

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

Introduction

Critical evaluation and identifying future teaching and learning steps is a crucial part of developing yourself as an educator. Evaluating our actions and methods critically means we gain self-awareness of what things were a success, what things were not and how to improve next time (Smith, 2011, p. 214). In addition to this, identifying future teaching and learning steps helps to organise teaching into concise and coherent sections, this planning allows for a focus on how to help a range of different learners with varying abilities. In this assignment, the case study is based on a critical incident that has been observed at a comprehensive secondary school. There will be a discussion of the methodology for using a critical incident. It will be analysed in relation to Donaldson's Four Purposes as mentioned in Successful Futures (Donaldson, 2015, p. 31) and to appropriate literature. After appropriate evaluation and reflection, conclusions will be developed. The areas identified for research were More Able and Talented pupils and Differentiation. A critical incident in simple terms is an incident observed in the classroom, that is later deeply analysed to reflect on the teaching practice to help develop the approach for the future, in order to overcome or prevent this incident from happening later (Tripp, 2012).

Observation

For the context of this assignment when talking about the school that was observed, it will be referred to as School X in accordance with the guidelines for anonymity as set out by the BERA guidelines point 40 (BERA, 2018, p. 21). School X is an English medium, mixed gender secondary comprehensive school (ages 11-16) in South Wales with around 900 pupils (My Local School, 2018). According to the last Estyn report (Estyn, 2018) there are 25.9% of pupils in School X who have additional learning needs (ALN), higher than the Welsh average of 22.9% at the time of the report. Additionally, School X has a higher percentage of students who have a statement of special educational needs at 3.7% compared to average Welsh schools which is 2.2%. School X has a small specialised teaching facility for the pupils with severe additional learning difficulties, the facility has a

maximum intake of 10 pupils. School X also has a pupil teacher ratio of 17.2 (My Local School, 2018). Which is higher than the average secondary school in that area at the time of its last report, according to Welsh Government statistics (Welsh Government, 2018). According to the last Estyn report School X was rated “yellow” this means that overall the quality of the school is good, and they only need a minimal amount of support from Estyn to achieve a “green” rating (Estyn, 2018). The class observed was on Thursday in late September and was lesson 5 which is straight after lunch and the last lesson of the day. The year 8 Maths class of 25 mixed gender pupils, that was a set two group. Despite being a set there was still a range of ability represented within the class. The class had a seating plan which used a boy/girl pattern that was set by the teacher.

Methodology

In order to carry out education research it is important to select the most appropriate method. Many education researchers use focus groups to gather qualitative data. This enables the researcher to gather information from a selected range of participants. The research requires there to be a set topic of interest and planning (Cohen et al. 2011, pp. 436-7). This was not possible in this particular setting in School X. The researcher was new to education research, but after some research has decided that quantitative research such as interviews with an element of questionnaires does not fit with the researcher purpose (Arthur, J. et al. 2012). It was therefore more appropriate to use a research method such as a case study but modified with a critical incident method as well. In case study there is a focus on one case(incident) or a few cases which are the studied in detail, with the main objective to gain a deep and full understanding of the case. While a case study approach is a type of qualitative research it also has a holistic focus and looking at the case as a whole (Punch, 2009). According to (Cohen et al. 2011, p. 289) “a case study also provides a unique example of real people in real situations,” this is valuable as allows the reader to understand the ideas rather than them looking at some hypothetical theory. A weakness of case studies is it difficult to generalise the case studies findings apart from similar cases to the one studied (Kumar, 2011). Another issue is case studies are prone to bias from the observer (Cohen et al. 2011, pp. 289-302). A critical incident method as noted by (Tripp, 2012) has 2 stages, the first is an incident is observed and noted which is a description of what happened. The second is to take the incident observed analyse it and explain why the incident occurred, then you can use the incident as an example in a wider context normally a social context this is how you make it a critical incident.

The researcher entered the class with the intention of being a non-participating observer however, the researcher did not want to be stationary at the back of the class as they thought this would limit the opportunity to observe incidents. The researcher had decided not to use any particular observation model although, there was an opportunity in the lesson where a sociogram would have been useful. A sociogram is an effective visual depiction of the relationships between the students and could have been used to understand the group behaviours (Leung and Silberling, 2006). In the end the observation was recorded by writing un-structured field notes (see Appendix 1). The lesson observed was structured as normal, both the students and the teacher did not know they going to be observed beforehand. This helps to keep the observation as genuine as possible however, with any kind of observation the behaviour will always be different than normal, thanks to something known as the Hawthorne effect. The Hawthorne effect states when people know they are being studied they modify the way they behave by either disguising the normal actions and feelings or alternatively by acting out because someone has chosen to observe them this makes research difficult (Payne, Payne, 2004).

