

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

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Introduction

In a historical context a 'critical incident' has been defined as whilst in psychology Flanagan (1954) developed 'The Critical Incident Technique' to collect observations on human behaviour, where the intent of the behaviour was sufficiently clear to allow for the application of psychological principals, leading to practical solutions. Both of these interpretations, whilst comparable, differ to that used herein which has been drawn from the work of Tripp (2012). From this, it becomes apparent that critical incidents can in fact not be directly observed. Moreover, in an educational context it can be shown that during a lesson, hundreds of possible incidents could be identified ranging from routines (e.g. how the children are brought into the class) to specific examples of challenging behaviour, as well as all of the 'trivial' incidents in between. Due to the prevalence of the latter within classroom practice, it is one of these 'trivial' incidents that shall be focussed on during this evaluation.

The critical incident is created from the observed trivial incident through analysis (Tripp, 2012) and considering the incident within its wider context, particularly any social aspects that may contribute to or arise from it. The diagnostic analysis of the incident provides the basis for reflective practice within the classroom whereby different interpretations are considered to challenge the assumptions that determine professional judgements (Brookfield, 2017).

Observation

School and Class context

As per the BERA (2018) guidelines regarding privacy, both the institution (school) and the individual participants (pupils) shall be anonymised, though it is acknowledged that it may be possible to infer the identity of the institution based off of the contextual information provided.

The School (where the observed incident occurred) services a community that contains multiple Lower Layer Super Output Areas (LSOAs) that are within the 10% most deprived in Wales according to the Welsh Index of Multiple Deprivation (StatsWales, 2015). Furthermore, this leads to 25-30% of pupils being in receipt of Free School Meals (FSM) according to the 3 year average available from *My Local School* (2018) and may be a contributory factor in only ~ 50% of pupils achieving grade *A* – C* in GCSE Science.

The Class that was observed was a Year 8 mixed ability class during a science lesson, just before lunch. Data was not collected regarding race, gender, socio-economic status or other significant characteristics thereby limiting the general reliability of the observation and its validity in comparison to other studies.

Methodology

The methodology that was used to observe the incident described herein was a first-hand observation where the researcher held a 'non-participant' role as far as was reasonably possible. In order to aid future comparability and maintain validity, all of the associated observations contained within Appendices A-D were conducted in a similar manner. Minor differences will of course be present through the variation of pupils (classes with different Sets) and teachers, however as one method to minimise these as much as possible all observations were recorded in the lesson using a field-notes guide present as part 1 of each appendix. This was used as opposed to other methods, such as 'participant' role, surveys and interviews as a means of reducing the possible sources of uncertainty outlined below (Cotton et al., 2010). Firstly, one of the issues involved with self reporting a facts through surveys and interviews is the expectation that researchers require certain pieces of information which then influences the participants to provide them. Secondly, unless an experience is particularly memorable for a specific reason a large number of the possible incidents which could be looked at are lost amongst the noise, as they occur multiple times every day and are deemed unimportant by those reporting them. Thirdly, the time difference between when event takes place and the recording of the event through surveys or interviews allows for the rationalisation of that event by the participant. This allows the participant the opportunity to consider the situation in further detail and offer an explanation which may be different to the one that they would have initially provided. Additionally, it has been shown that some participants actively self stereotype and report their behaviour as they believe it would've been observed as opposed to how it would necessarily have been observed should an unbiased observer I've been there and recording it. These points form the basis upon which the rationale for the use of direct observation was chosen.

What's the critical incident methodology used was a pre-requisite for this piece of work, it is important to understand the benefits and limitations that it entails. The benefits of using the critical incident methodology are that it's enables for small, common issues to be highlighted and the impact that they have upon teaching as a whole to be investigated. However, this also has the limitations that it merely provides a snapshot of the incident with out all of the necessary contexts that may be required in order to reach an appropriate conclusion (Hattie, 2014). Furthermore, due to the instantaneous nature of the observation the wider applicability of the incident to teaching in general must be extracted in order to provide purposeful learning.

