

ECAD6007 – A critical evaluation and 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

Within this case study, a critical incident focusing on a learner within a year 2 class will be discussed. Angelides (2001) defines a critical incident as, *“not necessarily sensational events...they may be minor incidents that happen in every school”* (Shapira-Lishchinsky, 2011, p.14). The observer will focus on the critical incident and discuss possible outcomes, linking to theory to explore why the learner behaved in a certain way. The observer will also read information on professional standards that apply to practitioners in Wales, (Welsh Government, 2019) in order to reflect and conclude on findings within the case study, and to acquire knowledge and skills to improve own future practice.

The placement school being discussed will be referred to as school X in adherence to BERA guidelines which states,

“The confidential and anonymous treatment of participants’ data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy and should accord them their rights to confidentiality and anonymity.” (BERA, 2018).

School X was observed for the purpose of this assignment; the school has 204 pupils and is a ‘Green school’ with 28.3% free school meals (FSM) which is 10% above the average in Wales. (Welsh Government, 2018). The most recent Estyn publication on the school was 2013, which, concluded that the school’s current performance and prospects for improvement are ‘good’. (Estyn, 2018). A year two class was observed; the class has twenty-five pupils aged six to seven years old. To ensure the pupils of the class get the most out of their learning, the teacher sorted them into groups according to their ability. In order to ensure anonymity, the child observed for the purpose of the critical incident will be named ‘Child A’ throughout the assignment.

Within this section, the observer will be discussing observations used for this case study. Barry MacDonald and Rob Walker (1975) describe a case study as, *the examination of an instance in action*” (Bassey, 1999, p.24). By compiling a case study, the observer can examine the characteristics of an individual and analyse the critical incident that was observed. “Observing is an important responsibility of all practitioners working within a school setting. Classroom

observation provides school leaders with first-hand evidence about the quality of teaching and learning in their school” (Estyn, 2018). There are a variety of observation techniques that professionals can use within their school to improve a learner’s education. These techniques include, written records, time and event samples, graphs, charts, sociograms, tick charts... etc. The observer was keen to try a variety of observation methods in order to collect enough data for the case study. Written, which can include structured recording, unstructured recording and comparative, was the main method the observer planned to use, as it was unclear what the critical incident was going to be and this method gave the observer the opportunity to write what was seen without planning beforehand. Another observational technique which worked well with the observation was sociogram. The sociogram records social contacts a single child makes; one possibility is to use a snapshot method (Sherman, 1995, p.39). It was unclear before the observation whether the observer needed to use a sociogram as it wasn’t clear whether Child A would interact with their peers. The observer’s intention during the lesson was to be a non-participant observer rather than a participant observer; by being non-participant the observer would have the opportunity to carefully analyse the incident without missing anything significant. Non-participant observation is defined as, *“A research technique whereby the researcher watches the subjects of his or her study, with their knowledge, but without taking an active part in the situation under scrutiny.”* (Scott and Marshall, 2009, p.1). However, the observer was happy to become a participant observer in order to collect the data needed for the case study. *“In recent years, the field of education has seen an increase in the number of qualitative studies that include participant observation as a way to collect information”* (FQS, 2019). Narrative was the first method of observation used which, *“involves watching a child or group of children and noting down what you see”* (Sherman, 1995, p.3). The observer wanted to sit quietly, to draw as little attention to them as possible to ensure that Child A’s behaviour wouldn’t change with the presence of the observer. Sherman (1995, p.4) states, *“...your interaction with the children can affect their behaviour”*. This method of observation was difficult as Child A was very verbal and felt the need to narrate what they were doing to the observer during the task, making the observer a participant.

During the 1950s there was a theoretical debate between behaviourist B. F. Skinner and linguist Noam Chomsky, which inspired research on language development (Berk, 2009, p.358). Conducting research on both these theorists, the observer determined that both Skinner and Chomsky made valid points about language development. Skinner (1957) believed that reinforcement and imitation contribute to early language development whereas Chomsky (1957) proposed a nativist account that regards language as a uniquely human accomplishment (Berk, 2009, p.359). Considering this, the observer wanted to see how Child

A interacted with the other children and the teacher. While being a participant during the observation, the observer was able to create adult intervention to ensure the learner stayed on task; therefore, scaffolding could be used. *“...scaffolding – adjusting the support offered during a teaching session to fit the child’s current level of performance”* (Berk, 2009, p.266). The observer was eager to watch Child A’s progress throughout the task in order to support them. Vygotsky believed that in order to scaffold well for children, teachers need to be keen observers (Mooney, 2000). The narrative method being used deemed to be a positive method; the observer was able to make thorough notes on exactly what the child was doing; however, as previously stated, it was difficult to ensure that the observer was non-participant, and this sometimes proved challenging. A negative aspect of this method was that the observer could have easily gone off on a tangent when describing what was happening. Sharman (2007, p.4) states, *“you will need to set the scene by describing what is going on around, you need to remember that your main focus is the child you are observing”*. It was also difficult as the observer was concentrating on critically analysing the observation in order to reach the full potential of the case study. Cohen and Manion (1989) state, *“the purpose of such observation is to probe deeply and to analyse intensively...”* (Bassey, 1999, p.24).

