

# **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.**

## **1. Introduction**

Over time, many theorists have had their own ideas over children's learning and what affects an individual's development. This includes Ivan Pavlov and John Watson, who believed that behaviours could be learned through association and the manipulation of events or stimuli prior to behaviour (Gray and Macblain, 2012), Abraham Maslow who suggested that an individual's response to learning is controlled by which need has priority (Bates, 2016) and Albert Bandura whose Social Learning Theory states that people learn from each other as well as behavioural and environmental influences (McLeod, 2016). For many years, researchers have been looking in to how children learn and one way that they do this is by observing teachers and watching their lessons so that they can critically evaluate. Critical incidents enable us to think deeper in to the cause for a behaviour and to understand children's development. Critical incidents do not need to be a big event or something that reoccurs (Cohen and Manion and Morrison, 2011). A critical incident can be a behaviour that a pupil demonstrates once but could be so important that it gives an insight into a person or situation, that makes a person think deeper to understand or investigate the behaviour, or it may highlight a particular feature of a teacher's behaviour or teaching style (Cohen and Manion and Morrison, 2011). Often, critical incidents are something that we feel good or bad about, or something that amuses us (Tripp, 2012). This assignment will focus on one critical incident which was observed, looking at the possible reasons for the behaviour and identifying next teaching and learning steps.

## **2. Observation**

### **2.1 School and class context**

The critical incident observation took place in a mainstream school in Swansea. In 2017, the school had five-hundred and eighty pupils enrolled (Estyn, 2017). The school had around 30% of pupils who were eligible for free school meals, this was above the average for Wales that year which was 19% (Estyn, 2017). The school has three specialist teaching facilities, which provide support for twenty-seven children who have speech, language and communication needs. This includes a Speech and Language Specialist Teaching Facility.

In 2017, 28% of the schools' pupils were identified as having additional learning needs, which was above the national average of 25% (Estyn, 2017). When Estyn carried out their 2017 report, it was found that nearly all pupils were of white British ethnicity and came from homes where the main language was English. It was also found that very few pupils spoke Welsh at home (Estyn, 2017). Four official observations were carried out. However, this assignment will only focus on one. The observation of the critical incident discussed throughout this assignment was carried out in a year one class of twenty-eight children and three members of staff, one teacher and two teaching assistants, one of which was a one-to-one for two children with Autism Spectrum Condition. All BERA ethical guidelines were followed when carrying out narrative observations. All school handbooks and policies were read before the start of any observations and all pupils names and the name of the school were replaced with 'x'. The class teacher and the school's deputy head teacher agreed to the observations being carried out.

## **2.2 Methodology**

It was decided that a case study would be used to find a critical incident. A case study is an investigation of an individual, a group, a family, a community, a resource or an institution. Case studies are often taken in natural environments (Cohen and Manion and Morrison, 2011). Case studies provide in-depth information and offer an insight into any circumstances that affect the situation that is observed, which you would not get from carrying out a survey or a questionnaire (Mukherji and Albon, 2018). Case studies provide facts rather than opinions, as the data is generated in real-time. One barrier of case studies is that every person has their own unconscious bias. Even though case studies collect fact-based data, the researcher is the person who determines in this situation what is a fact and what is not and sometimes this can be the facts that the researcher wants to find (Mukherji and Albon, 2018).

When deciding what methodology to use, a range of strategies were considered. One strategy that was considered was a checklist. Checklists are useful to collect information on a certain child or on a group of children when factual, quantified information is required. A checklist focuses only on a child's behaviour or actions and does not accommodate for contextual information (Papatheodorou and Luff and Gill, 2013). Checklists are most commonly used to record learning outcomes or monitor pupils progress. When recording a critical incident, detailed information is needed, and checklists only offer a limited amount of information. Therefore, it does not enable the researcher to record enough detail about the incident to critically reflect and was not suitable to use (Papatheodorou and Luff and Gill, 2013).