Four Purposes

This research case study focuses on a critical incident that highlighted the way in which a pupil in a Maths class was not being suitably stretched. The Maths lesson that the researcher observed was around 25 pupils. The class got to the core task of the lesson, which in this case was addition and subtraction of whole numbers and numbers with a decimal. The teacher began to write questions on the interactive whiteboard. First the teacher had put up questions 1 to 6 and within no time at all a pupil shouted out “finished miss”. The researcher who was near the pupil at the time, looked at the pupil’s work and noticed that they had indeed finished all 6 questions while their neighbouring pupils were still on question 2. The teacher’s response was to get the pupil to self-mark their work with a calculator. After the pupil had finished self-marking the pupil then began to mess around with their neighbouring pupils. The pupil also tried to help and assist them if they wanted. This continued for about 10 minutes until the teacher put a second lot of questions on the board, questions 7 to 12. Questions 7 to 11 were identically structured to the first 6 but with different values. The final question, however, was structured differently by having an additional number to add or subtract. Once again, the same pupil had finished these new questions within 5 minutes. It was clear to the researcher, at this point, that the pupil was not being stretched suitably.

In the new curriculum that has been proposed by Donaldson, one of the key four purposes mentioned in *Successful Futures* (Donaldson, 2015, p. 31) is to create ambitious and capable learners with the overall goal being to get learners ready and able to learn throughout their lives. The new curriculum has been put forward and developed by the Minister for Education, Kirsty Williams who set out her main aims as being to, “develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and evolve into enterprising, creative and critical thinkers” (*Oral statement: Curriculum and Assessment Reform: A White Paper on Proposals for Legislative Change, 2019*). In the light of what was seen in the lesson, the pupil was not given the potential to work to a high standard or seek challenge, there were no opportunities in which the pupil could develop their own learning through questioning and problem solving. It was also seen that the pupil was not given appropriate opportunities to use number in different contexts or interpret data in different settings.

Another key purpose mentioned in *Successful Futures* (Donaldson, 2015, p. 31) is to create enterprising and creative contributors. It is not surprising Donaldson has selected this because of research into the area of creativity by professionals such as Sir Ken Robinson (2011, p. 2) who noted that business leaders are promoting creativity and innovation as an important requirement. Robinson also remarks that “young children are buzzing with ideas” (Robinson, 2011, p. 2), So what happens while they are going out to become less creative. In light of the lesson the pupil clearly showed a great grasp of the Maths, however, the pupil did not get an opportunity to use their creativity to apply their skill and knowledge in Maths to solve a creative problem or one based in a real-world environment.

Literature Review

A Literature Review is an important part of research, it critically analyses the information gathered, reviews areas of controversy and helps to find solutions to any existing problems and formulating areas for further research. They also help the development of the full-depth of the subject, in order to ensure the critical analysis of methods and work. For the literature review, the researcher will be focussing on the critical incident. As stated previously, the critical incident that was observed was a student finishing their Maths problems way ahead of the rest of the class, showing that the student was not suitably stretched. This critical incident had many potential areas of focus such as behaviour, classroom management, pupil autonomy and pupil disengagement issues. After some preliminary research, the researcher

decided to investigate two main areas of More Able and Talented (MAT) pupils and Differentiation.

The first area the researcher explored, was that of the MAT pupils. In Wales, the term MAT is used to describe a pupil who in other parts of the country is referred to as gifted, genius, exceptionally able or very bright (ACCAC, 2003). The Welsh Government notes that “More able and talented is used to describe learners who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas” (Welsh Government, 2015). Estyn refers to MAT pupils as “those who show particular ability or aptitude in one or more specific areas”. It also refers to pupils who are more able across the whole curriculum (Estyn, 2018). The Welsh Government noted that approximately 20% of the school’s population are considered MAT, with the top 2% highest achieving as exceptionally able pupils (ACCAC, 2003). A pupil can be MAT in one area but might struggle with the rest of the academic curriculum. In some cases, a pupil who has been identified as a MAT might also have ALN (Additional Learning Needs) (Welsh Government, 2003). In England, a MAT pupil is known as a ‘gifted learner’ and ‘talented learner’. There is a distinction between these two types of learners; a gifted learner is a pupil with greater academic abilities while talented learners are those with abilities in the creative arts such as music, drama or dance. It also describes pupils who are particularly talented at a type of physical education (The Good Schools Guide, 2019). It is interesting to note that if the definition is difficult to agree across the UK then the method of identifying a MAT pupil will also be difficult. Without a defined and specific definition of what a MAT pupil is then pupils may not be properly recognised as a MAT and then not provided for effectively.

