

University of Wales Trinity Saint David

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

This critical evaluation will focus on the case study of an individual learner, based on an observed critical incident within the classroom, and will endeavor to identify appropriate next teaching and learning steps. The identification of next teaching and learning steps will be informed by in-depth analysis of the observed incident based upon thorough research and synthesis of relevant pedagogical literature. A critical incident can be seen as an evaluation of the importance of a particular event which may be illustrative of underlying patterns (Joshi, 2018; Tripp, 1993). Richards and Farrell (2010) state that in the context of education,

A critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspects of teaching and learning.

Critical incidents can be used as an important tool for the development of reflective practice in teaching (Tripp, 2012; Shapira-Lishchinsky, 2011; Fook, 2015). Research carried out by Griffin (2003) highlighted that reflecting on critical incidents can lead to an improved mindset of growth and inquiry. This improved mindset is an important consequence of reflective practice in teaching as it encourages analysis of particular incidents which may have previously been deemed merely as typical and inevitable, rather than as potentially preventable and with room for progression. Research into ways in which to best progress, in terms of the future prevention of or response to particular critical incidents, enables the next steps and actions taken to be well informed, benefitting both teaching and learning (Joshi, 2018). This indicates that the evaluation of critical incidents is able to inform and develop best pedagogical practice in response to particular scenarios that arise within the classroom.

School and class context

The observations which were conducted for this investigation were carried out in a mixed gender comprehensive school in Wales (Welsh Government, 2019a). For the purposes of this document the school will be referred to as 'School X' in accordance with the anonymity guidelines published in the 2018 British Educational Research Association (BERA) document, *Ethical Guidelines for Educational Research*.

School X is located within a relatively affluent catchment area with only 6.8% of its pupils eligible for free school meals (Welsh Government, 2019a), considerably lower than the Welsh national average of 16% (The Children's Society, 2018). School X also has a high percentage of attendance, at above 94% and high performance outcomes (Welsh Government, 2019a). The observations carried out took place in Year 8 and Year 9 classes.

School X uses a streaming system, within which pupils are set into classes based on their individual academic ability and performance within their year group. Please refer to the 'lesson details' sections on the 'observation / field notes' (appendices 1, 2, 3 and 4) for the relevant contextual information relating to each of the critical incidents observed.

Methodology

This investigation focuses on the in-depth analysis and evaluation of a selected critical incident which took place during one of four non-participant classroom observations which were carried out. Firstly, the decision to conduct non-participant classroom observations was taken because any interactions between the pupils and the observer may have influenced pupil behavior, creating an inauthentic classroom environment (Welsh Assembly Government, 2008; Kumar, 2014). However, it cannot be ignored that even during non-participant observations, the individuals being observed are aware of the presence of the observer which can also influence behaviour. This phenomenon is known as the Hawthorne effect (Wallace, 2009; Kumar, 2014). To minimise the influences of the observer's presence on pupil behaviour as much as possible, efforts were taken to carry out the observations quietly and towards the back of the classrooms, out of the field of sight of the pupils who were sat facing the teacher at the front.

The method chosen for the recording of the observations was to keep a written record on structured observation forms (appendices 1, 2, 3 and 4), based on questions from Fletcher Wood (2016). The use of these observation forms allowed for the collection of qualitative information in a structured and focused manner (Estyn, 2014; Frankel and Hobart, 2004). There are both advantages and disadvantages to this qualitative form of observation recording. Advantages include the ability to record detailed information, giving a greater insight into the events which took place as well as important contextual information (Estyn, 2014; Kumar 2014; Wragg, 1999). Comparatively, quantitative methods of observation recording (such as tick charts and time and event sampling), though providing the potential to give objective insights into classroom dynamics, fail to provide important detail and contextual information afforded by qualitative methods (Hartas, 2010; Estyn, 2014; Wragg, 1999). However, disadvantages of written records made during observations include the potential difficulty of recording detailed information if events are unfolding quickly and simultaneously in different areas of the classroom (Frankel and Hobart, 2004). Additionally, the process of writing in order to record information means that the observer's attention is momentarily averted away from the classroom, potentially giving rise to the failure to notice particular developments (Frankel and Hobart, 2004). One way to avoid this would have been

