

Assignment.

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

Introduction.

Learning and education are in a state of consistent change. Every individual student has their bespoke needs and each pupil will have a preferred style of learning. Moreover, the background from which a student has emerged may also contribute greatly to their individual educational challenges. A wide range of views and theoretical texts exist on how our learning is influenced by a multiplicity of factors. Amongst this extensive body of academic thinking, research from (Capel, Leask and Turner, 2016), (Black-Hawkins, Florian and Rouse, 2007), (Denby, 2012) and (Arshad, Wrigley and Pratt, 2012) provide important and cerebral insight into the challenges that teachers may face with regards to classroom inclusion and support, structures for learning and resolutions of barriers that may inhibit a pupils learning and subsequent development.

In Wales, education is in a particularly exciting phase, whereby the various strands of thinking and research has been brought together in the recommendations of Professor Graham Donaldson in his review of the Welsh curriculum called Successful Futures (2015). Donaldson identifies four purposes of a new curriculum for Wales:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

The following discussion will concentrate on a critical incident witnessed at a secondary school in south Wales. Set against the four principles of Donaldson, the analysis will consider the incident in relation to research offered in contemporary literature on the subject.

Observation.

The critical incident to be considered took place at a comprehensive school situated to the north west of Swansea. The school is a mixed English-medium school, which offers learning to children between the ages of 11 and 16. It has around 1,000 pupils from a range of abilities and backgrounds. The locality covered within the school's catchment area enjoys a mix of traditional established homes and a significant amount of new housing. The school was last inspected by Estyn in 2013, whereby it was awarded a score of 'Good' for its current performance and was commended for its, 'strong relationships between the school, parents and community' (reference has been removed to ensure anonymity). The school enjoys state of the art facilities and seeks to promote a motivating, respectful and happy culture.

The critical event which will be discussed in the analysis, involved a Year 8 pupil who was in attendance in a Set 1 class for mathematics. The pupil in question arrived in the United Kingdom from China approximately 12 months ago, whereby English was not their first language. Since arriving in Wales, the student's English language skills have grown, but to date are still developing. The critical incident focusses on these language challenges and will consider the solutions for overcoming this barrier for learning. All ethical considerations were given full regard before observations took place. In addition, with adherence to the BERA (2018) guidelines, the anonymity of the school, its teachers and the pupils will remain completely confidential throughout the discussion.

Methodology.

As previously outlined the critical incident occurred in a Set 1 mathematics class. The pupil in question was of Chinese origin and had recently migrated with his/her family to the United Kingdom. The whole class including the observed pupil were given three sets of equations to solve. So as to address differentiation across the class, the equations were categorised as bronze, silver and gold. Working individually, the class had to complete either or both the equations categorised in the bronze and silver groupings before being allowed to advance onto the equations classified as gold. It was observed that the pupil completed all three sets of equations without any request for help. Once the allocated time for the task was over, the equations were self-marked by the pupils with the answers displayed on the class whiteboard. It was noted that the observed pupil used a translation application on an Apple iPad to check whether his/her answers were correct. On observing this situation, it was

determined that it could be categorised as a critical incident, as it demonstrated some potential barriers to learning.

Capel et al (2016, p. 200) reminds us that every pupil in a class is unique and that a group of same-age pupils will most likely contain individuals at different stages of development. This variation may be caused by differences in physical development, cognitive development and background. Moreover, a pupil's response to schooling may be affected by their religious, economic and cultural context. The cultural / language context of the critical incident witnessed in this case was a chief consideration and in order to assess and evaluate the situation a number of observation models were considered.

Developing a sociogram would have helped chart the various inter-relationships in the wider group and thus would have helped the observer to understand friendship or relationship patterns in a graphic format. However, in this case it was determined that inter-relationships were not the predominant issue. Similarly, Abraham Maslow's Hierarchy of Needs (1954) would also provide a graphic representation. Maslow's pyramid would give an assessment of the pupil's motivation starting from their physiological needs and moving through to their safety, their belonging and their esteem before arriving at a status of self-actualization. Nevertheless, although Maslow's model could potentially provide appropriate insight it was decided to assess the critical incident with an Assisted Reflective Conclusions Model (ARC), through the use of a Critical Incident Reflection sheet (please see appendix). Using this evaluation tool, it became clear that two factors were at play for the pupil. Firstly, a distinct barrier for learning was evident, given that the pupil was unable to completely benefit from face to face learning, as the language barrier potentially precluded them from the full benefits of personal interaction. The incident also highlighted the direct benefit of using a Scaffolding Technique, as developed by the psychologist Jerome Bruner (1977). Bruner's work progressed the ideas of the Russian psychologist Lev Vygotsky, who believed that we learn best in social environments. Bruner developed these ideas and argued that when children learn new concepts, they need active support from adults. However, the initial dependency should gradually decline, as the pupil develops new skills and knowledge. In the critical incident in this instance, the student was able to move to a stronger understanding of requirements and thus gained knowledge in a supportive environment, which will ultimately lead to greater independence.