According to the ACCAC (2003) for MAT pupils “the identification process is not a once and for all assessment”. When trying to identify a MAT pupil, the teacher must take into account the pupil’s background, so they are assessed fairly. For example, having an assessment method based solely on literacy would limit those pupils who have English as an Additional Language (Public Support Division, 2003). To identify a MAT pupil, assessment should consider the whole pupil, not just their National Curriculum attainment. Teachers need to use formative assessments, standardised test scores and nominations from parents or other teaching staff to gain understanding of the whole child (Public Support Division, 2003). Successful identification of a MAT pupil comes down to the teacher. Eyre and Lowe (2002, p. 15) noted that “teachers can be effective in identifying the gifted and talented provided they have been trained in what to look for”. Therefore, the key component in identifying a MAT pupil is the teacher’s skilled opinion. The research felt this was good method and that the teacher’s trained opinion does hold a lot of merit, as they see the pupil a lot and set the

pupil multiple pieces of work and they will be able to see the trend if the pupil is not being suitably stretched. However, the researcher felt that there is a problem with this system, which was teacher bias, as it would be based on the teacher's opinion. For example, if a pupil has made a bad first impression it would impede getting identified as a MAT pupil.

There are several problems when a pupil is not being suitably stretched. As seen in the critical incident (see Appendix 1), the pupil finished work very quickly and was then bored and had nothing to do, which lead to misbehaviour. Research into MAT pupils demonstrates that this would be an issue as some MAT pupil work at a much faster pace than the other members of the class (NCCA, 2007, p. 55). This means if the work is not suitably challenging, they will tend to get bored more often, which could lead to misbehaving or disengagement in the lesson (Fallis, 2003, p.109). Additionally, the MAT pupils need to be provided for however, this does not necessarily mean giving them extra work, especially if the work is at the same level as the previous one. Taking the critical incident for example, just giving the student more Maths problems might make them take a little bit longer, however, it is not going to challenge them intellectually. This can also have a negative effect, the MAT pupil might decrease their productivity, if they know that they can receive more work than their fellow pupils just because they finished faster (Vargas, 2013, p. 68). Furthermore, a MAT pupil might have a much higher level of intellectual development than emotional development, this can lead to an issue with the pupil making friends and working as part of the team (The Good Schools Guide, 2019). As mentioned above, giving the MAT pupil extra work may ostracise them as other pupils in the class may see them receiving special treatment as favouritism.

According to the Curriculum Council for Wales (1993), "differentiation is the process of matching teaching, learning and assessment processes to the ability, prior attainment and experiences of each individual pupil". It goes on to say that all pupils should be stretched to their full capabilities and opportunities to demonstrate their full range of knowledge. As noted by O'Brien and Guiney (2001), differentiation is nothing new and has been in the school system for many years. Unfortunately, it has been labelled as being a bit of a "buzzword" and a major consequence of this is that it is not seen as an integral part of a teacher's everyday interactions. They move on to state that differentiation is about enabling the learner to gain access to the curriculum, in this sense they are talking about students who might be struggling, however, this also works for MAT pupils who should gain access to a higher level of the curriculum. Most classrooms in Wales are mixed ability, which means that while both MAT and underachieving pupils require differentiation, it is hard to achieve this. This is even true in classes such as Maths which are grouped by ability but where there is still a large