During the observation, a critical incident was observed. Brookfield (1990) stated, *“a critical incident is any unplanned and unanticipated event that occurs during class, outside class or during a teacher’s career but is ‘vividly remembered’”* (Joshi, 2018 p.82). During the lesson that was observed, the class was split into their ability groups to complete different tasks. The observer was able to be non-participant and watch the lesson. Child A was in the higher ability group of children, the child took themselves away from their group and decided to sit alone to complete the task. The observer sat near Child A to complete the narrative observation. Child A made the observer participant by asking them to sit on the same table (Appendix, Observation 2). Child A then narrated what they were doing for the task to the observer. Donaldson (2015) believes that, ‘all our children and young people will be healthy, confident individuals who form positive relationships based upon trust and mutual respect.’ The observer felt that Child A was comfortable with the task and the observer being there. The task had a clear learning objective and Child A knew what needed to be done to complete it. The teacher knew that Child A was able to ‘face and overcome challenge’ (Donaldson 2015) for the duration of this task. However, during the task, Child A became distracted and asked to go and get a drink. The observer questioned whether the first part of the task, cutting out shapes, was not challenging enough for the child. Williams (1994, p.1) conducted research on gifted and talented children, she suggested that,

“gifted and talented children need to be offered a curriculum that provides the ‘optimal match’ with their learning potential...it will be achieved when there is an ‘adjustment of

an appropriately challenging curriculum to match a student's pace and level of learning”.

Considering this, it is also significant to reflect on the value of challenge within a classroom setting. Professor John Hattie researched the presence of challenging learning intentions and the consequences they may have. He stated, *“pupils can be induced to invest greater effort, and invest more of their capacity than under low demand conditions”* (Hymer and Gershon, 2014, p.30). Being a participant, the observer was able to scaffold the child's learning in order to get them back on task. Another aspect of one of the four purposes of the new Donaldson (2015) curriculum is to ‘face and overcome challenge and have the skills and knowledge to manage everyday life as independently as they can’. Child A was able to get back on to the task and complete the first half with ease. The teacher had a clear learning objective for the next step, which Child A was aware of; however, instead of continuing on with the task, Child A decided to try to get the teacher's attention to get approval for the work that had been completed. During this time, the teacher was busy, and Child A didn't get the attention they wanted; Child A then decided to go to another group and started to ‘act up’ with a friend. The teacher noticed this and gave the child negative attention. Child A seemed to be happy to have acknowledgement from the teacher and went back to continue with the task. Kyriacou (2009, p.27) states, *“a reprimand for a pupil, as a form of punishment, delivered in a context where the pupil is attention-seeking may be experienced as a reward”*. Referring back to Donaldson (2015) and the four purposes where it states that, ‘children should form positive relationships based upon trust and mutual respect;’ it was clear to see that Child A had a positive relationship with the teacher; however, Child A seemed to have formed an attachment with the teacher and needed constant attention. Prior and Glasser (2006, p.15) define an attachment as, *“a bond or tie between an individual and an attachment figure”*. When Child A decided to ‘act up’ when they didn't receive the attention from the teacher, it was clear to the observer that the child was happy to receive any attention from the teacher, whether it was negative or positive. Howes (1999) stated, *“the formation of attachment relationships in childcare settings appears to be a similar process to that of infant-mother attachment formation”* (Prior and Glasser, 2006, p.62). The teacher was aware of the attention needed from Child A and encouraged them to go back to the task. *“Effective teaching involves having a sound understanding of how and why certain activities lead to learning, and what factors influence their effectiveness”* (Kyriacou, 2009, p.1). Child A was more than capable to complete the task and showed good readiness to learn when they were on task. Another one of the four purposes of the new Donaldson (2015) curriculum is ‘to develop ambitious capable learners who set themselves high standards and seek and enjoy challenge and are ready to learn throughout their lives.’ With effective teaching in place, the observer believes that Child

A will achieve this standard. Child A will need to learn how to stay on task which will create 'an ethical informed citizen who understands and considers the impact of their actions when making choices and acting' (Donaldson 2015).