Target child observations were considered. The target child approach involves following a particular child, observing their behaviour and taking detailed field notes (Greig and Taylor, 1999). Target child is useful when practitioners wish to improve a learning environment, to put in place behavioural interventions or to examine things about a child such as how long a child is focused on a task. However, one challenge of this method is that it is not always straightforward to learn and apply the codes that are used (Papatheodorou and Luff and Gill, 2013). When looking for a critical incident, it was unknown when the incident would occur and therefore if the researcher was focused specifically on one child, many incidents which could be considered as a critical incident may have been missed.

It was decided that narrative observations would be used to identify a critical incident for the case study. Narrative observation is a form of direct observation and means writing down exactly what you see or hear around you (Papetheodorou and Luff and Gill, 2013). It can include something the child does, something the child says, or it could be the way in which the child responds to a peer or a teacher (Mukherji and Albon, 2018). One barrier to narrative observation is that there is possibility of bias due to the researcher deciding what is factual. There has been research to show that if children are aware that they are being observed, they will behave differently, or work harder. This is called the Hawthorne effect (Diaper, 2006, p263). To avoid this, the researcher could get involved with the children and the class activities, so that the children do not see them as only being an observer. Narrative observations allow you to see everything in real time as they are happening, meaning that you can record as much detail as necessary. Narrative observations were the most suitable method to use when identifying a critical incident as they allow you to look at the class as a whole, while also being able to observe and go in to detail about any critical incidents that were observed (Mukherji and Albon, 2018).

### **2.3 Critical Incident Linked to Donaldson's Four Purposes**

The critical incident that was observed was hands-up approach questioning. When the class teacher would ask the children questions, they would put their hands up to answer. The teacher used this questioning strategy many times throughout the session. The teacher used it on the carpet when activating prior knowledge and asking the children what they could remember about the topic. They also used it when the teacher paused the activity that the children were doing, to ask them questions about what they were doing and also used it at the end of the session when the teacher asked the children what they had learned throughout the session. Higher levels of participation, particularly the hands-up approach to

questioning has a correlation with confidence. Children who put their hands up in class are confident that they know the answer (Turner and Patrick, 2004, p.1762).

The critical incident that was observed has links to Donaldson's purposes for the new curriculum. The Donaldson Review sets out four purposes and key characteristics of what should be demonstrated through practice and should be developed throughout the curriculum (Donaldson, 2015). One of the four purposes is that children will be 'healthy, confident individuals who are ready to lead fulfilling lives as valued members of society' (Donaldson, 2015). It states that in order to meet this, children should be 'building their mental and emotional well-being by developing confidence, resilience and empathy' (Donaldson, 2015). Children who put their hands up in class are confident enough for the class to hear their answers. Often children get the answer wrong, however they will try again until they get the correct answer which shows resilience. When children get the answer wrong, a lot of the time the other children will show empathy and will attempt to help the child to understand the correct answer. It also states that children should form positive relationships based upon trust and mutual respect (Donaldson, 2015). When children put their hands up, they have to trust the teacher and the other children enough to know that if they answer wrong, they will not be made fun of but instead they will be supported to get the correct answer.

Another of the four purposes states that children will be 'ambitious, capable learners who are ready to learn throughout their lives' (Donaldson, 2015). It states that in order to do this, children 'can explain the ideas and concepts that they are learning about, and that they are building a body of knowledge' (Donaldson, 2015) and 'have the skills to connect and apply that knowledge in different contexts' (Donaldson, 2015). Often teachers ask children questions that involve using their prior knowledge, where they have to make a connection between what they have previously learned, and what they are learning at that moment. By answering the teacher's questions, the children are explaining the ideas and concepts that they are learning about and by answering questions about their prior knowledge, it shows that they have built a body of knowledge that they can draw upon when needed.

### **3. Literature Review**

Over time, many theorists have had their own ideas about children's behaviour and participation. Pavlov would say that children put their hands up to answer questions because this is the way that they have been conditioned. Pavlov was a Russian physiologist and carried out a number of experiments looking at the correlation between salivation and digestion in dogs (Gray & Macblain, 2012). His findings started with the dogs salivating in

response to food being put in front of them and after numerous times of this he found that the dogs would begin to salivate when his assistant walked in the room with the expectation that they would be fed (McLeod, 2018). This was called associated learning and meant that the dogs learnt an association between the lab assistant and their food. Pavlov then found from further research that he could train the dogs so that they would salivate at the sound of a bell (Gray & Macblain, 2012).

