

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

Research is the process of gathering information in order to obtain results this can be done in a number of ways, it could be the investigation into books, internet and other sources such as observations. This would be in order to establish conclusions to draw facts from what has been discovered. Research is a method of discovering new, or progressing old information to adapt the ways people learn and develop throughout life. Research is carried out continuously throughout day to day life and can be seen as a task as simplistic as using a search engine to answer a question, to assignment writing delving into information to reach profound conclusions (Cohen, Manion and Morrison 2011). When carrying out observations for research it is important to remain critical and objective, it is important to think critically to develop ideas further (Greenhalgh 2001). Critical thinking is a process that can allow people to learn and use skills to determine conclusions based on research and facts. Critical thinking is the process of being able to deduce meaning by thinking clearly and rationally. Ensuring reflection has taken place after an event or incident and thinking independently to solve a problem or adapting a lesson and using relevant resources to gain information to further develop ideas. When writing critically, it is important to ask questions to ensure further knowledge is being encouraged, this can be seen as a main aspect of the critical incident (Crombie 2003).

Observation

School and Class Context

In order to remain confidential and to promote the respect of all staff and pupils alike, the school's name will not be discussed during any part of the research and evaluation. It is important to remain ethical and ensure all participants are treated fairly (BERA 2018).

The incident being discussed has been observed in a local primary school. The children range from nursery age of 3 to 11 years old. The classroom where the incident has been identified is a mixed age and stage class. This is seen as a classroom with three different year groups combined into one class. This is a new strategy that is being implemented in the classroom as the school is undergoing a pilot of the new curriculum change. The Donaldson Report is seen to highlight that dividing key stages in a school can be unhelpful for the transition of the pupils (Donaldson 2015). This then has lead the school to attempt to overcome the barrier of the difficult transition of pupils moving key stages by allowing them to remain settled in a classroom with a range of ages and abilities with the hope that there will be minimal disruption to the child's learning.

The school involved last received an ESTYN inspection in 2014, it was recorded that 39% of pupils entitled to free school meals, also it is seen that 52% of children have been identified with having additional learning needs. Although, only a minority of the pupils use the specialist teaching facilities in the school to be educated each day, due to low number of statemented pupils (ESTYN 2015).

Methodology

An observation of a child or children in the learning environment is a useful tool used by practitioners to better recognise the needs and abilities of the children they care for. It is used so that practitioners can gain a greater understanding of where each child is in their learning and development and what needs to be done to support and empower the children in order to succeed. Observations are a means of gathering information, either as quantitative or qualitative data.

There are a range of observation models that could be used when considering carrying out an observation of a child in a classroom. If a member of staff was planning to assess the development of a child in a specific area, such as gross motor, a checklist observation could be considered the most appropriate. This can be seen as check list observations are specific to assess a particular area of development or milestone. This technique can be carried out quickly and can be easily adapted for each child. However, there are some disadvantages to this method. One disadvantage to using checklists is that it is seen as only a 'snapshot' of the child's learning and development. Any learning that happens outside of the observation cannot be taken into account. Checklists are seen as more quantitative data than qualitative data, therefore it does not always provide a clear picture of the child's ability or development.

Another method of observation is the written record. This can be carried out as a structured or unstructured observation in written format, either as a running dialogue of the events as they take place or as note writing in as much detail as necessary. A benefit of this technique is that it can be carried out over a longer period of time, this could be is more detail of progress is necessary it can be written as part of the hypothesis or objective. A written narrative of a lesson has its advantages as it can focus on the sequence of events during the session and can lead to better conclusions and evaluations from all that is recorded. However, one issue that could be seen when carrying out this method of observation is that the children being observed are able to see the observer and may be aware of them taking notes. This could lead to the child altering their behavior according to what they feel the observer is hoping to see. This is called the 'Hawthorne Effect'. The observer must take this into account and be aware that this may alter the outcome of an observation.

Following on from this, four observations have been carried out for the purpose of the literature review. However, only one observation has been used for the focus of the assignment. The method of observation used during the critical incident process was a written record. As a result of research, it can be seen to be the most suitable method of observation given that note taking was not disruptive to the session. The written observation was appropriate as all notes could be written in detail and the observation could finish when the activity being carried out ended, this means that no data outside of the learning was missed which potentially could happen if a checklist observation was implemented.