to video record the lessons, which could then be replayed and paused as many times as required to acquire all the necessary detail (Estyn, 2014; Wragg, 1999). However, this method was not used because of time constraints which did not allow for appropriate permission to be sought from the school and pupil guardians, inline with privacy and confidentiality guidelines (BERA, 2018). The nature of the collection of qualitative data means that the written record may be subjective and influenced by observer bias (Kumar, 2014). While this can be a problematic aspect of qualitative data collection, the observer's acknowledgment of the potential for observer bias can help to limit its influence (Hartas, 2010). In addition, the value of detailed contextual information offered by qualitative data collection means that the written record method was still preferable to quantitative methods for the purposes of this investigation.

An observed critical incident (appendix 1) has been selected for analysis later on in this document. Critical incidents take the form of case study methodology as they can be described as a single event which took place within a bounded system (Creswell, 2013). In this example the critical incident can be seen as the single event and the observed lesson in which it took place, as the bounded system. Case studies can be very useful for providing in-depth and detailed insights into a particular event within a particular context (Kumar, 2014). However, this means that findings from case studies are often not appropriate to generalise and apply to different pupil and classroom contexts (Hartas, 2010). Nevertheless, case studies can allow for real life and practical application of findings within particular settings (Wellington, 2015; Richards and Farrell, 2010). This can give useful and specific insight into what could be considered best pedagogical practice when confronted with specific situations (Fook, 2015; David and Kinloch, 2000; Tripp, 1993).

Critical incident linked to Donaldson's Four Purposes

Though the selected critical incident will be described in this section, please refer to appendix 1 for more specific and detailed contextual information. The critical incident involved a male pupil (who will be referred to as 'Pupil A' in line with the BERA 2018 anonymity guidelines) in a top-set Year 9 science class.

As described in the observation notes, at around 20 minutes in to the lesson, Pupil A stopped working and sat quietly with his hand up. The teacher was walking around the classroom checking pupils' progress with the work and did not notice that Pupil A had his hand up until 10 minutes later. For this whole period of time Pupil A did not complete any more work. Classroom chat was allowed amongst pupils while they were working and most

pupils appeared to be focused and to be making progress, but Pupil A did not ask any of his peers for help. This aspect of the critical incident can be linked to one of Donaldson's Four Purposes – “enterprising, creative contributors” (Donaldson, 2018, p. 29). *Successful Futures* refers to this purpose of the new proposed curriculum as being important in terms of aiding learners to be able to have the confidence to support other people, think creatively to solve problems and to identify opportunities (Donaldson, 2018). In the example of this particular incident, had Pupil A's peers noticed that they may have been able to effectively support Pupil A in terms of giving him guidance in relation to his question about the work, Pupil A may not have spent as long making no progress. Alternatively, Pupil A himself may have been able to identify that taking the opportunity to direct his question about the work to his peers, may have effectively answered his question in a shorter period of time.

The teacher had given brief guidelines at the start of the lesson on the sequence of work the pupils were expected to complete independently throughout the lesson and had projected the success criteria for the attainment of high levels in science work on the board. These success criteria outlined the standard of work required but did not outline what tasks the pupils had to complete. However, there were booklets, containing guidelines on the sections of work to be completed and how to successfully complete them, available for pupils to use. Pupil A did not try to refer to these in order to address his query which appeared to be stopping him from progressing with his work. The teacher did not tell the pupils that these booklets were available to help them with their work, though she may have done so in a previous lesson. Rather than simply raising his hand and waiting for the teacher, had Pupil A thought about ways in which he could have endeavored to solve his problem independently and identified the available guideline booklets, Pupil A may also have been able to have found the answer to his own query, thereby spending less time making no progress. Again, this second aspect of this incident is also linked to the “enterprising, creative contributor” purpose outlined in the Donaldson Report in terms of being able to “think creatively to solve problems” and to “identify and grasp opportunities” (Donaldson, 2018, p. 29). Pupil A only continued with his work once the teacher had provided individual support, meaning that for over 10 minutes of the lesson Pupil A did not make any progress.