Watson, who was a psychologist, applied the principles of Pavlov's classical conditioning to children (Gray and Macblain, 2012). Watson informed the development into behaviourism. The behaviourist theory is behaviour which is learnt through conditioning (McLeod, 2018). Watson carried out a study on a nine-month old boy, the study was called Little Albert. Little Albert was shown a white rat, a rabbit, a monkey, a hammer, cotton wool and a range of masks (McLeod, 2018). Albert was not afraid of any of the stimuli used and was called unemotional. Albert did however show fear to the noise that the hammer made when it was hit against a steel bar (Gray & Macblain, 2012). When Little Albert was eleven months old, Watson would show him a white rat and while doing so would creep up behind him and hit the hammer against the steel bar. This happened another seven times over the following weeks and each time that it was done, Little Albert would cry. After this, Little Albert would cry and try to crawl away every time that he saw the rat, even if the hammer was not hit against the steel bar. They found that Albert expressed the same fear when shown a number of different soft white objects, such as white cotton wool, the family dog and a Father Christmas mask. Little Albert had learned to associate his fear with soft white objects (Gray & Macblain, 2012). Today, Watson's study of Little Albert is described as cruel and disturbing (Bates, 2016). Watson's research suggests that some of learning is down to life experiences and that people can be conditioned to behave or react a certain way.

Both Pavlov and Watson's theories suggest that children learn the association between a teacher asking a question, and them having to put their hands up to answer the question. This is because children are told in school numerous times that they should put their hands up if they want to answer, so this becomes their natural reaction when they know the answer to a question being asked. Both Pavlov and Watson view an individual as being a passive participant rather than an active participant, and their theories have contributed to many strategies of learning which are still used today, including rote counting with numbers and the alphabet (Gray and Macblain, 2012). Classical conditioning shows the importance and the affects that the environment has on learning and is scientific, therefore it breaks complicated behaviours in to smaller parts which enables them to be tested scientifically (McLeod, 2018). However, it explains behaviour merely as nature or nurture and

underestimates the complexity of an individual's behaviour. Another criticism of classical conditioning is that the individual does not have any control over reactions that they have learned as there is no free will (McLeod, 2018).

It is argued that the hands-up questioning approach only encourages certain children to answer questions in class (Espinoza, 2015). Children putting their hands up to answer questions is closely linked with a child's confidence and self-esteem (Hammond, 2016). Some children are too shy to put their hands up in class and may feel insecure that they may say something wrong and that their peers will hear them. Sometimes, children put their hands up even if they do not know the answer as they feel that they have to answer the teacher and therefore they make a guess and hope that it is correct (Hammond, 2016). Some children may have had a good experience with putting their hands up in the past, and others may not have had a good experience and therefore do not want to put their hand up (Hammond, 2016). This links to Bandura's Social Learning Theory which states that people learn from each other as well as behavioural and environmental influences (McLeod, 2016). It also links with Skinner's theory of operant conditioning which states that behaviour is shaped according to learned experiences (Hammond, 2016).

Maslow suggested that an individual's response to learning is controlled by which need has priority. Maslow created a hierarchy of needs which is a motivational theory and involves a five-tier model of an individual's needs. Maslow's hierarchy is split into two phases, lower-order needs and higher-order needs (Bates, 2016). The first step of the hierarchy is physiological needs which includes food, water, warmth and rest (McLeod, 2018). The second step of the hierarchy is safety needs which includes security and safety. The third step of the hierarchy is belongingness and love needs which includes acceptance, mutual trust, friends and intimate relationships. The fourth step is Esteem needs which includes self-confidence, self-respect, self-esteem and the feeling of accomplishment (Bates, 2016). These four levels are described as deficiency needs, these needs appear when people are deprived of them and it is said that they help to motivate people when they are not met (McLeod, 2018). The top level is self-actualisation which is achieving and realising one's full potential and having the desire to grow and progress (Bates, 2016). This is called a growth or being need (McLeod, 2018). Maslow originally believed that in order for an individual to progress to the higher needs, the lower needs must have been met first (Maslow, 1970). However, he later stated that when a deficit need has been more or less satisfied then it will go away and an individual will automatically start to meet the next set of needs (McLeod, 2018).