Critical Incident Linked to the Donaldson's Four Purposes

Professor Graham Donaldson is an educator that has spent over 40 years in the education sector. Donaldson has been asked to lead the curriculum reform and bring about a new framework to guide practitioners and children to a successful future. Donaldson's new curriculum is based on the research gathered from teachers, head teachers, all school staff, professionals, parents or carers and over 300 children also took part in the review of the curriculum. As a result of the research Donaldson devised four key purposes that the new curriculum would revolve around, these are goals that the new curriculum strives to reach through the teaching and learning of pupils. The four purposes are that children will be 'ambitious, capable learners', 'ethical, informed citizens', 'enterprising, creative contributors' and 'healthy, confident individuals.' The idea is that all learning will be guided by these purposes and all teaching will be implemented with these purposes in mind.

The lesson taught, where the critical incident was observed, was a shared writing task that led to following the instructions to create a sandwich. The children as a small group, had to work collaboratively sharing ideas to come up with the method of how to make a sandwich in a chronological order and list the ingredients and equipment that was necessary to complete the task. The critical incident that was observed during this lesson was the method of questioning and the scaffolding presented between the practitioner and the pupils. It can be seen that this lesson has elements of the Four Purposes that Donaldson has produced for the new curriculum. It can be seen that the lesson objective highlights key areas related to the promotion of 'healthy, confident individuals' and 'ambitious, capable learners'. In detailing the importance of the session, the practitioner provides understanding of healthy eating and how important sustenance is for the growing child. The child being empowered to make the sandwich individually also promotes the confident individual aspects of the purpose as it allows them to gain a sense of achievement and become the confident learner that Donaldson and the practitioner strives to achieve. Before preparing the sandwich the children are given the opportunity to carry out a shared writing task, they communicate with each other to produce a method for making the sandwich. The pupils ask questions and are asked questions in turn, using a variety of techniques that scaffold the children to provide an answer. The practitioner would use the collaborative 'think, pair, share' strategy, providing the children with support to generate and share ideas with others (Holcomb 2001). Following this, they must use the instructions set by the teacher and then follow the instructions they created as a group. This emphasises the capable learners area of the purpose as the child is encouraged to create a method, follow the instructions and achieve the goal at the end of the lesson. The ambition is set at the beginning of the lesson and it creates a sense of achievement when the child succeeds, following the Donaldson framework this would hopefully lead to the children becoming more confident and ambitious in their learning and onto the future (Donaldson 2015).

Literature Review

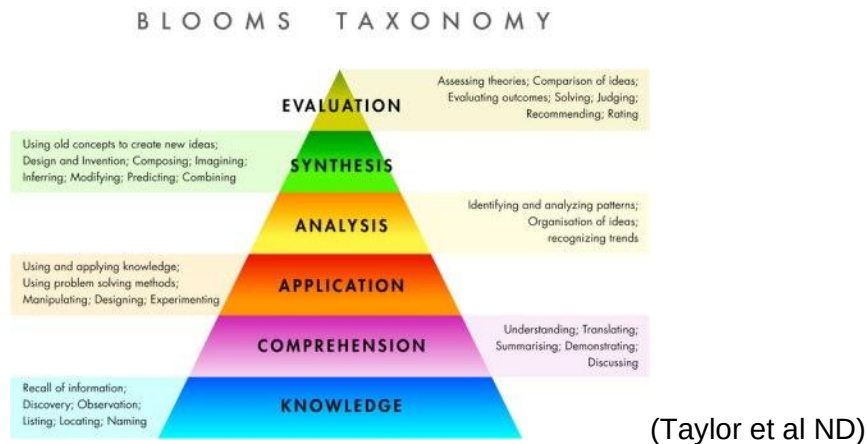
The critical incident of questioning strategies can be seen as a means of formative assessment. Assessment for Learning (AfL) is a learning approach adopted by educators as a means of creating feedback for the learner in order to promote the pupils performance. Assessment for learning has been delivered in classrooms as a means of overcoming the barriers that many educators and parents believe children face when sitting standardised tests. It is believed that standardised testing carries more pressure and stress than is necessary and it is felt that more

teacher-led assessments should be conducted and be considered more valuable than end of year or topic testing.