Literature review

The selected critical incident brings to light a number of relevant areas for potential research. One of these identified areas is ‘assessment for learning’, which will be referred to in this text as ‘AfL’. AfL can be described as a range of techniques and methods which can be drawn

upon to establish what stage pupils are at with their learning and identify the ways in which pupils can progress, due to the provision of formative feedback (Bowen and Ellis, 2009; Tillema, Leenknecht and Segers, 2011). AfL links to the critical incident as the pupil concerned was not able to identify how to progress with his work until the stage he was at with his learning had been addressed by the teacher 10 minutes later. The second identified area includes the social constructivist theory of the Zone of Proximal Development, which will be referred to as the 'ZPD'. The ZPD was established by Lev Vygotsky and it highlighted that learners are able to better proceed with tasks just outside of their comfort zone if they are assisted with support from a 'more knowledgeable other' (MKO) (Wallace, 2009). This also links to the critical incident discussed previously because Pupil A felt he was unable to progress with the task independently and required the support of an MKO, which was the teacher in this instance.

The theory of the ZPD is an integral part of AfL techniques which focus on the importance of social interactions. This is in contrast to the previous foundations of constructivist learning theory, established by Jean Piaget, which proposed that learning took place as an individual process, as a result of the independent and internal construction of concepts, based on personal experience (Wallace, 2009). The importance of social interactions in development and learning is now widely accepted and provides the basis of many learning strategies. One AfL technique which is based on social interactions within the classroom, aiding the progression of learners through the ZPD, is peer assessment (Powell and Cody, 2009).

Peer assessment is frequently employed as a strategy for AfL. Peer assessment involves the evaluation of a pupil's work by a fellow pupil (Welsh Assembly Government, 2010; Tillema, Leenknecht and Segers, 2011). Though the pupil assessing the work may not strictly be able to be considered as an MKO, their different perspective and feedback can provide support. This can be beneficial to both the pupil giving and receiving the feedback as it engages the learner in the analysis of whether they think that certain criteria relating to the standard of a task have been met, in turn reinforcing the criteria needed to be met for the successful completion of the particular task (Dylan Wiliam, 2018). Peer assessment has also been noted to motivate pupils in their schoolwork due to wanting to appear successful in the eyes of their peers (Black *et al.*, 2007). Perhaps most importantly however, the formative comments made and given by peers are phrased in ways natural to students, and therefore, may be better understood and processed (Tillema, Leenknecht and Segers, 2011). In addition to this, the feedback generated from peer assessment takes place with greater immediacy and with greater opportunity for more in-depth discussion of any

misunderstandings, simply due to there generally being a much greater number of pupils compared to the number of teachers present within a class (Topping, 2009). As highlighted by Dylan Wiliam (2018), the immediacy of feedback is of great benefit to learning. Furthermore, pupils may feel more confident to question feedback from peers, promoting discussion of the learning and success criteria. This is able to actively engage the learners and promotes the exploration of their ideas, involving the use of higher thinking skills (Welsh Assembly Government, 2010).

However, peer assessment is not without its shortcomings. The purpose of peer assessment is to provide learners with clear and formative comments to help to assess the stage of learning and to identify the next steps for progression. This of course can be quite complex to evaluate. A lack of understanding of the subject content within a task or its success criteria would render peer assessment, and the use of the peer as the MKO, inappropriate and potentially harmful to learning (Brown, 2019; Vu and Dall'Alba, 2007). It's argued that this problem can be remedied with the provision of a clear set of success criteria which pupils can use as a scaffold to assess each other's work against (Tillema, Leenknecht and Segers, 2011). Teacher modelling of assessing both strong and weak examples of work in front of the whole class is also important in clarifying what standards have to be reached to be able to deem whether it has achieved the success criteria. This could involve the projection of learners' work in front of the class or the projection of the same piece of work from a previous year (Welsh Assembly Government, 2010; Black *et al.*, 2007).