Critical incident linked to Donaldson's Four Purposes

Using the Assisted Reflective Conclusions model as provided by Tom Cox from the University of Wales Trinity Saint David, the initial feelings that could be used to describe the experience with interest as to why a lesson that had taken place a few lessons ago was remembered more vividly than those immediately preceding the one observed as well as frustration on behalf of the teacher that these previous lessons were not as well remembered by the pupil (Appendix A1). Whilst tangential links could be made with all four purposes of Donaldson (2015) curriculum for Wales, successful futures, the two which are perhaps most impactful on the incident that was observed the development of 'ambitious, capable learners' and 'enterprising, creative contributors'. During the starter activity the teacher questioned the class asking "what did we do last lesson? ", this prompted the pupils to discuss some of the ideas which they have been learning previously in order to compound their knowledge and assist with achieving the format of the Four Purposes listed above. In response to the question, a pupil proceeded to tell the class about a lesson involving Bunsen burners that soon became apparent had occurred a few lessons previously. Whilst this was initially challenged by some of the other pupils in the class, there were many pupils who seem to be genuinely unsure. Upon initial evaluation, it seemed as though many people in the class more vividly recalled the exciting activity that had occurred a few lessons previous to that which had occurred in the last lesson. This presented a question

as to whether the previous learning objectives from the lesson with the Bunsen burners had been met, though due to the nature of the observation it's not possible to confirm this or not. This does however show that pupils are trying to be creative by linking their knowledge from a previous topic and incorporating it with what they remember more recently.

What's the main topic of the incident that shall be looked at within this evaluation has been mentioned, it is worth noting that the effectiveness of learning overall cannot be successfully measured as it is not known how teaching during this lesson was compared to a previous lesson, in particular the lesson mentioned by the people involved in the Bunsen burner. Though, in the lesson that contains the incident the pupils appeared to challenge new information and where possible assimilate information into previously learned content. This may encourage learners to continue to learn information throughout their lives and play an active role in their communities.

Literature Review

In order to critically evaluate the incident that took place and consider it within its wider context it is necessary to pursue the different aspects of the incident. Firstly, it should be considered as to how the different aspects of episodic and semantic memory contribute to learning. Secondly, it is necessary to consider the impact of practical work as of form of multi-sensory learning within education, and particularly science education, highlighting the impact that this has on learning. Finally, the third aspect that shall be explored encompasses the previous two and develops on them by considering the impact of practical work as a means by which to provide a broader context for the topic, thus enabling cross-over links to form between schemata.

Upon initial consideration, the incident may seem to highlight one of the main drawbacks of a learning experience becoming stored in episodic memory as opposed to semantic memory. This is because, whilst episodic memories are often recalled in more detail and with greater accuracy, they often highlight an aspect of the lesson that may not have been one of the learning objectives and merely a byproduct (Sealy, 2019). This viewpoint is reinforced by the concept of 'contextual tags' whereby emotional and social cues that have become associated with the lesson in question are required to recall knowledge that was imparted therein. This becomes a particular hinderance to learning in Key Stage 4 and Key Stage 5 where pupils are required to sit formal exams that take place in a setting and environment that makes many if not all of the aforementioned social and emotional cues unavailable to them (Leslie, 2015). In addition to this, episodic memory is also more difficult to commit to long term memory, therefore whilst the pupil identified in the incident is able to vividly recall the lesson on Bunsen Burners a few lessons later, there is thought to be a high chance that not only will the lesson be quickly forgotten, but also the underlying knowledge on Bunsen Burners that was learnt within it. This is due to the specificity upon which the knowledge was initially learnt and then developed with, thus seemingly (to the pupil) limiting the wider applicability of that knowledge. This point shall be developed further, however, when considering the third aspect. Upon further consideration, the incident could be considered to have contributed to the semantic memory of the pupil. However, due to the instantaneous nature of the observation it is not known what follow up may have been performed by the teacher in order to transfer the knowledge from episodic to semantic. This is an important distinction that supported by Ofsted (2009) where pupils were able to accurately describe the procedure carried out, but failed to be able to explain the processes at work causing the effects they were observing.