Maslow's theory suggests that children who put their hand up in class are confident and have reached the level of esteem. However, not all children have yet reached the esteem level, meaning that they may not be confident enough to put their hand up in class. Children with additional learning needs often have communication, interaction and social difficulties. For example, children with Autistic Spectrum Condition often have difficulties with attention, fitting in, eye contact and interacting with other people (Peer and Reid, 2016). This means that a lot of the time they will not feel comfortable putting their hand up to answer a question, even if they know the answer (National Assembly for Wales, 2002).

Asking questions is a vital part of the learning process. Questioning helps learners to connect together their prior knowledge and new information in order to make sense of it. Questioning helps the teacher to see who understands and who needs more support (Henderson and Lawrence, 2011). One important factor to consider when using any questioning strategies in the classroom is wait time. Wait time means how long a teacher waits after asking a question before they expect an answer. It has been found that most teachers only allow around a second between asking a question and expecting an answer (Lemov, 2010). By expecting answers this quickly after asking a question, a lot of the time the answers that are given are not the most reflective or thought about answers as the children have not had long enough to think deeply about the question and instead say the first thing that comes to mind (Lemov, 2010). This can also end up taking up more time, as the teacher will have to process the poor answers before being able to discuss a good answer. It has been found that when students are given three to five seconds of wait time after a question then the length of the response is likely to increase and the answer will be more correct, the number of children who do not answer, or who say they are not sure of the answer is likely to decrease, the number of students who offer an answer is likely to increase and the students are more likely to use evidence or examples in their answers (Lemov, 2010).

#### **4. Reflection / Evaluation & Next Steps**

Critical reflection is essential to learning and development. It allows you to think about what has been observed and enables you to turn experiences in to ways to improve your own practice. In order to critically reflect, reflection models can be used (McCreery et al, 2013). One reflection model that is frequently used within teaching is Brookfield's four lenses. The first lens is autobiography which is where the teacher relates their own experiences as a learner to what they are doing as a teacher (Bates, 2016). The second lens is learners' lens which is where the teacher looks at their teaching from the learner's point of view to reflect on whether they see it the same way. The third lens is colleagues' lens where the teacher

asks their peers to help them to reflect on their own practice. The fourth lens is theoretical literature which is where the teacher researches to make sense of and question their assumptions (Bates, 2016).

From research, it has been found that the hands up approach can be useful when used in lessons. It allows teachers to see how many children can answer a question, it allows children to share ideas and even when the children are wrong, they learn from it as the teacher or another student will inform them of the correct answer. Teachers do not have to only ask the children with their hands up, they could pick a child without their hand up (Espinoza, 2015). By only using hands up questioning, the teacher only gets to hear answers from a small portion of the class and as Maslow's hierarchy of needs has identified, it is often the same children that put their hands up (Espinoza, 2015). Another issue with only using the hands up approach is that it is possible that the teacher will move the children on to more advanced tasks which could result in this being inaccurate as some children may not understand (Espinoza, 2015).

Upon reflection, hands up should be just one strategy that is used along with other questioning strategies. Many classrooms have a 'no hands up' policy for answering questions, instead they pick children at random to answer. One way of doing this is by using lollipop sticks (William, 2018). Lollipop sticks are used by writing all pupils names on and putting them in the jar. The teacher then pulls out one lollipop stick and the child whose name is on the stick answers the question. They can also be sorted by colours in to ability, and the children will not know the reason for the different colours used, they will just think that it is random (William, 2018). The teacher can also let a pupil pick a stick out of the jar. The lollipop sticks can be immediately put back in to the jar so that students know they need to stay on task, however there should be something separating the sticks of the pupils who have already answered so that the same student does not get pulled out again straight away (William, 2018). Some children do not like this approach and have been found to remove their sticks out of the jar when the teacher isn't looking, this is another reason that it is important to use a variety of different strategies (William, 2018).

