been brilliant, but when the teacher was not in the room they did not seem to have respect for each other as there were children pushing each other and shouting. The children only behaved appropriately at the concept of receiving a dojo point, not because that is the way they are expected to behave at all times.

Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n codw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	The lesson was very engaging for all pupils and was made challenge all abilities. The challenges around the room linked to the lesson goal and provided the children with different opportunities to learn different skills. The children are familiar with the tidy up song and know what they are suppose to be doing when they hear this song. So when it come to creating and teaching my own lessons I will try to make the lessons as engaging as this lesson and I will use the tidy up song as a way of finishing the lesson and transitioning into the next activity. The children began to behave when the teacher walked into class and mentioned receiving a class dojo point. At this moment in time the children knew that a class dojo point would be given out so they sat down nice and quietly all hoping that they would be the one to receive a dojo point. So the desired behaviour was only preformed with the mention of class dojo.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materlaon siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	To try and make sure this critical incident is not a recurring event I would consider using the dojo point more spontaneously throughout the day and make sure that it is not just the teacher who is giving out the dojo points but every member of staff in the classroom. To do this I would make dojo tokens (which would be a dojo monster printed on a square piece of paper) and these can be give out throughout the day by any member of staff for the same reason that they are given on the computer. At the end of a season or day the class teacher can collect any dojo tokens that have been given out and out the point on the computer. The children could also explain why they received this dojo token, which promotes good behaviour throughout the class. By making the point system more spontaneous the children will be thinking about their behaviour throughout the day, not just when they know the teacher is looking to give out a dojo point.
Y profiad newydd / Transformed experience	

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Maths session on the carpet

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The lesson itself was very good and most of the children seem to enjoy and get involved in the activity. But it is hard for one teacher to noticed everything that goes on during the lesson as he or she will be focused on their teaching, so it is not always easy to manage the behaviour of one individual when you are focusing on the entire class.
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 slomedig? "What were the elements of the learning experience that were disappointing?"	All of the children, apart from one particular pupil, were engaged in the lesson. They were answering the teachers questions and seem to have a clear understanding of what they were going to be doing during the focus tasks and the challenge activities. The activity on the board provided the children with an interactive way of measuring and develops their digital skills. One pupils was not engaged in what the teacher was teaching the children so he began pulling faces at other pupils to make them laugh. Other pupils then became disengaged in the lesson as they were focused on this one individual rather on the teacher. This part of the lesson was to make sure the children knew what they were going to be doing throughout the rest of the lesson. By pulling faces instead of listening, this pupil may not know what they needed to do and would then possibly go to see the teacher at a later time to see what they are expected to do or would not complete their work.

Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	The lesson was planned well and had a clear learning objective to it. The children seemed to understand the lesson and they were clear about what was expected of them. The lesson linked in with the theme and the children responded well to the activity because of this. If this lesson was repeated to develop the children knowledge further or to continue to develop the children's skills, I would keep most of it the same. The one child who was not engaged in the lesson became a distraction for the other children's learning. He only started to listen to what the teacher said when the laptops were mentioned as this pupil wanted to go onto the laptops when the class split into groups.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	To ensure that all children are listening to the teacher lollipop sticks can be used as an assessment for learning strategy. There will be a lollipop stick in a pot and each stick has a name of a pupil on it. Every pupil would have their own lollipop stick and instead of the teaching asking questions and waiting for a hands up response, he or she would pull out a lollipop stick with a pupils name on it and ask that pupil for the answer. This prevents the pupils becoming complacent and relying on others to answer the questions. If the pupils know that they may be asked a question they need to pay more attention during the lesson incase their name is pulled out and the question is directed at them. However this strategy can be detrimental to certain pupils as they may feel embarrassed for not knowing the answer or loose confidence if they get that answer wrong so I would also use the assessment for learning strategy of phoning a friend, so that if they are struggling with the answer then they can have support of their peers that know the answer but still have to focus incase their name is picked on the lollipop.
Y profiad newydd / Transformed experience	