When considering Child A's behaviour during the critical incident, the observer took a holistic approach when analysing the behaviour that was displayed. Meggit (2006, p.11) stated, *"Holistic Child Development is a way of seeing children as whole people"*. According to the Whole Child Commission (2007), the whole child is, *"physically, verbally, socially and academically competent"*. Child A made it clear to the observer that they were 'academically competent' when completing the task; however, the need for positive reinforcement from the teacher prevented the child reaching their full potential to progress further. Skinner (1998), focused on positive reinforcement (teacher praise), he suggested that the absence of reinforcement will decrease the likelihood of behaviour occurring (Kyriacou, 2009). It may be considered that Child A is looking for structure in their life rather than attention?

"...children may sometimes construct a secure attachment relationship with a caregiver in which the child uses the caregiver to organise his or her social and learning environment...this raises the notion of professional caregivers as organisers, rather than comforters, which may particularly apply to teachers" (Prior and Glasser, 2006, p.60).

The teacher had a clear structure set up for the learner's in the classroom. John Dewey, an American philosopher *"strongly believed that the education of children required clear structure"* (Gray and MacBlain, 2015, p. 38). Child A seemed to be taking themselves away from the structure the teacher had set up; the child sat away from the group they were in, in order to complete the task alone. To gain the maximum benefit of their own learning experience, Dewey also believed that children needed direction and support for this to be feasible (Gray and MacBlain, 2015). The observer felt that the teacher did well organising the structure; however, Child A wanted to be closer to the adults in the room rather than the other children. Cowley (2014, p.8) states, *"young people want certainty from the adults in their lives...they need boundaries to give them a feeling of security"*. As previously discussed, Child A seemed to have formed an attachment with the teacher.

"...certain categories of adults frequently available in children's social networks are considered as alternative attachment figures. These categories are fathers, grandparents, childcare providers and teachers" (Prior and Glasser, 2006, p.61).

The attachment that Child A formed with the teacher, seemed to be having a negative impact on their learning and their behaviour. The constant need for attention meant that the child wasn't fully concentrating on the task set. This also impacted other learners behaviour within the lesson as Child A felt the need to distract their peers when the attention they looked for from the teacher wasn't given. Kyriacou (2009, p.27) discussed the behavioural approach and learning. He states that it,

“draws attention to the relationship between pupils’ behaviour (e.g. paying attention, disrupting other pupils) and how the consequences of the behaviour for the pupil influences its future occurrence”.

Vygotsky (1977) developed the Zone of Proximal Development (ZPD) which is described as *“the gap between what the child can do alone and what the child might be able to do with help”* (Smidt, 2015, p.38). This statement brings the observer back to the point in the observation where the child asked to get a drink. It was considered that Child A wasn't challenged enough during the first part of the activity. Another theorist who researched child development was Bruner who used the term scaffolding, enabling the child to move forward with their learning with adult intervention (Smidt, 2015). Child A felt the need for adult intervention throughout the task; scaffolding could be a method used to assist the child's learning. Another factor which could be used is sustained shared thinking. This method involves *“both the child's awareness of what is to be learned and the adult's assessment of what is 'required' for the child to succeed”* (Smidt, 2015, p.38). With teacher intervention and feedback during the task, Child A may have stayed engaged throughout the task. Barry Hymer and Mike Gershon stated, *“when challenge, effort and feedback operate in harmony, learners begin to see their skills and understanding develop in real time* (2014, p.61). While looking into the research done by Canter and Canter (2001), it 'has identified a number of principles that can facilitate learning, for example, the use of quick corrective feedback' (Kyriacou, 2009). The teacher could facilitate this by using assessment for learning (AfL) strategies. School X has a policy on AfL strategies which is used several times throughout the day. During this lesson, the teacher could have used the strategy 'think, pair, share'. This could have encouraged the child to discuss the task with a peer and get some feedback for the task. Both Vygotsky and Piaget researched peer collaboration and believed that this would only be effective if the transfer of knowledge is from a more knowledgeable peer; Vygotsky was more concerned with the social learning taking place rather than the learning (Gray, and MacBlain, 2015, p.104). Child A could have benefited with the social interaction; however, as the child has formed an attachment to the teacher, the interaction from peers may not have been substantial enough for Child A. While revisiting the behavioural approach, research suggests that teachers should make frequent use of praise to reinforce appropriate pupil behaviour (Kyriacou, 2009). The teacher