Unfortunately, this has potentially negative implications as certain pupils may feel embarrassed to have their work critiqued in front of their peers. While efforts could be made to anonymise the work displayed, this may not be sufficient to avoid identification and subsequent effects on the pupil's self-esteem in relation to how they think they may be viewed by their peers. A solution to this would be for the teacher to create both strong and weak examples of the work and use these to model assessment of the work. Although, this can create inauthentic examples which may not be reflective of the range of misconceptions which may be present within the class, but instead may be influenced by what the teacher *thinks* the common misconceptions are within the class. In order to help to combat this issue it is of great importance to create a supportive social climate in which learners understand that mistakes are not something to be embarrassed of, but that exploring and understanding their mistakes can actually be very useful to their own learning and that of their peers (Brown, 2019; Black *et al.*, 2007).

While the potential benefits and pitfalls associated with peer assessment have been discussed above, it is important to review the body of evidence which has lead to these conclusions. An extensive investigation into various AfL techniques was carried out by Black *et al.* in 2007 and looked into the research findings of over 160 research journals and books. One study the paper looked into was an inquiry into whether the use of peer assessment lead to improved learning outcomes. The study involved 12 middle-school classes of 30 students studying the same module in the science curriculum, using the same scheme of work. Half of the classes were used as the control group, in which part of the lesson time was spent generally discussing the module. The other half of the classes spent the same length of lesson time focusing on peer assessment. At the start of the study all of the learners sat a basic skills test. After the completion of the teaching of the module the learners sat the test again, with the results of the group which focused on the use of peer assessment showing significantly greater improvements than those of the control group. While this is an example of a study with findings which seem to demonstrate the improved learning outcomes through the use of peer assessment, it should be noted that the improved test score outcomes may have not been due to increased understanding of the topic, but merely due to improved superficial learning of how to complete the test more successfully (Black *et al.*, 2007).

There are many similar studies to the one discussed above which focus on the learning outcomes of pupils following the implementation of various AfL techniques. However, there are relatively few studies which investigate students' perspectives on the perceived helpfulness of different AfL techniques. One investigation which looked into student perspectives on AfL was carried out by Deluca *et al.* in 2018. The investigation involved a survey of 1079 pupils who had to score the helpfulness of different AfL methods. The results showed that learners scored teacher feedback and success criteria most highly, with peer feedback scoring the lowest result. This suggests that learners deem the teacher as the more useful MKO than their peers, in terms of supporting their progression through their ZPD. Although when the wording of each AfL method mentioned in the survey is looked at in closer detail, the survey asked how helpful "giving feedback to other students" is (Deluca *et al.*, 2007, Table 5). The way peer assessment has been described in the survey does not encapsulate the full qualities of peer assessment, which should involve *receiving* as well as giving feedback to and from peers. Therefore, it is likely that students may have ranked this differently if the method was phrased in a way that also mentioned receiving peer feedback. The paper however fails to discuss this possibility.

While there is much evidence supporting and explaining both the benefits of peer assessment, as well as ways to try to ensure that it is carried out effectively, it would be impossible to ascertain exactly when it should be used and in exactly what way due to the many variables which differ across schools, classes and individual pupils within each class. It is important for its potential benefits and potential failings to be fully understood by teachers in order to be able to apply peer assessment as effectively as possible. Successful employment of peer assessment, in order to aid pupil progression through the ZPD, comes with both teacher experience and knowledge of the learners within a particular class and subsequently, professional trust in teacher discretion.

Evaluation and Next Steps

Critical reflection is important in developing best professional practice as it promotes the evaluation and analysis of particular occurrences which helps to develop a better understanding of how best to respond in the future (Tripp, 2012; Welsh Assembly Government, 2008; Griffin, 2003). Reflection models can be useful to provide structure to the reflection process, with their use encouraging orderly and logical sequencing of the deconstruction and analysis of the various aspects of a critical incident (Shapira-Lishchinsky, 2011). In this evaluation, the Assisted Reflected Conclusions (ARC) model (appendices 5, 6, 7 and 8) was used to structure the reflection of critical incidents which were observed in different lessons (appendices 1, 2, 3 and 4).

The selected critical incident (appendix 1) demonstrated that Pupil A felt unable to progress with the task which had been set due to being unsure of what to do next and how to remedy this. As described in the ARC model (appendix 5), it initially felt frustrating that Pupil A did not make progress for 10 minutes of the lesson when the rest of his peers appeared to be doing so, as it seemed that the time period in which no progression was made could have been avoided or significantly reduced, had Pupil A asked his peers for support. Upon reflection, the analysis of the literature related to the critical incident turned those feelings to ones of positivity as possible solutions became apparent.