ability range (White, Fletcher-Campbell and Ridley, 2013). There are various ways to differentiate, as stated above the first is to group according to ability. This is a commonly used method; however, it does not account for the needs of individual pupils. For example, pupils who are exceeding the academic ability of the rest of the class will not be challenged to reach their full potential (Curriculum Council for Wales, 1993). As stated previously, another method is supplementary or extension work. This is given when a student has completed the assigned work and is given additional questions to answer whilst the teacher can support any pupils struggling with the first task. As discussed earlier, there is issues with this method if the pupil sees the work extension as just unnecessary additional work and will most likely decrease in productivity (Vargas, 2013). However, sometimes the supplementary work given might to investigate the topic further or to move on to the next topic (Curriculum Council for Wales, 1993). Giving the MAT pupil independent work such as, investigations or problem-solving that challenges them and allows them to think creatively (White, Fletcher-Campbell and Ridley, 2013). Doing this will allow the pupil to become more of an independent learner. Montgomery (1996) noted giving a pupil a structured independent project to work, on rather than them wasting time doing extra examples waiting for their classmates to finish is much more useful. Another method is to modify the original task, this is really easy for subjects such as Maths as simply altering numerical values can change the level of difficulty or if it is work the class has done previously step-by-step, give more problems out but less instructional information (Curriculum Council for Wales, 1993). In summary, there are already various strategies in place to provide for MAT pupils in the classroom, each with their own benefits and challenges. The best outcome seems to be to differentiate the work, using one of the strategies mentioned. Then to monitor the pupil to see if that strategy is working and if that is not effective, to try using another until that individual's needs have been catered for. The most effective way to do this is to create an Individual Education Plan (IEP) for the MAT pupil (Eyre, 1997, p. 132). This will help track the pupils need such as, special targets for area they are more able, any difficulties in other areas and any social targets. Eyre (1997) notes most IEP are set up for pupils who have an ALN, however, the system is easily modified for the MAT who require their individual needs monitored too.

Reflection/Evaluation & Next Steps

As described earlier, my critical incident is about a pupil who had finished their maths problems almost straight away and began to disengage and misbehave during the lesson,

so it was obvious on reflection that the pupil was not being suitably stretched. Based on the critical incident and the evidence the researcher has collected, it is accurate to assume that this pupil was likely a MAT pupil. However, it is also possible that he is not a MAT pupil, given the fact there is a high percentage of students in School X with ALN, which may have made it difficult to clearly identify him as a MAT student because he was only observed for a single incident.

Critical reflection can help to support improvements in an individual's development and can ensure we grow and expand our skills in the future. It also helps us to be critical of our performance previously, examining what could have been better (Smith, 2011, p. 214). For the critical incident, the researcher used the Assisted Reflection Conclusions (ARC) model. The ARC reflection model is split into several sections which helps give the researcher a strong structure to follow and allows, the research to focus their reflection and organise their thoughts regarding the critical incident more effectively which will help the researcher come to a conclusion and possible solutions if the incident happens again (see Appendix 2).

After critical reflection of the incident it seems in hindsight, that incident could have been avoided with pre-planned differentiation such as, extension work which would keep MAT pupils like this one, on track and adequately challenged. So, it appears that the key element of the incident comes down to inefficient lesson planning or not planning for the pupils' individual needs. "It is important at an early stage of lesson planning to consider the aptitudes and abilities of the students you will be teaching" (Butt, 2003). This is an important part of lesson planning and this is essentially what differentiation is, however, it is not that straight forward. As every pupil is different and requires their own individual form of differentiation, however, this can take a lot of time that most teachers don't have and this also requires a element of trial and error as you will not know what works well the first time you do it.

After reflecting on the critical incident, I have considered what I may have done differently if I was the teacher in charge. The key aspect of this is differentiation of work. I feel the best way to combat this, is to create different levels of a task 'Bronze', 'Silver' and 'Gold' for example (Curriculum Council for Wales, 1993, P. 11). These will not be different tasks however; they will be modified versions of each other. For example, if we were looking at adding and subtracting decimal numbers, 'Bronze' may be adding and subtracting simple decimals, 'Silver' may be adding more advanced decimals and 'Gold' may be adding more advanced decimals and long subtraction.

This means that, students will be able to determine their own abilities and identify what level they are working at. It also means that any MAT students are less likely to feel disengaged because they can work at the highest 'Gold' level. I believe that this method of differentiation

will be useful for all students, as if they feel more confident in a certain area, they can try higher levels in the topic which helps boost self-confidence and ambition, which is a key purpose of Donaldson's *Successful Future* (Donaldson, 2015). This is also a good indicator of how the class is doing as a whole, for example, if everyone in the class chooses to do a 'Bronze' level task, this shows that students are less confident and we may need to reflect on how the class is doing. Furthermore, this adds to the element of choice giving pupils a say in their learning and how they're learning meaning, more ambitious students may push themselves for higher levels. It is also important to remember that higher achievers in Maths, for example, should be provided opportunities to put their learned knowledge into different or real-world contexts, which will allow them to develop their creative problem-solving. Overall, I feel that reflection is a key part of teaching and helps us to improve both our personal and professional development, in order to assist a wide range of learners in their studies.