Four Purposes

To re-iterate, the critical incident under observation had two pertinent features to reflect upon. Firstly, the pupil in question had a palpable barrier to learning, given their lack of complete fluency in the language in which the lesson was conducted. Secondly, through the use of an application on an Apple iPad and with support when needed from the teacher, the observed critical incident demonstrated the use of a scaffolding technique, whereby the pupil was empowered to move from dependency towards independence. In addition, the critical incident demonstrated the value of differentiation within the classroom. Set against this background and with regards to Donaldson's Four Purposes of the Curriculum (2015), the observed critical incident has a relevance that can be linked to all four purposes.

1. Ambitious, capable learners, ready to learn throughout their lives.

The capability of the pupil in question had been harnessed and encouraged in a supportive and inclusive classroom environment. With support at hand, the pupil demonstrated a clear ambition and a willingness to overcome barriers to learning. This ambition was particularly borne out by the enthusiasm to find technological solutions to overcome their challenges.

2. Enterprising creative contributors, ready to play a full part in life and work.

The very solution itself demonstrated imagination and creativity. In the critical incident, the teacher pupil interaction was dynamic, and the pupil's discrete needs were met by developing a highly creative solution. The innovative nature of the solution empowered the pupil and the creative response to overcome obstacles bodes well for the pupil's future.

3. Ethical, informed citizens who are ready to be citizens of Wales and the world.

The critical incident demonstrated a genuine attempt to nurture the pupil's curiosity to find appropriate and empowering solutions. The teacher's role was principled and remained vigilant in the effort to satisfy the pupil's specific needs. Within this mutually respectful and inclusive environment the pupil's innate abilities have been cultivated and moreover, the likelihood of the pupil becoming an ethical, informed citizen of Wales and beyond is given full potential.

4. Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

By overcoming specific barriers to learning and by a demonstration of a scaffolding technique, the critical incident demonstrated a clear development in the pupil's independence, which in reality can only have positive benefits with regard to confidence and character building. The empowering quality of the solution enabled the pupil concerned to demonstrate their value within the class and to fulfil the lesson objectives.

It is clear that by setting the incident against Donaldson's four principles, a clarity of purpose for both teacher and pupil emerges. In such circumstances, it helps stakeholders to respond creatively to potential hurdles and helps a dynamic development of new skills and subject knowledge to embed within the pupil's education. Moreover, with a freedom to teach and learn in ways that have the ability to reach the best outcomes, the potential of the pupil in this critical incident can be realised to equip them for life.

Literature Review

There exists a wide range of academic opinion and theoretical texts on the educational factors discussed thus far. In an effort to take account of some of this opinion, the discussion will focus on the academic literature in two discrete areas. These areas will be Scaffolding / Social Constructivism and Differentiation.

In *Learning to Teach in the Secondary School* (Capel et al, 2016 p. 56-58) Antony Stockford talks about why and in what circumstances a teacher may use Information and Communications Technology (ICT) in their subject lesson. In the first place he argues that its use should not be to merely amuse, but rather to awaken interest in the subject and to support the pupils learning. In this sense, ICT can be a dynamic tool for the teacher and as Stockford comments, "The best use of ICT is context driven. If the pupil sees the benefit, they are more likely to use the same techniques again elsewhere" (2016, p. 57). Citing the prominent educational theorists, Lev Vygotsky and Jerome Bruner, Stockford says that they both took a social constructivist approach to understand the activity of learning and how it may be applied in teaching, whereby teacher modelling and scaffolding become structures where pupils may gain knowledge that they will retain and use again. This is surely a significant technique for teachers, given that pupils who are given choices, may seek solutions often based on their own knowledge and experience.