used a variety of AfL strategies to reinforce positive behaviour throughout the lesson; however, Child A seemed to only take this on board when praise was present and given specifically to the individual. Research on formative assessment suggests, *“the best feedback you can give your pupils will be the feedback that provides them with the most helpful information”* (Hymer, and Gershon, 2014, p.62). Considering this, the observer comprehended that the teacher wasn't giving Child A praise as it isn't feedback at all. Barry Hymer and Mike Gershon (2014) concluded, praise within the classroom to a pupil who didn't find a task particularly difficult can serve to lower personal expectations of performance Child A wanted praise off the teacher for completing the first half of the task well, however, the observer determined that the first part of the task was not a challenge for the child; if the praise was given to Child A from the teacher, it could invite complacency. *“Praise acts as extrinsic reinforcers, focusing on the outcomes of learning rather than the intrinsic satisfactions of the task itself”* (Hymer and Gershon, 2014, p.66). The teacher was aware of the child's attention seeking behaviour and chose to not respond to the behaviour. *“Some attention-seeking behaviour can – in short term – be tactically ignored. The teacher will then respond briefly and positively when the child is behaving appropriately; cooperatively* (Rogers, 2015, p.117). Moving away from the aspect of 'praise', the teacher encouraged Child A to self-assess during the task to motivate them into realising what they needed to do to progress independently. Paul Black and Dylan Wiliam (1998, p.10) stated,

“For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to achieve”.

Exploring Child A's social behaviour, the observer researched Albert Bandura (1960), a social learning theorist, who conducted an experiment which showed that children learned their social behaviour by watching others, and they also learn by imitating others. This can be seen during the critical incident when Child A decided to 'act up' with peers, as Child A had previously seen the attention those children were having from the teacher. (Beaver, 2001). Examining this further, the observer looked at Bronfenbrenner (1979) and the ecosystems approach which *“demonstrates the complex links between the different influences on the child's behaviour and development”* (Kay, 2006, p.36). Bronfenbrenner studied the relevance of children's social environment. The ecological approach shows that the child is influenced by many factors outside of their direct control. A child's behaviour can be influenced by many factors including, home setting and environment, the child's own emotional needs and the extent to which these are met and the child's social skills and ability to relate to peers and adults (Kay, 2006). It was difficult to conclude the reason for the behaviour observed as many

external factors need to be considered and this study was conducted without details of the personal circumstances of the child being disclosed. Researching Bronfenbrenner's theory, it suggests, in order to fully explore child development, we also need to take into account the wider environmental influences upon the child (Gray and MacBlain, 2015, p.123).

While conducting research on 'praise' within this case study, it became clear to the observer that using praise within the classroom could soon lose value if overly used. As previously discussed, the teacher had strategies in place to ensure they were using positive reinforcers to strengthen behaviour and learning. Reflecting on this, the researcher examined Skinner's work further. Skinner identified four reinforcement schedules and concluded *"intermittent or variable reinforcement appears to have a longer lasting effect on behaviour."* Intermittent or variable reinforcement follows no set pattern of praise (Gray and MacBlain, 2015, P.57). The observer felt that the next steps to this within the classroom would be enhancing pupil motivation. Within School X, 'dojo's' are used as a reinforcer. The dojo's are points given to an individual as a reward, similar to a sticker. The reward system School X use, seems to have a positive effect on behaviour within the classroom; however, evidence suggests that

"extrinsic motivators such as stickers can offer useful short-term rewards and can be used to initiate behaviour, but once established they should be withdrawn to enhance children's motivation, self-esteem and self-efficacy" (Gray and MacBlain, 2015, p.58).

For Child A specifically, the observer concluded that the teacher showed good teaching and knew what methods to use to shape Child A's learning. *"There is a focus on rewarding, or reinforcing, desired behaviours and ignoring, re-directing or otherwise discouraging inappropriate behaviours"* (Gray and MacBlain, 2015, p.59). The teacher was able to take time to scaffold the children's learning in turn, in their groups. Vygotsky *"employs qualitative approaches, including observing and listening to children as they completed tasks"* (Gray and MacBlain, 2015, p.109). Child A did seem to need more of the teacher's attention, however, Sadler (1989) states,

"where anyone is trying to learn, feedback about their efforts has three elements – the 'desired goal' the evidence about their 'present position', and some understanding of a 'way to close the gap' between the two" (Black and Wiliam, 1998, p.10).