Conclusion

In conclusion in this case study, I have critically analysed an incident in a classroom and compared this to Donaldson's *Successful Futures* (Donaldson, 2015). I then reflected on this incident using my research on More Able and Talented pupils and Differentiation, to examine what I could have put in place to improve or avoid the incident. Overall, I have concluded that Differentiation was the key to resolving this incident. I found this case study beneficial and discovered that the role of reflection in teaching practice is very crucial because, you can really learn a lot by analysing an incident or lesson.

This is essentially the role of a reflective practitioner. Schön (1987, p. 61) describes reflection in practice as serving as a "corrective to over-learning" meaning that, only through reflection can we properly grow and criticise our prior understandings and methods. He also describes how the role of a reflective practitioner may not even be done consciously, it may be done in "idle speculation or in a deliberate effort to prepare for future cases".

This approach links to several of the Professional Standards for Teaching and Leadership, primarily the continuing professional learning section that states the development of critical reflection and learning of the teacher promotes professional growth (Welsh Government, 2017) Another section that links to the approach is, the wider reading and research findings section. During this case study, I was required to do a large amount of research to expand my knowledge and understanding of critical analysis, as well MAT pupils and Differentiation in the classroom this means, I have increased my confidence around the theories and research of my day to day teaching practice.

Appendices

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: Lesson 5. Year 8 Maths (sets). After Lunch, during lunch some pupils got their faces painted (international languages day). Using the interactive whiteboard
Classroom culture (Are the students focused on learning?) Seating plan was mostly boy girl, some students seated alone, teacher at the front of the class. At the start students were more excited than usual because of the face painting however they quieted down after the teacher used the 3,2,1 A.L.E.R.T system, after that most students focused overall.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Check homework on mymaths.co.uk. Main Objective learn how to add together whole numbers with decimal numbers. Task complete the maths problems on the whiteboard, by end of lesson there were a total of 12 questions on the whiteboard.
Direction (Are the students clear about what they are doing and how to do it well?) Most students were clear about what to do from the start, after another explanation all students knew what to do.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) After the homework issues were resolved at the start of the lesson and the main core of the lesson started all the students were engaged apart from one student. Most of the students were reasonably challenged however, one of the students wasn't very challenged and did the tasks very well and very fast, however one student was very behind/distracted
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Homework at the start. Hands up to answer question on board. 12 questions were self marked.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Student X seated alone, second row at the end of a row (seating plan). Student Y didn't do/attempt homework then when asked why Student Y said "Couldn't be bothered miss" Teacher wasn't amused. Student X not focused on explanation was rummaging in his bag even after second explanation student X seemed distracted and unfocused. Student Z completed the tasks very quickly then shouted "finished" teacher replied very good check your work with a calculator. Student Z started helping peers then started messing around until the teacher put more questions on board. Student X at this point only done 3 of the 12 tasks and started shouting about a spider to distract peers. While going through the correct answers student X proceeded to copy them down, problem with self marking.

Appendix 2



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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): the challenge of providing appropriate level tasks in a mixed ability setting

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt initially that the work was reasonably challenging for that class and several students were getting on with it well enough. When I saw that one student had finished the task as soon as the teacher had written it on the board I questioned the challenge of the task for that student however, looking back at it after the lesson and the fact that majority of the class found it challenging, made me wonder about the difficulty of the work for that individual.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The students were quiet when the teacher was explaining the task explanation apart from one student who was rummaging in their back. I was disappointed that the teacher didn't use peer marking and just told the class the marks which allowed certain students to just copy the answers down not knowing where they went wrong. The lesson started poorly as the 1st task was collecting the homework using online resource called mymaths.co.uk which some students claimed didn't allow them to submit their work. During the transition between homework and the main body of the lesson one student was misbehaving and missed the task explanation so the teacher had to repeat it. To put the work on the board the teacher used in interactive whiteboard and wrote the questions down off a piece of paper rather than showing all the questions at once, this meant one student was working out the answers as soon as the teacher wrote down the questions so the student finished as soon the teacher had finished writing down the 1st set of questions.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	While all most all the students seem to have understood the instructions and methods needed to work out the questions. There were a few students asking peers for help, this shows that the instructions and guidance were clear and that the learning objectives were reached. After the homework issues were sorted at the beginning of the class the behavior was reasonably calm so it wouldn't of interfered with the learning. Because the work was self marked and the teacher gave the answers at the end several students copied the answers down so there's no effective way to show assessment of learning.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I think you could fix some of the problems by going through a question as a class this ensures everyone knows the method to answer the questions. A solution for students who finish the task very quickly would be to have additional questions that are slightly more challenging just so they are getting a chance to learn. As for the student that was struggling, if they still didn't understand how to do it after going through it as a class I'd go over and explain it one-to-one.
Y profiad newydd / Transformed experience	