Diana Burton elucidates with regards to Bruner's emphasis on structured intervention within communicative learning models (Capel et al, 2016, p. 314-315). Burton says that Bruner developed his theory as a notion of systematic, structured experience via what she terms as a spiral curriculum, where current and past experience is deployed as the student discovers new concepts and ideas. Burton comments, "Thus the problem of fractions in Year 5, will be tackled via many more concrete examples than when it is returned to in Year 7" (2016, p. 315).

Explaining Bruner's ideas, Burton contends that the teacher's job is to guide discovery through mechanisms that are structured and by asking focussed questions and by provision of appropriate media. It is this structural framework that Bruner calls 'scaffolding', so that the ideas that pupils discuss are framed or 'scaffolded' by the teacher introducing steps or questions at the appropriate moment.

Whilst Bruner argued that scaffolding provided by the teacher should reduce as the learner progresses, Burton tells us that Wood (1988) progressed these ideas and categorised five levels of support that are very specific. These levels of support are verbal encouragement; explicit verbal instruction; support with the pupil's choice of materials or strategies; preparation of material for student assembly and a demonstration of the task. Interestingly Burton comments that this support framework may help the teacher think systematically as they prepare for specific pupils, whilst maintaining a check whether the support is becoming less or more supportive. Nevertheless, Burton cautions us against including scaffolding as a proxy for generalised help, rather than the original intention of specific support. Moreover, she comments:

Teachers need to heed... the warning that advances in communication technologies have led to the global popularisation of some psycho-pedagogical ideas that may not have been fully researched and beware of over-interpreting their impact within classrooms (Burton, 2016, p. 315).

In *Training to Teach: A Guide for Students* (Denby, 2012) we are reminded of the importance of knowing your pupils and understanding their different needs. In particular, a discussion on pupils who go 'off task' or simply give up which can lead to poor behaviours gives much 'food for thought'. To avoid boredom through a lack of pupil challenge, we are told that teachers must provide clear explanations and should develop differentiation strategies to cater for the needs and abilities across the whole class. Denby advises us to ask to ourselves some simple questions at the outset, such as 'what if they don't understand' and 'what if they grasp it quickly'. Through this simple process one is thus more able to develop scaffolding strategies that can both help weaker pupils and provide greater

challenge and stretch for the more able. As a method of forestalling any potential poor behaviours Denby comments:

You will have to know their needs, what they will respond to and how they will respond to it. You won't always get this right, but the more familiar you are with a class, the more you can reduce the risk of poor behaviour developing through inappropriate tasks (Denby, 2012).

The Welsh Government report on approaches to support the delivery of English as an additional language (EAL) in Wales (2015) looks to Hall (2002) for a definition of differentiation. To summarise, Hall describes it as a process to teach pupils of differing abilities in the class, with the intention to optimise every pupil's growth and success by taking account of where each pupil is, rather than assuming that pupils will amend or adjust themselves for the curriculum. The paper highlights differentiation as a key tool for meeting the needs of EAL in the classroom but recognises the difficulties of developing these strategies in secondary schools. It is perhaps interesting to take stock of where we are with regards to differentiation in the classroom and as such the review found that secondary school teachers often lacked confidence in working with pupils with poor literacy levels. Indeed, it comments that many teachers do not know how to use differentiation and that much work is needed to develop these important techniques. To achieve an improvement in teacher confidence on differentiation, the paper recommends a programme of mentoring and individual support to develop a deeper and richer pedagogy.

It is clear that the role of differentiation is about building a range of learning experiences and routes to learning for all pupils. Denby (2012) tells us that methods, as well as materials should be adapted to each pupil's ability and preferred style of learning. At its most extreme, Denby says that it can create a personal curriculum for every pupil, with an inevitable connection to personalisation. Interestingly, he advises adhering to clear teaching objectives which state variously what all pupils will learn, what most pupils will learn and what some pupils will learn. Clearly within these broad objective guidelines it becomes easier to set individual targets which are dependent on each pupil's ability. He argues, "In practice whole class teaching will take place and you will need to find a balance that allows all pupils to progress at a satisfactory rate" (2012). The key then, appears to not only concentrate on individual needs but also to find a 'balance' which may encourage all children to think more deeply. Assumptions and cultural mores may be challenged along the way, but this in itself triggers a greater depth of thinking and interest.