The teacher kept the feedback specific to the qualities of Child A's work and advice on how to improve or move on with the task. As previously stated, one of the four purposes of the new Donaldson (2015) curriculum is to 'face and overcome challenge and have the skills and knowledge to manage everyday life as independently as they can'. The teacher encouraged

learning strategies like self-assessment within the class to promote this. Clear learning objectives were set and Child A knew what was needed to do in order to complete the task; *“pupils can only assess themselves when they have a sufficiently clear picture of the targets that their learning is meant to attain”* (Black and Wiliam, 1998, p.10). Although Child A needed slight encouragement to continue with the task independently, the teacher assured the observer that Child A had made great progress with their learning. *“Bruner did not view learning as something that happens to individuals but more as a process in which the individual is actively engaged”* (Gray and MacBlain, 2015, p.133). Child A may have needed encouragement to complete the task set, however, the task was completed by the end of the allocated time and was executed well.

To conclude, the observer found several areas for potential research by critically analysing an observation. Skinner, (2010, p.41). defined practitioner research, *“it can involve action research or some other research methodology...such as observational study”*. After witnessing the learning event, the observer had a better understanding of learning theories relating primarily to behaviour. The observer analysed why Child A could have behaved in a certain way, however, as previously stated, it was difficult to come to a clear conclusion as this critical incident didn't require further research on the child specifically. The teacher used a variety of AfL strategies to encourage further learning and understanding. Paul Black and Dylan Wiliam stated,

“opportunities for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction whereby formative assessment aids learning” (1998, p.11).

It was clear to the observer that the teacher was putting strategies in place to encourage Child A to work more independently and to peer and self-assess to avoid needing constant praise from the teacher. *“Bruner suggested that children could in practice, be very involved in their own learning forward by undertaking more demanding and challenging tasks, provided they were properly supported”* (Gray and MacBlain, 2015, p.140). Research suggests that there are a variety of views of learning theory. It became clear to the observer that individuals learn at different stages to develop and process information to construct meaning of the world around them. Learning requires careful consideration and reflection; it was apparent that Child A is progressing well within the classroom and is going on their own learning journey. By using the assessment strategies, the teacher has put in place, like self-assessment, it was clear to the observer that Child A's learning will improve with these in place. Hansen (2012, p.110) stated,

“there is evidence to suggest that their progress, persistence and self-esteem to improve... teachers gain a greater insight into children’s learning needs and make links with feedback and planning...highlighting how valuable self-assessment can be as an assessment tool”.

According to the new professional standards for teaching and leadership,

“professional standards enable practice, individually and collectively, against nationally agreed standards of effective practice and affirm and celebrate their successes and support practitioners to identify areas for further professional development” (Welsh Government, 2019)

The importance of this was observed through the critical incident. The observer had a positive experience within the classroom and will use the new acquired knowledge and skills to improve own future practice.

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Appendices



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

OBSERVATION 1

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Year 2 class of 25 mixed ability children. The theme of the term is 'The Great Fire of London'
Classroom culture (Are the students focused on learning?) The start of the lesson began with all the children sat on the mat discussing what they have learnt about the topic. The teacher asked open ended questions. The children showed good listening skills and put their hands up to answer questions. The teacher chose different children to answer the questions. The teacher then discussed with the group the learning objectives of the lesson. They were set out in three ability groups and sent to their activity.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Each group had a clear purpose; the maths group had a cutting and number activity assisted with a TA. Another group were working with the teacher to write a sentence relating to the topic. The third group had independent learning where they could choose between researching the topic in a comprehensive book and write a fact in their book, work on a computer game relating to the topic, play in the role play corner which was also set up to follow the theme or to do a Maths game.
Direction (Are the students clear about what they are doing and how to do it well?) All students were clear about what needed to be done in their activities. They showed good listening and teamwork within their groups.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All learners were challenged to meet their ability. The lessons were set so that the teacher and teaching assistant could scaffold when needed. All the learners were able to complete the same activity in their ability groups at different times. The tasks were specifically made to meet the ability of each group i.e. the higher ability group had the same task, but it was made more challenging than the lower ability groups task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher was able to assess the student learning by asking open ended questions at the start of the lesson to ensure all groups knew what they were doing. The teacher and teaching assistant were also with two groups to scaffold the children's learning. An



Afl strategy used was that the success criteria of the lesson was printed and given to each child to ensure they knew what was expected of them during the lesson. The teacher gave the children enough time to finish off their work and tidy up before the lesson was over. At the end of the lesson the children were asked to sit on the mat to reflect on their learning.

Specifics / Critical Incidents

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

I sat with a child who was completing the 'independent learning' task. Child A had a comprehension book about 'the great fire of London'. The task was to find an interesting fact in the book and write it in their books. Child A found a fact and went on to read it to me. Child A struggled with the reading and a peer (child B) saw this; the peer then went on to read the fact with child A to scaffold the learning. With child B's help, child A was able to read the book a lot easier. Although, child B helped child A, child A was overpowering and 'bossy' towards child B. Child A acted like a teacher with child B, telling the child what to do next. Child B was more than capable of reading and writing but accepted the fact that child A wanted to 'be the teacher'.