The school being discussed has a high percentage of pupils entitled to free school meals and is identified as a school in a deprived area. Attainment in the early years is crucial for children to succeed and providing children with the enthusiasm to learn is crucial as it can have a lasting effect. A report carried out by the Education Policy Institute found that there is an average of a 19 month gap of pupils being further behind than their peers by the end of secondary school if they come from a disadvantaged area. It can therefore be seen that in order to close the gap there must be early intervention to allow these pupils to succeed (Education Policy Institute 2016).

Paul Black and Dylan Wiliam co-authored a book called 'Inside The Black Box', it is a key piece of literature that further supports the idea behind AfL. Although the research conducted over a 9 year span and the agreement that if implemented correctly AfL could raise standards of achievement across the board, reduce the spread of attainment and encourage and empower pupils to take more responsibility of their learning, it is not without fault. This is further discussed as during an interview in 2012, Wiliam stated that a mistake made by the authors was that they had called the strategy 'Assessment' and argued that this provided the assumption that the AfL strategy was a means of testing and examining pupils (Stewart 2012). It is believed by the duo that the strategy would have been better named 'responsive teaching' (Wiliam 2013). This would be seen as creating a culture of assessment within the classroom as a means of pupils understanding what went well, what went wrong, what needs to be improved and most importantly being given the scaffold to understand how to improve.

During the observation the practitioner used questioning to support the pupils learning and implement the AfL strategy. One of the recommendations for improving AfL is providing pupils with time to think and answer questions. This is highlighted throughout the observation as the pupils are continuously asked questions using different techniques (see Appendix 1). It can be seen that the range of questioning techniques can be linked to Blooms Taxonomy of Educational Objectives (1956).



Blooms Taxonomy idea is represented in the diagram above. It shows the process of questioning from teacher to pupil. This triangle represents the transition from low order thinking to high order thinking. It can be seen that questions asked towards the lower end of the triangle can be met by pupils answering questions with short, possibly one word answers to achieve the desired outcome. However, as the questions move up the scale, a greater understanding needs to be shown through using examples and deeper thought. Pupils should be encouraged to be creative with their ideas and responses.

Another area that can be focused on during the critical incident is the scaffolding aspect of learning. Jerome Bruner believed that children learn most effectively through active involvement in the process of learning. Within the classroom it is encouraged that children are given the opportunity to suggest what they have an interest in and the practitioner making it part of their learning. This is shown as children are encouraged to make choices and take an active role within the classroom (Broadhead et al 2010).

Bruner developed a theory called scaffolding; he believed that adults play an important part in a child's development and learning within the setting and at home, as opposed to Piaget who saw children as 'lone scientists' who were seen as independent learners. Bruner suggested that if an adult actively takes part in a child's learning and development, they can encourage and provide the child with the support they need in order to gain understanding and develop their ideas and learning with the support of the adult or teacher. Bruner emphasised the importance of the adults support during play and developed three modes of learning. This can be seen as an effective link to the Foundation Phase in primary schools as the beginning steps to a child's education. The first mode of learning was 'The Enactive Mode' this is scaffolding from birth to one year old. It was recognised as babies imitating an adult's actions, an example of this would be an adult poking out their tongue and the baby would communicate and respond by repeating

the action. Bruner believed that this is the stage that a baby would first start to display the development of cognitive skills, also that at this point a baby is beginning to gain some control over their bodies (Tassoni and Hucker 2005).

The second mode of learning to be discussed is 'the iconic mode'; this has been linked to learning and development from 1 to 7 years of age. Bruner described this stage as the 'visual', suggesting that children develop a range of images in their mind of their life experiences. This is where children are able to begin to understand the world around them with a greater level of maturity, this could be seen when learning a new topic in school, such as furthering their learning in mathematics and moving on from multiplication and division to fractions. Images are a means of assisting children when developing through the iconic mode.