Due to the nature of work with Bunsen Burners as a practical Science activity, it is also necessary to consider how learning is impacted through the use of multisensory learning techniques and how these contribute to the facilitation of memory acquisition. Some of the basis of belief around multisensory learning came from the introduction of Visual, Auditory and Kinaesthetic learning styles. Whilst this continues to be an issue which divided teachers and educational researchers alike, it is broadly acknowledged that a combination of the three are required for

effective learning, along side a vast number of other contributory factors. The methods through which this combination can be achieved, however, is not as widely agreed upon. Sweller et al. (2007) argues against the use of minimally guided teaching techniques as a method of effectively allowing students to learn, specifically speaking out against Problem Based Learning (PBL) and Inquiry Learning (IL). This becomes important to the incident being discussed when considered with the possible level of scaffolding that was put in place during the acquisition of the initial knowledge. For instance, whilst Sweller et al. (2007) disagrees with PBL and IL in general, arguing that knowledge could more effectively be gained through explicit and direct instruction, Hmelo-Silver et al. (2007) disagrees and offers that sufficient instructional guidance be available the lack of subject specific domain knowledge can be overcome. This is built upon through the consideration of human-cognitive architecture where the translational nature of knowledge is formed through guided discovery (Schmidt et al., 2007), in order to increase the general problem solving and creative endeavours of the individual. Cognitive Load Theory partially supports this, however once the adoption of this knowledge into long-term memory is considered it becomes apparent that discovery learning techniques may be insufficient to securely implant knowledge within long-term memory. This is due to the additional cognitive resources required to transfer knowledge back within the subject domain from the general principles in which it is stored. One method of multisensory learning that has become increasingly prevalent partly due to the recent publications from the Chartered College of Teaching, is that of dual coding. Dual coding is a method whereby a diagrammatic image and information that it represents can be combined within the image itself in order to reduce the cognitive demand associated with linking information and visuals together. This shows that whilst grouping pupils into learning styles using methods such as visual, auditory and kinaesthetic learners has become increasingly controversial methods of multisensory learning are still considered valid and of benefit to pupils learning new topics as well as reinforcing the learning on those already covered.

The third, and final, aspect in relation to the incident observed relates the previous two together and considers the implication within a wider context, in particular how it aids the retention of information through the linking of schemata both within an Area of Learning and Experience as well as between them. The use of practical work can in of itself be seen as a scaffold, providing a general introduction to a topic that is accessible to all students and thus allow a basis from which a teacher is able to develop further knowledge. An example of this can be seen through the Big Ideas launched by the Association of Science Educators (ASE) and the work that has come from it, specifically Rogers (2018) Big Ideas in Physics and Wilkinson (2019) Science Stories series. These came about to more easily allow students to link substantive ideas to practical investigations through the use of a collective hinterland, where the stories behind the science are revealed and allow students to intuitively link their prior knowledge with that being revealed. This does however have the disadvantage of acquiring a larger proportion of teaching time per topic, though it is argued that this additional time is partly what allows for the transition of this knowledge from short term, working memory to long term memory. In addition to this, it is believed that by incorporating this knowledge within the hinterland it can be more widely applied within the area of learning through pupils being able to make connections between different topics more easily, therefore forming common links from one schema to another through commonalities in the practical work performed. Though, it must be stressed, that the nature of the practical work undertaken varies on a topic by topic basis, with some practicals only being suitable to perform as demonstrations. This leads to a perceived drop in retention by students, though there is no general consensus by how much.

Reflection / Evaluation and Next Steps

During this reflection the assistant reflective conclusions model has been used to provide a scaffold for the answers as outlined in appendix A1. Furthermore, please ensure that any possible next steps and solutions identified within this section are considered merely as possible suggestions and are no reflection of the quality of teaching observed within the lesson.