OBSERVATION / FIELD NOTES

OBSERVATION 2

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 2 class of 25 mixed ability children. The theme of the term is 'Dinosaurs'
Classroom culture (Are the students focused on learning?) The children were given the learning objectives on the mat as a whole class. Open ended questions were asked to ensure all children understood what they needed to be doing in their groups.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Each group had a clear purpose to the lesson. They were all placed in their coloured groups (in abilities). They knew who was in their group and gathered to their activities. Grwp melyn were in the 'Dinosaur Den' where they completed a Maths activity. They each had a printed learning objective and had an example of the finished activity completed by their teacher. Grwp gwyrdd went to the creative corner where they painted and decorated dinosaur templates. Grwp coch went into the dinosaur tuff tray. There were also extra activities set out to ensure that the children who finished their work before others could continue working.
Direction (Are the students clear about what they are doing and how to do it well?) All the children had clear learning objectives set. They showed good listening and teamwork within their groups.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students were engaged with their tasks. They all were enjoying the theme and keen to complete their work. The higher ability group had a more challenging task, therefore the teacher was with that group to scaffold their learning. The group in the creative corner were doing well but some were distracted by the sink, continuously washing their paintbrushes. The group in the tuff tray were not specifically challenged as they seemed to be 'making the dinosaurs fight'. However, this showed good role play and imagination skills, imitating what the dinosaurs would have done in the past.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The school in question has a specific policy on AfL. The children have regular opportunities throughout the lesson to peer and self-assess against the success criteria



and make improvements to their work accordingly. The teacher was able to scaffold this and ensure they all stayed on task. The teacher was also able to use a variety of AfL strategies (talk partners, think, pair, share) at the end of the task to ensure that they all showed a good understanding of their learning.

Specifics / Critical Incidents

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

Child A was in the maths group in grwp melyn (higher ability group). The child worked independently; however, when I joined the group, child A seemed to need constant praise from myself about their work. Child A showed good knowledge about dinosaurs and was happy to share this with me during the activity. The child also narrated what they were doing to me throughout the activity. During the cutting part of the task, the child seemed to lose concentration a little. Child A needed a drink during activity, which made me wonder whether the child was challenged enough. When child A completed the first part of the activity, they knew they had to move on to the next part of the activity; however, the child followed the teacher around the room to get approval for their work; when the praise wasn't given the child started to 'act up'. Child A went to join a friend in another group and distracted them from their learning. The child was asked to re join their group and continue their work. The interaction from the teacher seemed to be enough for the child to carry on with their work. Child A seemed to be seeking attention from the teacher and didn't seem to mind when it was negative rather than positive.

OBSERVATION / FIELD NOTES

OBSERVATION 3

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Year 2 class of 25 mixed ability children. The theme of the term is 'Dinosaurs'
Classroom culture (Are the students focused on learning?) The children were given the learning objectives on the mat as a whole class. Open ended questions were asked to ensure all children understood what they needed to be doing in their groups.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) This observation took place during the morning when the children were arriving into class. The class has a routine in the morning to collect their reading books and sit quietly on the carpet reading until everyone arrives into class. The teacher also set out mini activities to ensure all the children were engaged in an activity.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher children in the year 2 class have a clear structure throughout the day and they all know what to do in the morning. The teacher ensures all children are engaged in an activity; if they didn't have their reading book, they were to sit at a table and complete a mini morning activity which had clear learning objectives.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All the children were at different stages of their reading. The children that read well, seemed to read through their books a lot quicker than some others. However, if the children finished their books quickly, the teacher was able to decide if the child would move on with a new book or go to a mini activity. This kept all the children engaged and busy.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Assessment during this part of the day was difficult as it was the morning and children were arriving and not all settled. The teacher ensured every child was on task and was able to set up the day. The teacher could also listen to the children reading individually during this time and assess whether they needed a new book.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?



At the start of the morning the children know they need to collect their reading folders and sit on the mat to read their books. They did this well. The class showed different levels of reading. Child A read their book loud and confidently; this distracted two other children (child B and C) who left their books to listen to child A reading their story. Child A enjoyed the two other children listening and went on to talk about the story and pictures, acting 'the teacher' to the two other children. When the story was complete, the child went on to suggest that child B or C were to read their story to them. Child B was a bit shy and struggled to read. Child A encouraged Child B to read the book and went on to scaffold their learning.