The final mode of learning Bruner developed was one labelled 'the symbolic mode', it can be seen from 7 years old and onwards. Bruner stated that symbols are a positive tool that is useful in developing a child's thought processors; often this area is identified as developing language even further, possibly by learning mutations. Bruner suggested that radical change would be observed in the way a child thinks at this stage. At this stage mathematics, reading and writing are highly encouraged and children learn less through play and begin learning to sit at a desk and listen to the teacher, however, it is not always seen as beneficial to a child to sit at a desk to carry out written tasks, this can be seen as children move into Key Stage 2 and onwards to secondary school. Children often learn through practical work. Although it is crucial that children develop their reading and writing skills. It is also essential to ensure that learning through practical assessment is still active in the classroom and that children are provided with their own choices to think independently. Although most learning is adult led it is important that a range of activities are considered from the pupils perspective and planned accordingly. Learning should not always be adult led, in order to allow the children to develop their skills, also as a means of empowering children to carry out tasks independently and allow the child to have a voice. This then links back to the AfL as pupils are encouraged to assess their own work and others, discovering their own ideas and evaluations of the learning. Bruner also states that teachers waste their time trying to link complex learning to cognitive ability where he believes that simplifying work for children and gradually moving towards the more difficult aspects of a topic is far more effective and allows the children to link their learning throughout the key stages (Bates 2019).

Another perspective of learning in the classroom is 'The Instructional Core' theory of learning. It can be seen as a triangle that represents the power of learning through questioning. The

curriculum is seen as the main area where all learning begins and through questioning using learning strategies implemented by the teacher they are able to link together. Alongside this, if the pupil is being asked these questions effectively, underpinned by the curriculum but learn by the questioning strategies the result would be engaged pupils effectively learning (Peterkin et al 2011).

Reflection / Evaluation & Next Steps

Upon reflection of the observation it can be seen that the practitioner carrying out the task with the pupils used effective AfL strategies. There are 4 elements of AfL, this is sharing criteria with learners, quality of questions, use of feedback and peer and self assessment. Before beginning the practical aspect of the activity the teacher asked the pupils to work collectively to come up with a title for the task. This allowed them to think of what they were about to do, also linking to previous learning of creating a success criteria and lesson objective from the title. The pupils had to use their title to then link this to their lesson objective and produced a lesson objective that read 'L.O - We will work together to write instructions of how to make a sandwich.' The next area of AfL that the teacher followed and from the observers viewpoint carried this out effectively was the questioning. Throughout the teacher asked pupils questions about the method and the way of communicating the instructions to others, this could be seen as the pupils using time connectives such as, 'firstly, next or finally'. The pupils were able to reinforce the learning with the ideas that they were able to communicate from speech to written instructions. The next area of AfL to be discussed is the use of quality feedback. This can be seen as ongoing feedback throughout the learning to keep pupils on track during the session and the learners understanding the feedback and acting on it by taking the next step as advised by the teacher. This was used as the teacher made comments throughout the task that empowered the children but also allowed them to understand the areas they had not met. However, rather than telling the pupils exactly what they had to do to improve the teacher asked them to consider how they could improve, a number of suggestions from areas such as improving handwriting for the ease of the reader to adapting the ingredients to provide more choice. It displayed that they were considering others opinions and feelings on the spot from the method of assessment used by the teacher. She was able to provide on the spot effective questioning techniques while scaffolding the learning to encourage reasoning and evaluation skills. The final element of AfL is the self and peer assessment. This area was seen to be split in terms of effectiveness. Although the assessment was ongoing and the learners benefited from the self assessments there was not a great deal of peer assessment considering it was a

shared writing task. Pupils were not encouraged to observe each other making the sandwich and provide feedback of how each pupil was progressing (Andrew et al 2019).

One reflective model that could be considered when attempting to evaluate and improve upon practice is the Gibbs' Reflective Cycle Model. This model was developed by Graham Gibbs in 1988 to provide a structure to learning experiences. It is essentially a guide to support educators through their journey of teaching in order to improve upon practices which ought to be repeated. The model's image of a cycle represents the ever-adapting practices of teaching and the continuum of learning of the pupil and the educator. It is as essential for the educator to improve upon themselves and their teaching, as it is for the pupil. Without reflection there can be no growth and development which would lead to a lack of progress. This model is split into 6 sections, the description, feelings of the experience, evaluation of the experience, analysis to understand the situation, a conclusion to arrive at from the findings and finally an action plan to move forward with. This would be an ideal reflective model for the practitioner in the observation to use as a means of developing the lesson and potentially planning further activities linked to the work to encourage a link through learning and progress ideas and independent working. This session could be the foundation in which to build upon for future learning and using a reflection model can be the aid to adapting and differentiating learning for all (Gibbs 2001).