Another method that could be used alongside hands-up is think, pair, share. Think, pair, share is where children are asked to think about a question, discuss it with a partner and listen to what their partner has to say, then feed back to the teacher together (William, 2018). This method gives children enough time to be able to think about what the teacher is asking in order to give an answer. It also gives them the opportunity to practice what they

are going to say by talking to their friend about it. With this method, the teacher could ask the children to answer with their partners ideas rather than their own (William, 2018).

## **5. Conclusion**

To conclude, narrative observations were used to find a case study of a critical incident. Observations are very important in education for many reasons. It allows us to assess and follow a child's progression. It is possible to get as much detail out of an observation as is needed (Spreeuwenberg, 2016). After identifying a critical incident, research was carried out in to the possible reasons for the behaviour seen in the critical incident. It was found that different theorists have differing opinions of the reasons for behaviour and that practitioners should take all views in to consideration to ensure effective teaching and learning. From research and reflection, it was found that the hands-up approach is one of a variety of useful questioning strategies that if used together, should create an inclusive classroom where every child is able to learn and progress.

With the new curriculum due to be implemented by 2022, the Welsh Assembly Government have created new professional standards for teachers, leaders and individuals who assist teaching. The new standards reflect the practice of the new curriculum and have been created to guide teachers to being the best that they can possibly be (Welsh Assembly Government, 2019). The standards also aim to allow reflective practice through a teacher's career through individual and collaborative standards. There are five main professional standards that have been created in order to link with the new curriculum. These are pedagogy, leadership, professional learning, innovation and collaboration (Welsh Assembly Government, 2019). One of the standards for innovation moving pedagogy forward is 'the teacher employs an innovative outlook which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogic outcomes' (Welsh Assembly Government, 2019). Part of this includes using a range of different questioning approaches to ensure that all children are able to get involved and have an inclusive learning experience. They have been created in order to overcome barriers from the previous standards and will ensure that teachers are consistently refining teaching, influencing learners and advancing learning, to ensure that children are able to progress and develop to their full potential (Welsh Assembly Government, 2019).

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**Appendices 1****OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: 26.09.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Lesson details: <ul style="list-style-type: none"><li>• Year 1 class</li><li>• 28 children</li><li>• 1 teacher, one teaching assistant</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"><li>• All children appeared to be focused on eye-spy. They listened to what they needed to do and concentrated to ensure they heard what item the teacher wanted them to look for. They then focused on their worksheet to find the item and circle it.</li><li>• Most children worked hard to listen to their partner for the map activity and followed the instructions well.</li></ul>                                                                                                                                                                                                                                                            |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"><li>• The lesson objective was to describe movement and direction</li><li>• Children played eye-spy as the introduction</li><li>• The children had previously walked a route around the school local area and there was a map of the route. The children's task today was to work in pairs and with the teacher. One of the children had to give directions to move around the map and the other child would move a teddy figure around the map following the directions given.</li><li>• Some children read books with a teaching assistant while a group at a time did the other activity.</li></ul> |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"><li>• The children had played eye-spy before, so they knew how to play it.</li><li>• The teacher sat at the front with the children on the carpet, she explained the task to them and asked if they had any questions about what they needed to do.</li></ul>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?) <ul style="list-style-type: none"><li>• For reading, the class had different stage books to suit a child's ability.</li><li>• The teacher gave extra time when playing eye-spy to ensure all children had time to find the items, she asked them before she moved on if everyone had found the item.</li><li>• Children were given free choice of activities when they were not doing the map activity, this meant that they could pick an activity which suited their abilities.</li></ul>                                                                                                                                                   |

**Assessment**

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

- Children were allowed to shout out answers when they were sat on the carpet discussing the task with the teacher.
- Hands up to answer questions.
- When children were reading, a teacher was listening to assess them and would write feedback in their reading records.
- Teacher asked the children open questions.
- During the map activity the teacher sat with the children making sure that they were on the right track and correcting any errors.