As recommended by Holman (2017) it is important to consider a number of different aspects when deciding if practical work is appropriate. These include: practical skills and scientific enquiry, as well as the linking of theory to practice, the motivation and engagement of pupils and the contribution of the necessary high-level skills to the hidden curriculum such as communication and teamwork. A possible solution, as outlined in the literature review, could be to integrate the use of Bunsen burners within a wider hinterland that allows the pupils to more appropriately identify their use as a practical means rather than an experimental end. May present more of a challenge with liabilities classes who could perhaps benefit from a slower introduction to practical work involving numerous demonstrations in order to facilitate the use of Bunsen burners as semantic as opposed to episodic. In order to facilitate the personal and professional development of the researcher a wider investigation into the use of practical work would need to be considered and how this impacts across the different sections within the Area of Learning and Experience. Ever, with the information gained during the literature review a possible starting point would be to limit the amount of discovery involved through the use of explicit examples and direct instruction.

One benefit of the incident being raised during the class was that allows for whole class reflection on what had and hadn't previously been covered in the last lesson. This reflective practice is important not only for pupils within the class but also practitioners teaching the class in order to uncover areas that may be improved and allow for discussions to take place between colleagues as a means of initial research for a possible solution. Another possible way in which the lesson could be adapted to create a more effective learning experience would be to provide questions or information learnt in the previous lesson and allow students to use their own knowledge to answer them. This eliminates the requirement for students to correctly remember the previous topic without external prompting and allows them to focus on knowledge recall and applicability within the topic. As the use of Bunsen burners creates a clearly engaging motivation for pupils it could be used as a means of which to reward pupils with upcoming work should they complete their current topics on time and with the appropriate levels differentiated for pupils as appropriate.

In order to assess whether adjustments that have been made it was successful, it should be that the observation is repeated in the future by an independent observer. This insures that any action taken has the desired effect and also allows for possible future suggestions as to how the situation could be improved and the challenges overcome.

Conclusion

Conclude, it has been shown who short moments within a classroom can be used to extrapolate a great deal of information about the general context of the teaching and how this can then be analysed in order to ensure that future lessons are able to make the most of possible situations which reflect this in order to improve. This reflecting back on own practice is essential in order to ensure the development of the practitioner both personally and professionally as well as to ensure that the new Professional Standards for Teaching and Leadership are met effectively.

The use of a 'non-participant' method to observe the class allowed for pupils to remain unaware as to the intention of the observation, thus limiting the overall impact of the presence of the observer as much as possible. Unfortunately, due to the limited timescale of the observation the class would have been unable to adjust to the presence and which may have influenced their

behaviour accordingly. This is one reason as to why the specific incident was chosen, as it was seen to have little impact on the overall class.

Some of the possible actions outlined in the Reflection section may act to have an effect on the incident, however as there is not currently a follow-up observation planned this will not be known.

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Appendices

A Incident I

A.1 Observation



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25 th Sept
Lesson details: Cwsto (in a Science Lab) Science
Classroom culture (Are the students focused on learning?) Start - Focusing with activity, initially noisy + class then bringing into task Hands up to ask questions and answer After starter, booklets out. Hand raised for silence
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Tally chart Continuing from last lesson
Direction (Are the students clear about what they are doing and how to do it well?) Starter on tally chart Told in advance lesson tasks Tasks outlined individually
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Initial starter with Her activity (encouraged to try and work any one) 5 min to move around to ask questions - A4 alone and looking under desk [10 minute timer 5/15-17] - left to clean other table - some didn't move, but timer also created urgency

timer
on board



Assessment

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

Answers on board or given - hands used to answer questions - encouraged more to answer
Check for understanding - "everybody happy with that?"
"Something to add"
"Same Intro to Science booklet across year"
Open class questions - whole class "yes"
Questions learning back to board for wrong answers/misconceptions

*Specifics / Critical Incidents

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

Questioning - repeating question, answer matched, then answer.
Murchi geddel - what lost lesson - reminded by teacher
- How could I explain to person who was absent
- What do you think we could be doing today. } 3 minutes to discuss in pairs
Movement - walking around class
Memory - human bumer
Timing - board clock