The ARC model prompts the observer to reflect upon the aspects of the incident which went well, which in this case was the fact that the teacher was able to offer clear and helpful support to the pupil which enabled progression with his learning. It is important to reflect on positive aspects of any incident, in order to highlight those actions taken which, if kept the same, may also lead to positive teaching and learning outcomes in the future (Joshi, 2018).

However, it is also necessary to take note of areas which may contain room for improvement in order to identify possible solutions (Tripp, 2012). The main area of the critical incident with room for improvement was the amount of time which the pupil spent making no progress with his work or learning. This can be further broken down into the fact that the pupil did not ask his peers for support when classroom chat was permitted and his peers appeared to be making progress. The body of literature which was analysed in relation to the critical incident would suggest that in order to help the learner progress through the ZPD, social interaction with an MKO is of great importance (Wallace, 2009). In the critical incident outlined, the teacher took on the role of the MKO, which was effective in providing the necessary support to the learner. However, had a peer who understood the task acted as the MKO the learner's progress is likely to have been achieved more quickly (Topping, 2009). As was explored in the literature review, the use of peer assessment as a method of AfL might be suggested as a possible next step in order to avoid pupils waiting for teacher feedback and feeling unable to progress. While it would have been possible for the pupil to simply have asked his peers for support, Pupil A did not do so. This may possibly have been due to the pupil feeling embarrassed or not wanting to disrupt his peers, or because the pupil felt that the teacher's feedback would be more valuable (Deluca *et al.*, 2018). This also highlights a second possible next step; the fostering of a supportive social climate in which mistakes are not deemed to be negative, but instead are recognised as useful to the individual and their peers as they can be learnt from. Firstly, if the pupils are instructed by the teacher, at various intervals in the lesson, to peer assess each other's progress with the work, the chance of pupils feeling too self-conscious to go out of their way to ask peers for support is reduced. Secondly, if the success criteria for the tasks are clearly explained and displayed for pupils to use to assess each other's work in a structured and defined way, the value of the feedback resulting from peer assessment is improved, reducing the need of one-to-one teacher support which takes time to provide (Welsh Assembly Government, 2010). This can be of particular success when used in a top set class (which the critical incident was observed in) because the pupils have a better understanding of the work, allowing them to provide more useful feedback (Tillema, Leenknecht and Segers, 2011).

The approach used, in terms of reflecting on an observed critical incident using the ARC model has informed both my professional and personal development. This is because it has served to demonstrate that reflection upon an event can guide research and analysis of relevant literature which can provide better understanding and offer useful solutions.

Conclusion

The process of observation, identification of critical incidents and reflection provided a clear scaffold on which to base further research. This in turn, provided a wealth of relevant pedagogical literature on the role of social interaction to guide learners through the ZPD and linked this to the practical ways in which the pedagogy could be applied to classroom situations. Analysis and evaluation of the literature created a more in-depth and better informed understanding of the intricacies of the critical incident and of the possible next steps. It is of great importance that pedagogy informs teaching practice, with the role of the reflective practitioner in Wales paramount to professional development in teaching (Education Workforce Council, 2019). The importance of reflection in progressing professional learning is further outlined in the 'Professional standards for teaching and leadership' document (Welsh Assembly Government, 2019b) in terms of overcoming challenges and enhancing pedagogy. Without critical reflection negative incidents deemed merely as typical or inevitable would be cultivated in a classroom environment which allows them to persist. Reflection and improved understanding of pedagogical principles instead fosters an environment of growth, resulting in professional development and the continued improvement of teaching practice.