**Specifics / Critical Incidents**

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

- One child would not leave his mum to come in to school, the teacher offered him a dojo point if he came in and he then did it right away
- A child refused to take off his coat
- Children put their hands up to answer questions

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

**Dyddiad/Date:** 26.09.19

**Digwyddiad critigol (Efocws)/Critical incident (focus):** Children putting their hands up to answer questions.

| Profiad/ Experience                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                    | <p>Initially I felt that it was a good thing because it means that children are confident enough to put their hands up and answer questions, however as I observed more I saw that it was the same children that put their hands up each time and started to think that some children may not feel confident enough to put their hands up.</p>                                                                                                            |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i><br><br><i>"Can you list the aspects of the incident in the context of learning?"</i>                                                                         | <p>The children put their hands up to answer questions numerous times throughout the session. The first time was when they first came in to the classroom and sat on the carpet, the teacher asked who could remember what they did last week. They did it again when recalling what sounds they already knew and throughout the rest of the session.</p>                                                                                                 |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br><br><i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i><br><br><i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>                        | <p>I would use the strategy of putting hands up to questions as I feel it is one effective way of seeing what children know, who is not sure and may need more help.</p>                                                                                                                                                                                                                                                                                  |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br><i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i><br><i>"Beth y gellid ei wneud nesaf?"</i><br><br><i>"What are your possible solutions to the issue identified?"</i><br><i>"What could be done next?"</i> | <p>I would use the hands up approach alongside other questioning strategies such as lollipop sticks, basketball not ping-pong, buzz groups and think, pair, share so that all children will have an opportunity to be heard and give their answers. This way, children who may not be confident enough to put their hands up in the first instance, may feel confident after discussing it with a partner if their partner has the same idea as them.</p> |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**Appendices 2****OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: 26.09.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Lesson details: <ul style="list-style-type: none"><li>• Year 1 class</li><li>• Read, write, Inc.</li><li>• Lower ability class</li><li>• 1 teacher, one teaching assistant</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"><li>• At the beginning of the lesson, the children went on the carpet and went through their sounds with the teacher, all children listened, engaged and joined in.</li><li>• Most children were focused during the task, towards the end a few of the children were making silly noises and climbing underneath the tables and chairs.</li></ul>                                                                                                                                                                                                                                                  |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"><li>• Learning objective – saying sounds and blending CVC words.</li><li>• Match and spell activity. The children had cards with three and four-letter words. On one side was a picture and the word, on the other side was the picture and three or four squares, the children had loose letters and had to look at the picture to find what the word was and then put the letters in order to spell the word.</li><li>• Children had milk bottle tops with letters on, children had to use the tops to spell three or four-letter words.</li></ul> |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"><li>• The children were clear about what they needed to do at the beginning where going through their sounds.</li><li>• The children did not understand how to use the match and spell activity, they were doing it on the wrong side of the cards, checking upside down and then putting their letters on upside down.</li></ul>                                                                                                                                                                                                                                        |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?) <ul style="list-style-type: none"><li>• Children had the option to spell three or four-letter words, so they could challenge themselves or stick to what they were comfortable with.</li><li>• The children were set in groups by ability and were given different activities.</li></ul>                                                                                                                                                                                                                                                                                                    |

- They challenged their prior knowledge when going through their sounds at the beginning

**Assessment**

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

- Member of staff working with each of the groups to help the children with any mistakes.
- Tested prior knowledge by going through their previously learned sounds at the beginning of the lesson.
- Peer-assessment – the children checked and corrected each other's spellings during the match and spell activity.
- Children were allowed to shout out answers when on the carpet.
- Children put their hands up to answer questions.

**Specifics / Critical Incidents**

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

- One child refused to do the match and spell activity, I asked him why and he said he was not very good at it, so we worked together with one of his friends to do some spellings, his friend explained to him how he did his and the child was able to do them by himself.
- One child got a spelling wrong, his friend then placed them the correct way for him but did not explain to him why he was wrong or how to get the correct answer.
- Children were allowed to shout out to answer questions.
- Children put their hands up to answer questions.