In Carol A. Tomlinson, *The Differentiated Classroom: Responding to the Needs of all Learners* (2014), the subject of differentiation is given comprehensive scrutiny. Amongst a range of analysis, whereby she discusses learning environments, building differentiated classrooms, strategies for differentiation and how to make differentiation work, Tomlinson considers the 'nature' of the differentiated classroom and how it may characteristically look. Tomlinson argues that in the differentiated classroom the environment is key to student success (2014, p 14). Once again, we learn that organisational structure and preparation are vital and as an integral part of an environment of mutual respect, pupils should feel and understand some key principles. Namely, these principles should mean that pupils feel they are valued, that their teacher is confident of their ability to learn, that they work together to enable their development, that the classroom is a safe place for success or failure, that hard work will result in growth and that processes are designed to provide all pupils access to whatever is needed to achieve success.

Ultimately, Tomlinson (2014, p. 182-183) reminds us that differentiation and indeed teaching itself is an evolving and ever-changing practice. Reminding us that no two days are ever the same in the classroom, we are urged to embrace this notion as an opportunity for transformation and growth, else face professional stagnation and an acceptance of never professionally growing our individual practices. Encouragingly, Tomlinson gets to the very essence of being a teacher and argues that for teachers, the classroom is the place where daily life is spent and where we mark the days by learning and practicing our profession. She believes passionately that the classroom is a place where we should spend the better part of our lives seeking to inspire young minds and to make a vital difference to their lives. For her, teaching is a powerful role and differentiation is the very manifestation of an acceptance of that power. It is an acknowledgement that we should never ignore the multiplicity of changing needs that come into the classroom every day and she comments that it is our role to let the pupil know, "I see you. I care. I am here for you. You can count on me" (Tomlinson, 2014, p. 183).

Reflection / Evaluation and Next Steps

As a participant observer of this critical incident I recorded my reflections on an Assisted Reflective Conclusions (ARC) Model sheet, whereby my feelings, my understanding of the incident, my analysis, evaluation and views on the next steps were annotated.

It was an extremely positive class and the environment felt inclusive and supportive. I was encouraged to participate with all the pupils as they set about the task of finding solutions to

equations which were categorised into bronze, silver and gold groupings. Through observation and some initial discussion with pupils, it was clear to me that all class members understood the task. Moreover, they understood their own abilities in relation to the equation categories and all strived to achieve their best in terms of outcome. The atmosphere was thoughtful, industrious and relaxed.

As previously outlined the critical incident was centred on a pupil of Chinese origin who had entered the Welsh education system only twelve months earlier. The aspects of the incident centred around a palpable barrier to learning where the student's predominant language skills were in Chinese rather than the English language. Scaffolding techniques and appropriate materials were available to the pupil to help overcome some of the key challenges. In addition, I observed that differentiation had been factored into the structure of the lesson, so that pupils could maximise their achievements in accordance with their ability through a series of equations that had been categorised as bronze, silver and gold. It is perhaps important to note that sufficient challenge and stretch was an implicit part of the structure, given that students could advance to the equations in the gold category, if and when they had completed the bronze or silver categories.

I was particularly struck by how little I would change the lesson. I believe that much of it could remain the same to ensure effective teaching and learning in the future. The lesson was well planned and executed. On observation, it could be seen that the whole class were engaged. Furthermore, all pupils appeared particularly eager to attain the gold level of equations. Although no one had all the gold questions correct, the atmosphere remained positive and their mistakes were explained with clarity and understood by all. The plenary session was clear and in addition, appropriate checking on pupil knowledge demonstrated a high level of contentment throughout the class. The happy atmosphere was highlighted at the end of lesson when the whole class participated in a subject specific word game.

The critical incident was addressed professionally. The observed pupil was clearly an able student and was comfortable working within the top set of maths. In terms of a way forward when considering next steps, the aim would be to gradually decrease the pupil's reliance on the scaffolding structure. Through close observation, I felt that the pupil was able to understand and answer the questions that were set and reflecting upon the incident it seems likely that the iPad was only in place as a safety blanket. With appropriate support the pupil can be encouraged to build their language skills further by building confidence in participating in classroom discussions.