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27/9/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The children were interested in the task but maybe there is something more in the background that is playing a key role to why this pupil did not want to share. However as a researcher who is only in the setting for a short period of time it is difficult to find out the extra information to get to the reasoning behind certain behaviours.
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?"	The lesson was differentiated based on both the curriculum framework and ability. This then made the activity both challenging for the more able children and also accessible for the children of a younger age and lower ability. The children enjoyed the fact that the task related to Percy the Park keeper. The children used apparatus to measure Percy and his friends with the year 2 children using a ruler as that was the aim in the framework for their age and the year 1 children used blocks. One of the year one pupils did not want to share the blocks with the rest of the children on the table. He also made it difficult for the pupil next to him to see the sheet of paper that they were using as a prompt to do their work by placing it in front of his book and not allowing it to be placed in between both their books.

Gwerthuso a dadansoddi! <i>Evaluate and analyse</i> <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr eljen siomedig hwysiraf?</i> "What was the cause of the most important disappointing element?"	The children were engaged in the lesson and had a clear goal to complete throughout their work. When working with the children in this group it was clear to see them develop an understanding about how to measure properly and how to write the measurements down. There was four children in this group and even though they needed a bit of support to figure out how to measure at the start of the activity by the end they were measuring by themselves and placing the characters in height order on their page. The lesson was effective and nothing needed to be changed to support the pupils learning. The only disappointing aspect of the lesson was that there was one pupil who refused to share the resources needed to measure and record their findings which made it difficult for the other children to do their work.
Casgliadau a chamau gweithredu! <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	After having an understanding of how this one pupil work I would make sure that there is enough resources for each child to have their own set. This would prevent arguments on the table and prevent this pupil stopping others from completing their work. During this activity I would place a pile of blocks in front of each pupil and tell them that those are the resources they need to use to measure with to complete their work and I would provide a worksheet for each of the pupils.
Y profiad newydd / Transformed experience	

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 3/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): PE Lesson - Autumnal Dancing

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This lesson is a good way to get the children moving their entire body. I liked that the children started moving on the floor and then moved to standing up and moving around. It is good that the children were making up the moves for the dance rather than being shown what to do. The teacher brought in visual aids which really helped in the dance. I felt that the lesson was not engaging for all the children as some children were getting distracted and started to distract the children around them.
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?"	- The teacher brought in leaves and hazelnut seeds and she used these to show the children how they would fall off a tree. This was a great visual way to help the children come up with new dance moves. - The teacher did a recap at the start of the lesson and she went over the moves that the children had done in the previous weeks. What was good about the moves was that the children made up the moves themselves, so they played a big role in creating their dance. - The dance related to the theme and season which gave it more meaning to the children. The children were distracted a lot throughout the lesson with either equipment or by each other, this means that they were not as focused on the lesson and learning. It was disappointing that some children were distracting their peers causing them to become unfocused when they started to focus on the learning.

Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	The fact that the children were involved in the creation of the dance was really important as it allowed them to think creatively and gave them a sense of belonging in their dance. If I was to take a lesson similar to this I would keep that the same. I believe that the use of visual aids was very effective as well as it gave the children a clear aim of what their dance should look like and it kept the dance on track and in theme. The cause of the most disappointing element was that there were certain individuals who were distracting others from being focused and on task and that this was not addressed. At the end of the lesson half the class preformed their dance whilst the other half watched and then they swapped over. Unfortunately when the second group were preforming the first group started to put their socks and shoes on and did not watch their friends preform, which affected the second groups performance. The second group then lost concentration on what they were doing as they were focused on the other children and wanted to put their socks and shoes on as well instead of showing their dance. It was really nice that they meet up in the class to give feedback to each other and say who they thought danced really well.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiauon siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	To try and prevent the children becoming a distraction to their peers, they could be moved near the front to be close to the teacher so that the teacher can keep them on track of what they are suppose to be doing which will stop them distracting the other children. At the end of the lesson, the teacher should clearly say where the children should sit (possibly away from their shoes and sock) when watching the groups preform so that every child has the same opportunity to perform their dance to their peers. I understand during this time the teacher had to hurry things along because it was coming up to lunch time and the hall needed to be set up ready for lunch, but to ensure that all the children could perform to their peers the children could carry their socks and shoes into the classroom to be put on there after they have seen the dance.
Y profiad newydd / Transformed experience	