A.2 ARC Reflection

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

Dyddiad/Date: 25th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Inaccurate recall of previous lesson.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Interested as to why that was the lesson remembered Frustrated on behalf of Teacher that prior lesson was not remembered
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	During the starter activity P was asked "What did we do last lesson?" P responds with "Burner Burners" that I said took place a few lessons ago. The 'exciting' activity on code more recent learning.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	If this is a common issue whereby 'exciting' practical activities are remembered, displacing knowledge gained from more recent lessons it could show that L's in practical lessons may need to be adapted to focus more on method behind it.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Possible actions could be to use demonstrations if it is more appropriate. Topics taught after could be linked back to practical to both the knowledge onto the experience.
Y profiad newydd / Transformed experience	

B Incident II

B.1 Observation



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19	
Lesson details: DT - woodwork (yr 8) - 16 pupils 'low beam' of booklet work	
Classroom culture (Are the students focused on learning?)	'This is a good class, they're not all this good'
Students handing out work Deciding whose to copy from is missing Humour to bring class back on task, and start fore detector (chromochromatic sheet)	
Working quietly with unpaired group talk	"That's the noise I want to hear - the mind"
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Main task providing focus Smaller tasks contributing to overall aim
Smart materials Links from last lesson	
Direction (Are the students clear about what they are doing and how to do it well?)	Using knowledge from prev lesson - sharing work with class • List of expectations/requirements Open task to engage, but some wandering off task Use of routine templates - 'Design Situation' Initial example provided Important instructions written on board
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Booklets containing key points Used to write in additional points - brown work to finish as homework Introducing (briefly) needed to challenge 'weight-to-strength' ratio Literacy - comprehension of text to extract info into box Initial board from previous lesson

"Sir can I put this book down"
[Example of plastic]

Colouring pencils provided

Told task and next steps to allow moving on at own pace



Assessment

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

- Recapping last lesson with questions-making notes in booklets
- Extracting info from text - teacher check and highlight, then students rephrase to spec list
- Seeing how many Q's got through - number and hands raised
- Self-assessing own designs - critical analysis (star and wish)
- Linking back to previous to discover where misconception occurred
- Designs then peer-assessed as well.
- Specific questions to target struggling pupil.
- ⑦ Correcting/modifying work as going along on individual basis

Specifics / Critical Incidents

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

- Questioning - bouncing questions + expanding with hinterland
- Movement - walking around to bring people back on task
 - moving up one side and middle
 - some tables told to pick up individually (early)
- Individual - speaking with pupil separately and quietly to bring back up to speed
 - given a list of tasks they need to do
- Autonomy - pupils getting up to get colours & use guillotine + light table
 - getting up to ask teachers questions during task [some students repeatedly]
- Behaviour - A put pencil on B's seat as sitting down
- Homework - cutting off possible excuses with solutions

B.2 ARC Reflection

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

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Focusing on an individual

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Allowed for pupils affected to achieve more than they would have if not intervened upon.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The T approached a couple of members of the class individually during an extended task. For one pupil who was struggling this allowed for them to be brought up to speed. Another pupil ahead on work was given more extension tasks.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	This was beneficial to both pupils as it allowed for them to be assisted without it being brought to the attention of the whole class. This was effective in pushing P2 to develop their own skills independently.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	If these two ~~less~~ pupils commonly require the additional support identified then perhaps this could be put in place before the activity allowing them to start and continue straight away.
Y profiad newydd / Transformed experience	

C Incident III

C.1 Observation



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Yr 8 (form class) - Art Thomas Lamadieu.
Classroom culture (Are the students focused on learning?) No beating plan - "That's where I sit" / "Can you move forward" Going over expectations, I praise work so far - can listen to music if they become. ↳ reminded of when getting a little bit lively.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Lesson objectives on board Introduction highlights some important work of the artist before starting profile.
Direction (Are the students clear about what they are doing and how to do it well?) Task laid out and repeated by T, then questions asked to pupils on each stage of the task (however, asked to people with hands already raised - Thomas could mean they're confident already). Shown examples of previous work
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Discussion in pairs Pace of work slow enough for all learners, but allows for additional details to be added by competent learners. Showing examples of pupils work mid way through for inspiration