The critical incident will inform my own professional and personal development in several key ways. The benefits of reflecting on such incidents through observation models are invaluable and whilst I chose the ARC model on this occasion, I remain mindful that other models may also help the process of reflecting, analysing and evaluating a situation. In addition, the incident illustrated the importance of differentiation in the classroom. It is critical that all pupils should feel valued and have the opportunity to grow and develop in a safe space whatever their abilities. I have also been struck by the significant benefits that scaffolding techniques provide to the discrete needs of pupils. Within the context of a pupil's specific challenges, scaffolding is a dynamic tool that can support a pupil and thereby help them grow to a position of greater independence. Moreover, the incident has taught me that no barrier to learning is insurmountable. In partnership with the pupil, creative ways can be found to help any pupil move towards success and greater confidence in their abilities.

Conclusion

As a participant observer and reflective practitioner, the approach taken in response to the critical incident has taught me how to respond to other incidents as they may occur within my practice. In terms of effective pedagogy and seeking to fulfil the Professional Standards for Teaching and Leadership in Wales (2017), I have identified the importance of consistently seeking the best outcomes for pupils. In the role of formal leader, the teacher created the right conditions in the pursuit of success for the pupil. Moreover, the situation was highly collaborative and the atmosphere in class was one of mutual respect. It was clear that one's personal knowledge is extended and enriched in the approach adopted for such incident. An observance of pupil and teacher reaction revealed a discernible growth in professional learning. It was also clear that the teacher sought an innovative resolution, whereby the pupil was able to help themselves towards a solution, albeit within a controlled and measured structure. Ultimately, as a leader the teacher fostered a shared commitment towards successful outcomes across the whole class. Coherence and clarity of purpose was achieved and an atmosphere of mutual trust was created.

Appendices.

Please see attached following Reference List.

(Word count 4,036)

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Appendices:

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: 26-09-19.		
Lesson details: Year 8 Set 1 Maths Class		
Classroom culture (Are the students focused on learning?) The students are very focused on learning Reminder starter - Equations - Bronze Silver & Gold.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) After starter re-capped on previous knowledge - then set task on white board again Bronze Silver & Gold - Gold not to be attempted until either or both Bronze & Silver complete.		
Direction (Are the students clear about what they are doing and how to do it well?) The pupils are very clear about task. They ask questions if help is needed with hands up - teacher and I go around class to help.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students engage in the lesson. The Bronze Silver & Gold task challenges all & shows differentiation.		
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher ask questions throughout the lesson and explains if needed, but allows pupils to show knowledge.		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One pupil who's first language is not English has an iPad on desk. When discussed with the teacher the pupil only arrived in the school in year 7 from China. - This demonstrates a clear barrier to learning. The use of scaffolding is		
evident with the pupil having access to an iPad to translate the questions and answers from English to Chinese. The pupil only uses this at the end and attempts all three tasks.		

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

Dyddiad/Date: 26-09-19.

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt it was an extremely positive class. I was encouraged to participate and all pupils were engaged in the task. They understood the task set and their own abilities and all strived to achieve their best.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Barrier to learning. English as a Second Language. Scaffolding to assist pupil. Differentiation.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The lesson structure was well planned and executed. All pupils were engaged and eager to attain the top level of gold. - NO pupil had all gold questions correct but their mistakes were explained well. The plenary was clear & the lesson was finished with a word game.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The incident identified was addressed well. The pupil was clearly able to work well within a top set for maths. The next steps would be to decrease the reliability of the scaffolding that is in place for the pupil. I feel the pupil was
Y profiad newydd / Transformed experience	

able to answer the questions that were set.
understand and
The iPad was only in place as a safety blanket. The pupil needs to build their confidence to contribute and participate in classroom discussions.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02-10-19.
Lesson details:	Year 8 Science. Top Set. Very Big Class.
Classroom culture (Are the students focused on learning?)	Not sat boy, girl - no starter on board. Pupils met outside. Lesson objective is on the board. - starter is given on small whiteboards - how do they think static electricity is produced.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The lesson objective is clear and on the board. The teacher reinforces the aims and the structure of the lesson verbally.
Direction (Are the students clear about what they are doing and how to do it well?)	The pupils are clear about what the aim of the lesson is and how they will go about the experiment that has been prepared for them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All pupils are engaged with the set task, however some pupils shout out answers and questions. All pupils are challenged and quite excited by the experiment.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	The teacher asks relevant questions all the way through the lesson. Pupils put their hands up to answer, but some shout out.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Half way into the lesson a pupil arrives late. They had been to choir practice. The pupil does not get just their science book out but starts to draw. The pupil then tries to disrupt their friends by chatting and making inappropriate sexual comments about the experiment. The teacher ignores the comments and continues with the lesson.