OBSERVATION / FIELD NOTES

OBSERVATION 4

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Year 2 class of 25 mixed ability children. The theme of the term is 'Dinosaurs'
Classroom culture (Are the students focused on learning?) The children were given the learning objectives on the mat as a whole class. Open ended questions were asked to ensure all children understood what they needed to be doing in their groups.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The part of the lesson was a whole class discussion. The teacher had all the children engaged and used a variety of AfL strategies to ensure discussion. By using the strategies all the children participated. The purpose of the discussion was to discuss the task the children were about to partake in, to ensure their understanding. The teacher also discussed what the children had already learnt as part of the theme.
Direction (Are the students clear about what they are doing and how to do it well?) The students had a clear learning objective and with the learning strategies in place, the teacher was able to assess the children's understanding before the task to ensure they were clear about what needed to be done.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The teacher used AfL strategies to ensure all the students were able to engage in the class discussion. The discussion didn't have a specific challenge; however, ensuring all the students participated and engaged well with the AfL strategies was a challenge for the teacher.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The purpose of the discussion was to assess understanding before the tasks set. The strategies used were, 'think, pair, share', 'my turn, your turn' and 'basketball discussion'. The teacher ensured all children participated in order to ensure understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? During a whole class discussion, Child A listened well, then during 'think, pair, share' the child seemed upset. When I approached the child, they went on to tell me that



they didn't have a partner to talk to. I suggested the child joined the pair next to them to discuss, however, Child A didn't want to disturb their conversation or stop the two from being 'a pair'. Child A then went on to as if I would like to be their partner. Child A knew exactly what they wanted to discuss with me and showed a good understanding of the task. I didn't need to give any input to the discussion because Child A knew exactly what they wanted to say. With this confidence after discussing, the child was then able to share their ideas with the class and was happy again.

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

Dyddiad/Date: 25/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Observation 1

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I had a positive experience within this lesson. I was able to learn a lot about the differentiation of abilities within a group and how to ensure everyone is learning at their own pace. The teacher ensured all learners were excited about the theme and the tasks set; this was inspiring as a future teacher.
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 children had a clear learning objective and knew what they were doing within their groups to complete the tasks set. Carpet time, where the teacher used question time after giving the learning objective was a positive approach. The teacher involved every child and discussed what they already learnt about the topic. The only part of the experience which I could have deemed disappointing, is the fact that Child B came over to Child A in order to scaffold the learning; Child B was very capable but seemed to allow Child A to 'play the role of the teacher'. This prevented Child B from furthering their learning within the task as Child A didn't allow Child B to participate with the learning.
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 bwysigaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	The teacher created a learning objective which was understood by all the children. Strategies were used to ensure all had a clear understanding. Within my practice I would like to use these strategies as I felt that they gave the children a clear understanding of the learning, but also an excitement to get involved with the task. The cause of the disappointing element was not down to the teacher or the structure of the tasks or lesson. It was due to a child wanting to learn independently and another wanting to work together and help with their peers learning. This could be down to the individual child, social groups and how they learn. Both children were right with what they were set to do; they just could have collaborated a little better to ensure they both got the most out of the task.
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 chi mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	By encouraging collaboration or individual work specifically for tasks could be a possible solution to act on this incident. Child B saw their friend needed help, so did well by scaffolding learning; however, Child B was unaware that this would interfere with their learning within this task. Ensuring children can help their peers is a fantastic part of learning, however, encouraging learners to also be independent with their own learning is essential. Using AfL strategies like 'thinking caps' could be used to help with this. For effective teaching I would continue with the strategies the teacher has in place as all the children showed a clear understanding of the task. I would also put more AfL strategies in place to encourage independent work as well as peer collaboration.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: Observation 2