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

**Dyddiad/Date: 26.09.19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** One child refused to do the match and spell activity. I asked him why and he said he was not good at it, so we worked together with his friend to practice some spellings and then he was able to do some by himself.

| Profiad/ Experience                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                    | <p>At first, I thought that the child just did not want to take part in the activity, perhaps he didn't like it. I then spoke to the child and he told me that he wasn't very good at spelling. I thought then that maybe he was not confident enough to take part in the activity and that he did not want his friends to see that he was struggling.</p>                                                                                                                                                                                                                                      |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i><br><i>"Can you list the aspects of the incident in the context of learning?"</i>                                                                         | <p>The children were separated in to groups and given different activities. One was a match and spell activity. For the activity they had cards with pictures on, the children had to spell out three or four-letter words on cards to match the pictures. One of the children was refusing to do the activity. I asked the child why, and he said that he was not very good at it. I worked with the child and one of his friends to do some of his spellings. The friend tried to help him and was explaining to him what he needed to do, he was then he was able to do some by himself.</p> |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br><i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i><br><i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>                            | <p>The fact that they were sat in pairs was very useful for the child who was struggling. Even though they weren't supposed to be sat in pairs, his friend was able to explain to him how he checks the word, then turns over the card to spell it. The child who was struggling then was able to follow his friends' instructions and do some by himself.</p>                                                                                                                                                                                                                                  |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br><i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i><br><i>"Beth y gellid ei wneud nesaf?"</i><br><i>"What are your possible solutions to the issue identified?"</i><br><i>"What could be done next?"</i> | <p>Possible solutions could be praising the child when he gets one correct in order to build on his confidence, offer him reassurance along the way each time he gets a letter correct, give the child step by step guidance and to let him work with a friend until he feels more confident to do them by himself.</p>                                                                                                                                                                                                                                                                         |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Appendices 3****OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

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| Date: 2.10.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Lesson details:</b> <ul style="list-style-type: none"> <li>• Year 2</li> <li>• Class of 31 children</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"> <li>• Children all got involved in discussion about firefighters on the carpet</li> <li>• Some children found it hard to follow instructions for lego activity, they had to follow instructions to build a lego vehicle</li> </ul>                                                                                                                                                                                                                           |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"> <li>• Following instructions to build vehicles out of lego.</li> <li>• Forming their own bar graphs using tally chart and dot vote.</li> <li>• Bar charts about the emergency services.</li> <li>• Making and colouring in butterflies for the displays.</li> <li>• Identifying nouns about the emergency services, they had to pick a picture, draw it and write what it is (lower ability group).</li> </ul> |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"> <li>• The children all answered questions on the carpet about what they were doing for their task.</li> <li>• Children did their butterflies without any assistance.</li> <li>• Children knew what to do for their bar charts, however they needed assistance to be able to do them well.</li> </ul>                                                                                                                               |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?) <ul style="list-style-type: none"> <li>• Different tasks for different abilities, the lower ability group were doing the nouns activity, the higher ability group had done theirs the day before and they had to make a list of nouns relating to the fire service and put them in to sentences.</li> </ul>                                                                                                                                            |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <ul style="list-style-type: none"> <li>• Hands up to answer questions.</li> <li>• Children were allowed to shout out answers on the carpet.</li> <li>• Teacher used think, pair, share.</li> </ul>                                                                                                                                                                                                                  |

- Teaching assistant sat with the children to do their bar charts, helping them to make sure they did them correctly.
- Teacher sat helping the children to identify their nouns.

**Specifics / Critical Incidents**

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

- Helper of the day is in charge of asking somebody that is sat on the carpet what the day and date is, they immediately ask their friends.
- The children were making their own lego items rather than following the tasks instructions.
- Hands up to answer questions.
- Children talking while they are meant to be watching a firefighter video
- Children line up for assembly in girl, boy, girl.

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

**Dyddiad/Date: 26.09.19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** The children were supposed to follow instructions to build lego vehicles. Some children were not following the instructions and were making whatever they wanted out of the lego.

| Profiad/ Experience                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                    | My first thought was that the children were not listening to instructions. I then started to think that it was possible that the instructions were too complex for some of the children.                                                                 |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i><br><i>"Can you list the aspects of the incident in the context of learning?"</i>                                                                         | Children were split in groups and given different tasks. One of the daily tasks was to follow instructions to build a lego vehicle. Some children were not following instructions and instead were making whatever they wanted out of the lego.          |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br><i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i><br><i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>                            | This task was a group task which was good because it meant that children had to work together to problem solve to work out where the pieces went. They had to decide amongst themselves who was going to get the pieces and who would build the vehicle. |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br><i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i><br><i>"Beth y gellid ei wneud nesaf?"</i><br><i>"What are your possible solutions to the issue identified?"</i><br><i>"What could be done next?"</i> | One solution could be to make more simple instructions for the children who found the instructions hard to follow. The vehicles that the children are required to build could also be more simple vehicles.                                              |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                          |