Conclusion

With the new curriculum on the horizon, the Welsh Assembly Government have pieced together a new approach for teachers to follow as part of a guide to raise professional teaching standards across Wales. It has been decided that the goal for the new approach is to set a clear course of expectations regarding the educators practice throughout their career. It also aims to enable reflective practice throughout their career against individual, collaborative and agreed standards of the work. Supporting practitioners is a key aspect of the approach and encourages professional development and aims to develop performance management. From these targets and intentions it is important that it links closely with the new curriculum, therefore there are 5 key standards. These 5 standards are 'pedagogy', 'leadership', 'professional learning', 'innovation' and 'collaboration'. These are the core values and dispositions that have been created to overcome barriers faced in the past and to provide the best education possible for all pupils in order to enable them to reach their full potential (WAG 2017).

To conclude, it can be seen that throughout the process of learning it is essential that methods of teaching are adapted to suit the individual learner. Reflection is a key process of this and by following the new standards of teaching, there should be a clear means to reaching the goals set by the Donaldson report and the Welsh Assembly Government. An ever changing society requires the education system to follow suit and support learners as they develop and become independent learners, this can be done through the roles of research, observation and reflection. The ideas that have been discussed offer an insight into the teaching of staff and learning of pupils and it should be continuous throughout a pupils education.

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.2019
Lesson details: This lesson was a shared writing task and the pupils needed to follow simple instructions to make a sandwich. The pupils had to work collaboratively to write the equipment needed and the method needed to make a sandwich.
Classroom culture: This task was carried out with a group of 8 children and one teacher. The pupils were working in as a group to come up with ideas of how best to prepare a sandwich. The pupils were all focused on the task and it seemed they all felt comfortable to ask questions and answer the teachers questions. The pupils were seated around two desks that were placed together which made it more suitable for pupils to discuss. The teacher introduced the lesson but it was focused on the children and they lead the instruction writing task independently. There was prompting by the teacher, as the teacher scaffold the learning.
Objectives: (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objective of this task was to complete a shared writing task. All pupils were expected to be engaged in the lesson and participate giving ideas and attempting to sequence events in order. This was done by using number points to write the instructions of how to make a sandwich. The pupils were expected by the end of the lesson to understand the instructions and independently (as a group) make a sandwich without adult support. The teacher asked appropriate questions to ensure understanding and empower children to use prior knowledge to complete the task.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher explained to the pupils what they were expected to do during the lesson. They were told they needed to work together to do a piece of shared writing to explain how to make a sandwich. They were given a success criteria, stating they needed a method, ingredients list and an equipment list. They were asked questions throughout and asked to repeat instructions back to the teacher so it was clear throughout what was expected of them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All pupils were asked and encouraged to take part in the lesson. As they were younger it was a shared writing task to suit their age and ability. As the majority of pupils were year 1 pupils they were not able to write a great deal on paper independently. They discussed as a group what needed to be done and one wrote the instructions down. This work challenged the pupils as they had to remember capital letters, full stops and using number points.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher walked around the class offering support to the pupils. The teacher used a

range of questioning techniques such as basketball not ping-pong questions, which is where the teacher asks the pupils questions and then bounces the question around the group to engage all pupils, they were also asked to do think, pair, share questioning to allow the pupils to work collaboratively and have support to answer. The teacher allowed the pupils time to come up with answers to the questions to not put too much pressure on them to answer. The teacher was present and offered support when needed, was seen as a scaffold during the observation and allowed the pupils to give their input. If the pupils got the order of instructions wrong the teacher would be positive and provide on the spot feedback, allowing the pupils to come to their own conclusions and acknowledge their mistake. After the session the teacher lead the plenary to go over what was expected of them before the task, asked to go through each point, evaluated their work as a group and discussed what could be done to improve next time.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss? There were occasions throughout the observation where it was clear to the observer that the teacher was using AfL strategies. The teacher would encourage the pupils to think of the method needed to create the sandwich by asking questions and linking to prior knowledge from personal experiences of preparing and making food. The teacher asked questions regarding the safety procedures that needed to be considered as they were working with a knife and gave them time to think of methods of staying safe and being cautious when using the equipment.