Appendix 1



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Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	30 students, year 9 science class, top set, 1 teacher, class mainly working independently planning a science experiment
Classroom culture (Are the students focused on learning?)	Classroom chat allowed amongst pupils, relatively high noise levels but pupils appeared to be focused on the sequence of tasks briefly outlined at beginning of lesson. Success criteria projected on board.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Sequence of tasks expected to be completed by pupils by the end of that lesson briefly outlined by the teacher at the start of the lesson. Success criteria for attainment of high graded of levels projected onto board at front of the classroom. (6,7,8)
Direction (Are the students clear about what they are doing and how to do it well?)	Most students appear to be making consistent progress with the work as I can observe them continuing to write up more in their exercise books. The teacher goes around the classroom to check over individual's work and informs the students that they are doing well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students appear to be occupied and engaged with the work set, although a few are doing less work. One is discussing the set task amongst themselves. Some pupils put their hands up to ask the teacher for help.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	The teacher asks the class at the start of the lesson if her instructions are clear. The class murmurs and nods in agreement. During the lesson the teacher walks around and checks written work.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	About 20 minutes in to the lesson, a male pupil sat quietly not doing work with his hand up. The teacher was working her way around the class checking other pupils' work and did not notice the pupil with his hand up. While the pupil had his hand up he did not complete any more work, nor check on the success criteria and guideline booklets available for students to use (located on the central front desk). The student also did not ask his peers for help. It took over 10 minutes for the teacher to reach the pupil and address his query over what he needed to do next. For the full 10 minutes the pupil did not complete any work.

Appendix 2



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Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	Low set year 8 science class. Three pupils in class with ALN and their own personal teaching assistants. Also one boy in the class with moderate autism. 26 pupils in the class in total. One teacher.
Classroom culture (Are the students focused on learning?)	Pupils allowed to chat amongst themselves when working on set activities in their science booklets. Quite a high level of chat and lots of pupils appear to be distracted from their work.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The lesson objectives were shared visually and orally at start of lesson. The set activities were directly related to the learning objectives.
Direction (Are the students clear about what they are doing and how to do it well?)	The teacher would briefly explain a small section of the topic area and then give the pupils 5-10 minutes to complete a related activity in their booklets, before repeating this process. Many pupils appear to be distracted chatting and get little work done.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Lots of the students appeared to be confused over the work so did not complete the activities requiring individual attention from the teacher. All students appeared to be challenged though many did not appear to be concentrating so were (not engaged).
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	The teacher goes around the class while pupils are supposed to be completing set activities to check each pupil's understanding. The pupils had to self-assess their own work as the teacher took the class correct answers.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	* When pupils had to self-mark what work they had completed after each activity they appeared to be more attentive and engaged. One male pupil exclaimed "Yes! Get in!" in response to getting a correct answer. * When the class had been set an activity to work through independently 2 male pupils got out of their seats and were pretending to fake karate kick and hit each other before the teacher noticed.

Appendix 3



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/19
Lesson details:	Year 8, mixed ability, in classroom P.E. lesson. Class Chrome Books used for pupils to carry out research during lesson.
Classroom culture (Are the students focused on learning?)	Pupils entered classroom noisily and took over 5 minutes to settle into their seats. Once the tasks had been set some groups of pupils were consistently focused, others only began to focus 10 minutes before lesson end.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Lesson objectives were clearly explained visually and orally with the class at the start of the lesson. The objectives were directly linked to the activities set, (researching effects of staying well hydrated and creating a 2 minute vlog using a script).
Direction (Are the students clear about what they are doing and how to do it well?)	All students appeared to be clear about what they were doing but a few appeared to be side-tracked with messing around with their pens so were not focused.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students were able to engage, though one group of 3 boys did not focus until 10 minutes to the end of class and did not complete the tasks set.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	The teacher asked the class to tell him if they did not understand at the start of the lesson. During the lesson he went around the class to check progress.
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	*During the introduction of the lesson one male pupil was sat quietly at the desk playing a game on his chrome book without the teacher noticing as the screen was not faced towards the front of the class. *A group of 3 male pupils were busy chatting and joking and did not focus on the task set after being asked to do so twice by the teacher. 10 minutes to the end of the lesson the boys began to focus but did not have time to complete the work.