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 Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt the lesson was overall very positive and the pupils were eager to participate and learn in spite of the one pupil who tried to disrupt the class.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Barrier to learning. Behaviour management. Physiological - potential wider issues with the pupil - home life. Differentiation.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The class on the whole had a positive experience from the lesson. However some of the behaviour could be addressed. The structure of the lesson was well considered and the pupils knew what was expected of them. The teacher used ~~Assert behaviour~~ ^{transitions} for
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The pupils inappropriate behaviour and comments could be addressed. The pupil needs to understand what is acceptable when joining a class late. The seating plan for the lesson may improve the situation and also there could be more differentiation within
Y profiad newydd / Transformed experience	

the lesson to stretch the pupil more.



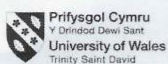
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/19.
Lesson details:	Year 8 English - not set for English.
Classroom culture (Are the students focused on learning?)	The pupils are quite excited by the lesson and are keen to participate and engage.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	There is a starter on the board - finding words from a square. Then the lesson objectives which will lead to a creative writing project. The teacher sets 2 x 10 min tasks.
Direction (Are the students clear about what they are doing and how to do it well?)	The instructions from the teacher are clear and every pupil knows what is expected of them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All pupil engage with the lesson, and all appear to be challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	The teacher asks the pupils to reflect on the previous lesson. Then as the lesson progresses the teacher asks questions.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Throughout the lesson there are two pupils who talk. One in particular shouts out and says silly things. The pupil rocks on their chair constantly and sticks a sticker to their forehead. The teacher only gently asks for concentration. However the pupil remembered something really difficult from the previous lesson, found the longest word in the starter and was the first to complete the work correctly.



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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 Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I found to experience interesting. The teacher clearly knew the pupil well. The pupil had behaviour problems, however, the pupil liked English. The teacher realised this.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Behaviour management. A2W. - some pupils struggled with some of the words - the teacher walked around and helped those pupils. Differentiation
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The structure of the lesson was good. The teacher gave out tasks in small chunks to ensure the pupils focus remained on their work. Overall the behaviour management was good.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The pupil clearly had behaviour management issues, however the teacher understood and managed them well with minimum disruption to the class. The pupil was obviously good at the subject and the teacher had tailored the project to engage
Y profiad newydd / Transformed experience	

with as many of the pupils as possible. There probably needs to be more understanding of the behaviour so it does not escalate and further disrupt the class.



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/19.
Lesson details:	Year 8. RE. last lesson of the day.
Classroom culture (Are the students focused on learning?)	The class is noisy and disruptive. The teacher shouts at every pupil - all directions are shouted.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The pupils are going to the library to work on the computers. There is confusion and noise. They do not have a clear idea of the lessons objectives until they are in the library and the teacher has shouted
Direction (Are the students clear about what they are doing and how to do it well?)	The pupils are not clear until about half way through the lesson. They are to copy something out from several different sources all saying the same thing. ^{comands several} tries.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	The pupils complete the task at different speeds, it is just copying out and the pupils are not challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	The teacher goes around the pupils looking at how much they have copied out.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	One pupil who is confused by the task starts asking questions out loud and messing about. The teacher moves the pupil and eventually the pupil settles down to work. Most pupils ask questions because they are confused by what to do on the sheets.

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

Dyddiad/Date: 02/10/19.

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I found this experience quite negative. As an observer I felt as if I was shouted at.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Behaviour management. Differentiation. And Barriers to learning.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The sheets provided gave an in depth description of the subject. Using the computers in the library provided a ~~different~~ type of teaching and learning experience.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Having seen the class before and how different teachers approached their behaviour I feel that the shouting is a negative approach. However, the pupils did eventually engage and complete the task. When they were questioned they showed some understanding of
Y profiad newydd / Transformed experience	

what they had written. I think more reflection on the task would enhance the pupils understanding of the subject. Moving the pupil helped but a clearer seating plan would have stopped the disruption in the first place. The disruptive behaviour came from lack of understanding. Clearer lesson objectives would have helped.