The pupils were working together the entire time, as one or two pupils were more able when it came to writing they were encouraged to support the other pupils, this was empowering for them. The pupils were encouraged to look at the way they had made their sandwich and it was a good example of self assessment, however they were not asked to observe their friends and peer assess their work.

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

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>	The feeling from this experience is that it was a very positive observation. The lesson was conducted in a way that allowed pupils to feel encouraged and supported. They were able to understanding of what needed to be done and there was a feeling of independence gained from each pupil. The teacher was very present and asked questions and answered them for the pupils.
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>	• Think, pair, share technique was encouraged during the task. • AfL was present throughout with the questioning strategies. • Pupils were made aware of their mistakes and managed to self assess to improve for next time. • There was peer support and they were encouraged to ask questions throughout. • Teacher was scaffolding the session.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw 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>	Working as a group was positive, a few pupils were more able at writing and supported the other pupils to complete the work. Although this is positive one could have struggled too much if supporting each other was not encouraged. However each pupil was encouraged to support and work together to finish the task. The pupils were able to reflect on their own work and improve upon it. They carried out a group task without the teacher being overly influential but the support was still there if they needed it.
Casgliadau a champau 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>	They used self assessment during the task and were prompted to work as a group throughout. The work was done in stages of, the main ideas, sequencing each task, writing it down, following instructions, making the sandwich and then a plenary to reflect the work. A peer assessment task would be useful for the future so that pupils can support each other to improve but also to understand if their independent work could have been improved or to change areas of their own work. It would be beneficial to provide a range of strategies for the pupils to support each other so that all pupils feel empowered not just the pupils who were more able.
Y profiad newydd / Transformed experience	

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.2019
Lesson details: Songs and rhymes session in the Welsh language.
Classroom culture: The entire class Mixed age, 5 to 8 years old. Mixed ability pupils, MAT pupils to ALN pupils. All sitting on the carpet and encouraged to take part.
Objectives: (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Clear purpose to the lesson • Singing songs in Welsh • Carrying out specific actions to the words sung
Direction (Are the students clear about what they are doing and how to do it well?) • Pupil led task • Teacher directs the session and children encouraged to lead • Pupils at the front of the class modelling the actions and singing • The teacher was on the side repeating the actions so that pupils were never without support
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • All student are able to access the lesson • Task was not too difficult for pupils • Had done this before so they had prior knowledge • Not all students challenged as it was aimed at the younger children
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • Teacher explained what the children were meant to do • Teacher asked questions, 'who remembers what this song it?' • Reflecting on past experiences • Children follow direction • Encouraged to join in • Clear understanding from the pupils as they are able to carry out the task • All participate at the beginning of the session
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • Singing as a whole class • There was a clear divide in age range of the class • All children began to take part • Older children were quickly bored and embarrassed singing and dancing

- Older pupils lost interest very quickly
 - Songs were slightly basic for these pupils and too young for them
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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 <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	• Positive in that the teacher was enthusiastic • Pupils were encouraged to take part • Restricted due to the older children not excited and engaged
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>	• AfL was used as assessment was ongoing that pupils were not engaged. • Peer support of the pupils leading the session • Scaffolding as the teacher was on the side lines joining in with the activity
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw 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>	• Working collectively was positive • No child was put on the spot • Keeping it a group activity would be beneficial as the older children would not feel as conscious • Possibly older children to lead in future as they would be less engaged in the dancing but more peer assessing • This would keep them involved but not pushed into participating in aspects they dislike
Casgliadau a chamau 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>	• Empowering pupils to lead the activity • Evaluate that pupils are self conscious and disengaged • Encourage participation through the older children picking a song • AfL and plenary to discuss how to do the task better next time to encourage full participation.
Y profiad newydd / Transformed experience	