Appendix 3

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: Lesson 3. Year 8 French (form group) cover teacher
Classroom culture (Are the students focused on learning?) Normal sitting plan not used as student asked if they could see whether they wanted the cover teacher agreed if everyone was super quiet. However, most of the class was very loud the start and not focused on learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Normal teacher that a worksheet to go through on writing to a pen pal Read the sample letters and work out what they are saying, 6 examples. Back of worksheet find the French numbers and work out the secret message. If students finish work extra work in their work books.
Direction (Are the students clear about what they are doing and how to do it well?) Students know what to do but some aren't doing it. 15 minutes before the end most students are messing around.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Some students are fully engaged in the work others are not as all, as form group it is very mixed ability. Most seem fairly challenged though one group of students is on extra work.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher walked around looking at students work, teacher put the answers on the board with the students self-marking.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Seating plan not used Student X messing around Student X shouting and interrupting teacher Student X asked to leave the room by teacher and wait in corridor teacher went into corridor and spoke to student X student X asked back in however still messing around and talking student X put hand up then stood up waited a minute after teacher didn't respond student X walked across the room and asked to blow his nose then left the room.

Appendix 4



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

Dyddiad/Date: 03/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): cover teacher/not using seating plan

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	My initial feelings were that the class came in an excitable mood from break time that's why they were misbehaving a little however after reflecting on the lesson I believe that because majority of the students came in calm and wasn't Intel they found out it was a cover teacher and they could sit anywhere they like that they started misbehaving.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	As it was a cover teacher, the original teacher left a worksheet for the students to do. Once everyone had took their seats the cover teacher calm everyone down and explained what they will be doing. However as soon as she finished her explanation and told them to get on to the main task a few students started to chatter and misbehave. Instead of doing their work one student was talking loudly and laughing at this point the cover teacher told the student to stop messing around and get on with a worksheet. 5 minutes later the same student was talking loudly again so the cover teacher asked the student to stand up and leave the room and then proceeded to go into the corridor to talk to the student. Even after the teacher and that student returned most students weren't focused on the worksheet. By the end of the lesson only a few students had completed the worksheet, but no one had moved on to the extended task.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	While the worksheet the original teacher had left for them were easy to understand but still challenging enough to push everyone in the class. I felt that the whole class weren't fully engaged in the lesson and it seemed to stem from the early choice by the cover teacher to let the students sit where they wanted rather than sticking to the original seating plan. The cover teacher didn't use the seeing plan as the class as a whole agreed that if they could sit where they want they would get on with the task and not misbehave however this didn't seem to happen in fact because they were seeing in their friend groups some were progressing with the tasks much better than others.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	I think the solution to the main issue today was to stick to the original seating plan, as I believe that the sitting plan set for a reason probably was separates these louder friend groups. If this lesson is taught again with the original teacher in the original seating plan, I believe that it would be much of an issue with behavior. What I'd do next if this happened again with the original teacher was look at the seating plan to see if there's anything I could adjust to try and separate some of the louder students.
Y profiad newydd / Transformed experience	

Appendix 5

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: Lesson 2. Year 8 ICT (form group). In a computer room all computers on and working. Using the interactive whiteboard as well as taking over pupil screens.
Classroom culture (Are the students focused on learning?) Seating plan is mostly boy girl, class came into the ICT room very quietly and sat down. However, during tasks a lot of low-level chatter. Hands up to ask questions or for help.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Objectives of the lesson were shown on the board at the start. Main purpose spreadsheet work. Go on to Microsoft excel, use plan sheet from previous lesson to make spreadsheet for sweet shop, learn to use the auto fill tool to help with formulas and formatting tools such as currency button. Collecting homework.
Direction (Are the students clear about what they are doing and how to do it well?) Students at very different places at start but because students have plan, students were very clear about what they had to do and are doing it well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) After logging in and lesson objective discussed all students were engaged, all students were doing the work even though they could be misusing their computers. Even though classes mixed ability all students seemed reasonably challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher walking around checking work and helping, teacher showed good students work on interactive whiteboard. Teacher collected homework.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Female student X + male student X + female student Y messing around a little, issue with the boy girl seeing plan. Female student X got out a chair to help peer, female student X helping male student X however because they were messing around earlier female student X hadn't done it right herself and was passing along incorrect information