Appendix 4



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/19
Lesson details:	Year 8 Humanities lesson. 1 teacher, 29 pupils.
Classroom culture (Are the students focused on learning?)	Very focused and well behaved. All students participating.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Very clear purpose to the lesson. Objective too give class feedback on individual pupil presentations to class. When 1 pupil giving presentations other pupils noting down feedback.
Direction (Are the students clear about what they are doing and how to do it well?)	All students appear to be very focused and understand the tasks they have been set.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students are participating in the lesson. All students can make and feedback and presentations as detailed structured as possible.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	During the lesson the teacher picks names from the register to answer oral questions. All pupils are asked.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	One pupil gave her presentation very timidly in front of the class. Peer feedback told her to speak more confidently. As she was leaving the classroom at the end of the lesson she was chatting very loudly and confidently with her classmates and the teacher, explaining that she didn't want to help the teacher out at the upcoming Open Evening.

Appendix 5



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

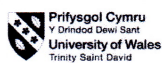
Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Due to the pupil waiting with his hand up for 10 minutes for help from the teacher, he made no progress that whole time which felt frustrating. As the pupil was in a top set class, whose peers all appeared to be clear of the work it felt frustrating he did not ask his peers.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Pupil carrying out written task. Did not know how to progress and felt he needed clarification + support. He waited with his hand up for 10 minutes for the teacher to provide the necessary support. This indicates one method of AfL. Also issues of potentially low pupil self-confidence to progress independently.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei godw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The teacher provided the Success Criteria on the board and booklets of what steps to complete were available for pupil use (though pupil did not refer to these). Other pupils were using these. The teacher also provided clear support to the pupil which resolved his query once she had spoken with him.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	As the teacher was walking around the class to look at progress pupils were making it took 10 minutes for her to reach the pupil with his hand up - a solution to this could be encouraging pupils to ask their peers if they were unsure of anything + to give each other support if needed. This could be structured using peer assessment.
Y profiad newydd / Transformed experience	

Appendix 6



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Initially, I had feelings that the class may be challenging to teach as it was a low set class of 26 pupils, four of whom had quite profound SEN. As lots of pupils were not focused on their work or on the teacher it felt frustrating that this compromised their own, and other's, learning.
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?"	Pupils had to self assess their work after each small activity and this appeared to engage and motivate the pupils. During pieces of work where pupils had to work independently but were allowed to chat many were off task and distracting others.
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?"	The use of self assessment (lead by the teacher) appeared to be successful and motivate the pupils. As the correct answer was given by the teacher the pupils only had to tick their answers if correct, or amend their answers if incorrect. This meant the process of self assessment was clear + defined.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	As classroom chat was permitted while the students were working and the majority found it difficult to focus possibly silent working may have been beneficial to this particular class. Alternatively, the use of a volume meter or discussing that 'positive points' for the class would be awarded if they worked quietly may have reduced distraction.
Y profiad newydd / Transformed experience	

Appendix 7



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	As soon as the pupils entered the class it felt really and chaotic. It felt frustrating that one pupil was playing on a game on a Chromebook while the teacher was explaining the work to the class.
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 pupils had to put the Chromebooks on their desks ready for use later in the lesson and were not told that they shouldn't open the screens. Pupils appeared to be allowed to sit where they chose to, rather than having a seating plan.
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?"	The teacher clearly asked the class at the start of the lesson if they understood the tasks which had been set. The lesson objectives were also clearly displayed on the board. I felt that this gave pupils a clear outline of what was expected from them.
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?"	In order to prevent the children from getting distracted by the Chromebooks while the teacher was explaining the work to the class, it may have been useful to have told the pupils that they were not allowed to turn them on or open them until instructed. A seating plan may also have reduced lack of focus among some pupils.
Y profiad newydd / Transformed experience	

Appendix 8



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt very impressed that the teacher managed to be so seemingly effortlessly in-control of the class - in terms of their behaviour and engagement in the lesson.
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?"	Each pupil had to give a presentation to the class and then receive peer feedback afterwards. One particular pupil appeared to be much more nervous than the others and spoke very quietly during her presentation.
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?"	The teacher involved every pupil through pupil questioning. The pupils did not know who was going to be questioned so all had to focus in case they were picked on to give an answer or feedback. If they were unsure of an answer the teacher gave them some more time and came back to them later or to ask the same question again.
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?"	The use of questioning appeared to really engage and motivate the class which meant they were very focused on the learning and not distracted so their behaviour was also excellent. Possibly, success criteria given before might have been beneficial to pupils giving presentations.
Y profiad newydd / Transformed experience	

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