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02.10.2019
Lesson details: Food plate task, grouping together types of food.
Classroom culture: The entire class Mixed age, 5 to 8 years old. Mixed ability pupils, MAT pupils to ALN pupils. Some pupils on the carpet some supporting the teacher in the lesson.
Objectives: (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • All children on the carpet listening to instructions • Teacher in front of the class asking small groups of pupils to come up at a time • Using objects and resources to group the food into categories
Direction (Are the students clear about what they are doing and how to do it well?) • Teacher led task • Pupils asked to actively participate by coming up in front of the class in small groups
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Task was not too difficult for pupils as there was clear instruction • New topic so no previous knowledge to access • All student challenged as they were asked questions
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • Teacher explained what the children were meant to do • Teacher asked questions throughout the lesson • Kept pupils engaged by asking small groups to come up and try sorting some food into the categories • Children follow direction by coming up and offer their opinions and ideas • Encouraged to join in • Clear understanding from the pupils as they are able to carry out the task • Peer assessment as the teacher asks pupils to decide if they believe the pupils had the answers correct
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • Pupil had the answer wrong but was not aware

- Another pupil placed hand in the air to say that the pupil was wrong
 - Think, pair, share was used for pupils to have time to think what went wrong and how to make it right
 - Children working together to support each other
 - Tried another answer
 - Asked teacher, tried another answer, peers agreed and answer was correct
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Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02.10.19**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>	• This task was difficult to begin with as pupils were moving onto a new topic • The teacher was enthusiastic and explained well to the pupils • Groups working together coming up in front of the class was positive as it was a new topic and not putting children on the spot alone
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>	• Afl was used as assessment was ongoing, pupils encouraged to evaluate their own work and others. • Think, pair, share was used in a beneficial way to the pupils • Children were able to learn from what was done • Teacher encouraged all participation in the learning and introduced them to a new area of the curriculum - health and wellbeing • Linked to the four purposes - 'healthy, confident individuals'
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw 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>	• Working together eased the pupils into the new topic • No child was put on the spot on their own • Keeping it a group activity would be beneficial as the children were able to discuss their ideas before presenting it to the class
Casgliadau a chamau 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>	• Pupils feel confident to come up in front of their peers • In the future children could carry out research tasks to learn more • More questions could be asked to see if any of the pupils know about the topic before beginning it.
Y profiad newydd / Transformed experience	

Appendix 4**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 02.10.2019
Lesson details: Independent reading task
Classroom culture: One to one with the teaching assistant outside of the classroom
Objectives: (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Pupil is used to doing reading with TA • Prior knowledge of this task so knew to get their reading folder before beginning the task
Direction (Are the students clear about what they are doing and how to do it well?) • Pupil knew to get their book and reading log • The pupil knew what was expected of them and where to go
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Task was set for the appropriate level as child was reading the stage book that they were on • Pupil was not as engaged and enthusiastic about the reading task as they were pulled from a lesson they enjoyed
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • TA assess the pupil on the spot and leaves written feedback for the pupil in their reading log. • The TA decides if the pupil is on the correct stage book and what support is necessary to support the pupil to improve
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • Pupil was taken from a lesson they enjoyed • Focus was not consistent as they kept looking back in the lesson to see what was happening • Pupil did not want to participate in the reading task • The notes taken on the pupils reading might not be accurate as the pupil was not concentrating on the task set

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 <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	- Negative feeling of singling the child out of an activity because the teacher ran out of time earlier in the day to assess the pupils reading - Was unfair for the child to be withdrawn during a lesson they were interested in - Child was working hard in the lesson and enthusiastic about their work - Pupil felt bad as they were behind their peers in the work by the time they returned to the lesson
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>	- AfL was used however not accurately as the child would not have been pulled out of the lesson at this point if AfL was successful. - TA would have understood that pupil was engaged in another task and would have allowed pupil to successfully complete one task before beginning the next - Reading tasks are beneficial to the child's learning
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw 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>	- Reading one to one is an important aspect of a child's learning - Encouraging pupils to read daily is essential to the development of their literacy skills - Setting time for pupils to read is an effective way of creating one to one time with pupils in a busy classroom
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>	- Pupil should not be pulled from a lesson that they are engaged in due to time running over with a previous lesson - Children could be given set times each day/week to read one to one - If a session is missed the reading task could have been adapted to the lesson they were presently in rather than pulling them from the lesson.
Y profiad newydd / Transformed experience	