Appendix 6



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 4/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): boy girl sitting plan

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	My initial feeling was that the boy girl seeing plan was a good idea and how about half the lesson when there was an incident with two female student and a male student messing around. On reflection though I don't think it was the seating plans fault it's just one of the issues you have with mixed classes.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	All the students were engaged in the work and even though they were in on ICT room and of them were misusing their computers. Even though there are some low-level chatter all the students got on with the 1 st task, however when the teacher stopped the class to explain the 2 nd task this is when the issue arose as there was female student and male student messing around with a 2 nd female student joining in this meant they missed the 2 nd task explanation. This was made worse later in the lesson when the 1 st female student got out a chair to help peer with the 2 nd task which she thought she done correctly which meant she was passing on incorrect information.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	Overall the lesson was quite effective all the students managed to complete the tasks the teacher had set and even the students that were messing around managed to do the task correctly after the teacher came around checking their work. The cause of the issue this class had probably wasn't the fact the seating plan was boy girl but was because that boy and that girl should not be sitting together if it's going to cause issues like that. However, it might just be something you have to deal with when you have mixed classes.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	One of the possible solutions to solve the issue that they had in this class would be to separate that boy and girl however, it may just be that you have to keep an eye on them to make sure they're not messing around. What I do next is talk to the other members of staff to see if you students are messing around together in the lesson is if so then it may be necessary that you alter the seating plan so these two are separated.
Y profiad newydd / Transformed experience	

Appendix 7

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: lesson 5 Year 8 art (form group) after lunch
Classroom culture (Are the students focused on learning?) Class allowed on entry but quickly calmed down, seating plan mostly boy girl. Timer used for silent work.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Main task what is copyright PowerPoint. Copy copyright information from PowerPoint onto worksheets. 2 nd task of the lesson was to continue shading scroll from previous lesson.
Direction (Are the students clear about what they are doing and how to do it well?) Students are clear what to do for the 1 st task. Most students are clear for 2 nd task teacher got out previous students work to show how to do it well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Students are engaged in 1 st task, most students are engaged with 2 nd task however some students aren't trying. Most students are challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? At beginning of the lesson teacher asked students about previous lesson. 2 nd task students would bring up work for teacher to see and critique. Teacher gave out homework
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Student X and student Y talking loudly and shouting got told off a number of times then they were split up and female student put in between them. however, student X still talking and mucking about teacher told student X to stay after class.

Appendix 8



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 4/10/19

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Are you feel that the class came in in a very excited mood after lunch and from the start of the lesson there was a lot of low-level chatter which the teacher had to deal with. However, 2 male students continue to talk loudly who were quickly told off, on reflection I think the students were more excited because it was an art lesson and because it was last lesson of the day.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Most of the students were engaged in the work and after the initial chatter most of the students calmed down and listened to the teacher's explanation of the tasks for the lesson and even in the transition period most students were calm and quiet. However, the 2 male students who continue talking at the start after the teacher had given her explanation started talking very loudly it was at this point the teacher decided to split them up so the teacher put a female student in between these 2 male students the teacher had also informed the students if they continued to misbehave they would receive a break timed detention.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	The lesson overall was very effective and most of the students managed to complete the main tasks and a few students even went on to do an extension task. The teacher even had time to walk around the class and look at what the pupils were doing when it came to one of the tasks later in the lesson. The cause of the main issue of the class was simply the fact that these two friends were sitting together this lesson was interesting as it didn't follow the normal lesson plan scheme which most of the classes in the school had which was boy girl.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	One of the possible solutions to solve this issue is to relook at the seating plan of this art class to see if it is possible to separate these two students so that they won't be able to talk to each other and disturb the class. What I do next if I move these two students would be to keep an eye on them to make sure about where I'd move them they weren't distracting the other students around them if that was the case I'd have to look at to some form of disciplinary action
Y profiad newydd / Transformed experience	

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