Assessment

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

- Questions with multiple answers to gain multiple opinions
- Assessment used to check understanding of tasks.
- Continual assessment by going around class, checking understanding and partially completed work.
- Self-assessment / reflection at end by allowing pupils to view others' work
- Review work and objectives at end - (Card 11)

Specifics / Critical Incidents

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

Seating plan - "This is where I sit".

Movement - Pivoting around the class during pair discussions

Question - Scaffolding between numerous to reach desired answer.

BL - (Shouted in chair, playing with hairband [forgotten by teacher with individual explanation / assessment])

Music - Headphones as a reward (only ~ $\frac{1}{3}$ of pupils using though all given the option)

Praise - "that's really good"

Literacy - "Doryon", "can I", "may I" (shaper)

Terminology - as translating pupil language into proper terms

Standing up when _____ enters.

Also during work on projects to keep on track and check understanding

C.2 ARC Reflection

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

Dyddiad/Date: 26th September 2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Impressed - The use of movement to keep class on task - Pupils standing up as SLT walks in.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Teacher continued to walk around class during pair discussions and work on profiles to ensure pupils were focused on task as well as to check understanding and prompt further work when required.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	This method was really effective as it provided minimal opportunity for pupils to go off-topic without T knowledge, however it could also be seen to show a lack of trust and autonomy in the class.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	If the actions result in good class behaviour the T could trial gradually withdrawing the support and see how the class responds.
Y profiad newydd / Transformed experience	

D Incident IV

D.1 Observation



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2 nd October 2019
Lesson details: Year 8 - Hanes (Welsh medium stream). Task - Llythyr - Probleman Harri ~~III~~ ^{sed} .
Classroom culture (Are the students focused on learning?) Start of lesson - quiet, in seats, beneath Dosbarth a dyddiad Hands up, plus encouraging those without to put hands up next time Praise for unexpected correct answers.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Review previous work to establish expectations and build up to new lessons objectives Use of a letter to frame and summarise understanding of topic
Direction (Are the students clear about what they are doing and how to do it well?) Questioning of previous work, bouncing around class and building on each other checking others work Establishing expectations through modelling the first paragraph and providing sentence starters
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Checking at start that all pupils have work from previous lesson. Bringing in facts on the periphery of current work to stretch pupils



Assessment

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

- Questions - lots of questions of different abilities and complexities asked around the class.
- Checks - Checks for understanding before setting pupils off on task
- Movement - Going around class to check pupils have started, provide praise and advice
- Returning to target specific pupils (particularly behaviour and lower ability)

Particularly sentence
→ sentence

Specifics / Critical Incidents

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

- Pupil* (routine) everyone hand is up, answer/question is a joke for class benefit.
- Pupil* not starting work - Ask "are you planning to put pen to paper".
- Pupils messing around directly behind the teachers back.
- Pupils* in back corner of class, asked to get on with work, left time to prove and then asked again when not complying.
- Later targeted for specific behaviour intervention
- Sandwiches - class went to make healthy Sandwiches and returned to class to eat it.

D.2 ARC Reflection

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

Dyddiad/Date: 2nd October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil reluctant to begin work

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Frustrated by the additional time and effort required by the teacher for work to begin
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Pupil repeatedly fails to begin work at start of different tasks showing a pattern of behaviour. Once the task is started, pupil appears to complete it without issue.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	To ensure effective learning the pupil would need to begin the task when told. As pupil appears to be able to complete the task without issue, this appears to be a behaviour issue as opposed to an issue with the difficulty of the task.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich otebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	A possible solution could be to remove as many possible distractions as possible in order to provide a more focused environment. Furthermore, discussions with colleagues about the pupils behaviour in their class could be beneficial to

Y profiad newydd / Transformed experience

identify possible causes.