Digwyddiad critigol (Ffocws)/Critical incident (focus): 26/09/2019

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	The experience was positive. The class were put into groups to complete the learning objective. Each group had a task which reflected their ability. The topic of the term was dinosaurs and the learners were excited about sharing the knowledge they had learnt during time on the mat while discussing the learning objective. It was positive to see how much they had learnt about the topic.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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>	During the lesson, the teacher set a learning objective as a whole and the children went to complete the tasks within their groups. Child A took themselves away from their group in order to complete the task alone. I thought this had positives and negatives; the child sat alone to complete the task which encourages independence; however, it also stops them working together. The child did the first part of the work well but seemed to be distracted by where the teacher was and constantly needing approval and praise for their work. During the critical incident, Child A took themselves away from their group. This was disappointing as the teacher was working on strategies such as peer collaboration. During the critical incident, Child A became distracted and went to get a drink; this could have been avoided if the child had peer interaction within their group. This could have also encouraged the children to keep on task and work as a team.
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 bwysigaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	The teacher was aware of the child's need for praise and had strategies in place to ensure they got the best out of their learning. I would possibly try to encourage a little more peer collaboration with Child A as it might give them the opportunity to share thoughts with peers instead of needing to disturb the teacher. Child A not wanting to be a part of their group was the cause of the most disappointing element. The child didn't want to join in with their group; personally, I would have to think of strategies to help the child understand that working together can be a good part of learning. The child may have problems with social skills, so deciding what the strategies would be would need a bit more research on the individual.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon 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>	As previously stated, I would like to do more research on the background of the child before concluding what the next steps would be. The teacher knows Child A needs a lot of praise and seems to be attached to the teacher and adults in the room. Encouraging peer collaboration could be a next step if it was suitable for the child. Next, I would use strategies to give praise to the child when it was deserved. Explaining that certain tasks need to be complete before hand and working hard. Ensuring to challenge the child and keep them on task.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Observation 3

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	This incident observed was during the arrival into class first thing in the morning. It was a difficult time for the teacher to ensure all children were coming into the room and getting something out to do, as they seemed to be arriving at different times. The teacher asked children who had their reading books to sit on the mat and read and other children to complete mini tasks on the tables. The children listened well and completed the tasks. This was an interesting and positive experience, seeing how the teacher handled a busy transition time and it was executed well.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> "Can you list the aspects of the learning experience that went well?" <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> "What were the elements of the learning experience that were disappointing?"	The children that had their books, went to the mat and started to read. It was positive to see this. They were interested in the other children's stories also. Some of the children read their books out loud which distracted others. This could be a disappointment as those children were not reading their own book; however, the children sat quietly and watched and listened to their peer reading the story. The children could learn from their peer by seeing how they read and enjoyed the story. When the child finished their story, they encouraged the other children to try and read their stories to them as well. This showed good scaffolding and also encouraged the child to peer collaborate and help their peers.
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> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	I liked that the teacher had a variety of activities for the children to choose from when coming in in the morning. This kept them busy but also encouraged social skills and independence, by choosing which activity to do but also collaborating with peers to help with understanding. There was no specific disappointing element as the children within this class seem to work very well together. They were able to move on to the next activity when one was complete and help each other if needed. I think this showed effective teaching.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon 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 had a positive experience within the classroom and was keen to see the ideas the teacher had in order to ensure the children came into class first thing in the morning and start their learning right away. As there were no specific disappointing issues identified during this critical incident; it was difficult to conclude. The teacher changed the mini activities daily in order to keep the children engaged and learning. One part of the mini activities included their own lollipop stick which they could place in a cup which had a variety of emotions on. The teacher was able to see how the children were feeling on arrival, to ensure they were happy and ready to learn. I will use these strategies within my teaching as I found them effective.
Y profiad newydd / <i>Transformed experience</i>	

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Observation 4

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This part of the lesson was a 're-cap' on what they had already learnt and what they would be doing next. The children were excited to share their knowledge with the group and the teacher used a variety of AfL strategies to ensure everybody joined in. This was positive to see the strategies in action in order to use them within my teaching.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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?"	During the class discussion, the teacher had all the learners' attention on the mat. The teacher used different strategies to get the children involved like, 'think, pair, share'. The children excitedly told their partners what they knew and what they wanted to share with their peers. A child sat in silence during this strategy. When I asked what was wrong, the child explained that they do not have a partner and couldn't share their ideas. When I suggested the child joined the pair sitting next to them, they explained that they couldn't as it was a 'pair' specifically they needed to talk in. I suggested the child talk to me as their pair. The child had lots of knowledge to share and was able to tell the group their ideas. An element that could be disappointing is that if the child didn't discuss their ideas with me as a pair, they may not have joined in with the group discussion.
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 bwysigaf? "What was the cause of the most important disappointing element?"	I felt that the teacher used all the strategies well to ensure all children joined in with the learning. It was positive to see the strategies being used well in order to show an understanding of what the children have learnt already. The cause of the disappointing element was the fact that the child I observed felt that they couldn't discuss their ideas with their peers as the title of the strategy specifically said 'pair'. It was disappointing to see that the child couldn't decide what was best to do to ensure that they were joining in with the group.
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 to avoid this, the learners could be told that if they didn't have a pair, maybe they could be a three in order to ensure everyone could join in. The strategy worked well, and it was positive to see the children taking part. Next, I would try to use more of the AfL strategies to see which was the most effective to that specific class.
Y profiad newydd / Transformed experience	