**Appendices 4****OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

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| Date: 03.10.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Lesson details: <ul style="list-style-type: none"><li>• Year 3/4</li><li>• Reading roundabout</li></ul>                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"><li>• Class used a noise level monitor online; children were told they could each have a dojo if the noise level stayed below the maximum. Some children were more interested in watching this and trying to see how close to the maximum they could get the noise level.</li><li>• Children were focused doing word searches, reading the magazines and newspapers and group reading</li></ul> |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"><li>• To improve on reading skills and handwriting skills</li><li>• All groups moved around tasks, there were word searches, newspapers, independent readers, group readers and handwriting.</li></ul>                                                                                                                                            |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"><li>• All students knew what to do at each reading station.</li><li>• Children do the reading roundabout multiple times a week so were aware of what they were to do.</li><li>• Children enjoyed the word searches and many of them did them in order and put a line through them once they were done to make sure that they didn't miss any</li></ul>                |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?) <ul style="list-style-type: none"><li>• A range of books and magazines to suit different interests.</li><li>• A range of different books and magazines to suit different abilities.</li><li>• Children doing the word searches were told to find the ones they could and leave ones they found hard until the end</li></ul>                                                              |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?                                                                                                                                                                                                                                                                                                                                                       |

- Teacher sat by the independent learners listening to them read.
- Teaching assistant sat with the group readers to listen and read with them.
- Teaching assistant sat with the children who were looking at magazines and newspapers to ask them questions about what they are reading, what they have found interesting, what they have learned.

**Specifics / Critical Incidents**

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

- One child was not focused on learning, he was just trying to make the noise meter go over the maximum. The teacher said that if the noise meter stayed below the maximum for the whole of the lesson then each child in the class could have a dojo point. The child sat down and got on with his work.
- Hands up to ask questions
- Hands up to answer questions

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

**Dyddiad/Date: 3.10.19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** One child was trying to make the noise meter that the class was using go over the maximum rather than focusing on learning. The teacher said that the class could each have a dojo point if it stayed below the maximum for the whole lesson, so the child sat down and got on with his work.

| Profiad/ Experience                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/<br/>Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                    | <p>I thought it was very interesting that as soon as the teacher said that the children could have a dojo point, the child who was trying to make noise immediately sat down and did his work.</p>                                                                                                                                                                                                                                                                                                                                          |
| <b>Cofio a Deall/<br/>Remember and Understand</b><br><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i><br><i>"Can you list the aspects of the incident in the context of learning?"</i>                                                                         | <p>The children were told what their task for the day was. The teacher then put a noise meter on the internet, which measured the level of noise in the classroom. When there was noise, coloured balls would move up the screen towards the maximum. One child would not do his work, instead he was making noise trying to get the noise meter over the maximum. The teacher stated that if the children kept it below the maximum for the whole lesson, they could each have a dojo point. He immediately sat down and did his work.</p> |
| <b>Gwerthuso a dadansoddi/<br/>Evaluate and analyse</b><br><i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i><br><i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>                            | <p>I thought that the noise meter was effective at keeping the classroom noise at a minimum as the children were aware of when it was getting noisy and they would quiet down.</p>                                                                                                                                                                                                                                                                                                                                                          |
| <b>Casgliadau a chamau gweithredu/<br/>Conclusions and actions</b><br><i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i><br><i>"Beth y gellid ei wneud nesaf?"</i><br><i>"What are your possible solutions to the issue identified?"</i><br><i>"What could be done next?"</i> | <p>One possible solution could be to let the children clap to make noise at the beginning so that they see what happens if it goes over the maximum, this may stop some children wanting to make noise throughout the lesson as they will already know what happens.</p>                                                                                                                                                                                                                                                                    |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |