

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: Tuesday 26th September 14:30. Year 7
Where and When: Context of the observation – subject/AOLE, general classroom context Lesson 5, last lesson of the day. English lesson. Library lesson. All the pupils walked in with their PE clothes so I can infer that they have just had a PE lesson prior.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) After registration the pupils were asked to leave their coats and bags in the classroom before heading over to the library. All pupils had no problem with this instruction and made their way to the library apart from one pupil who did not want to take his bag off. He was sitting with an LSA, who reminded him of the instruction that the teacher had given and tried to convince him to leave it behind. The pupil was showing signs of anxious behaviour and refused to take the bag off or leave it behind. He then started walking towards the door. The other pupils had already left by this point. The teacher met him at the front of the class and asked if everything was ok. The pupil asked if he could bring his bag and she said he could bring it to the library, but will have to leave it outside the library door. The pupil agreed immediately and the issue was resolved quickly. This seemed to put the pupil at ease. The pupil could continue the lesson with the rest of the group. He also asked if he could read one of his own books from home rather than find one in the library. The teacher asked the title of the book and then agreed.
Areas of possible exploration: what you think could be” under the hood” in these incidents? What avenues of research could you consider? ALN. Learning theories. ALN provision in mainstream education. Needs of individual pupils. Scaffolding as a pedagogic technique. (Asking what the problem is and offering a solution / compromise where both teacher and pupil are happy. The teacher wasn't changing the rule completely for one child, however they were able to tweak it enough that it reassured the pupil. Perhaps the bag offered comfort to the child? They may have felt vulnerable without it? Perhaps they didn't like the thought of their belongs being too far away?) Social Model? (The child was able to continue the lesson with the rest of the class and visit the library. If the teacher had refused to compromise the child might have been left in the English classroom and missed out?)
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) I was only able to see a snippet of this lesson (less than 10 mins) as it was not a lesson I was formally observing. Therefore there may be some limitations to my understanding of context. I don't know the history of background of the pupil, the class or the teacher-pupil relationship. I don't know what happened when they got to the library after the incident. I don't know for sure what the significance of the bag to that pupil.

Record 2

Date and time, year group: 26/9/22 13:30. Year 11.
Where and When: Context of the observation – subject/AOLE, general classroom context Physics, Science and technology AoLE. GCSE revision lesson. Lesson 4 (after lunch break).
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) Two thirds into the lesson, after going through theories and formulas on the white board, the teacher gave the choice to pupils to either watch a video to explain the next theory or the teacher could explain it to them. The pupils chose the video, which was a man explaining the difference between mass and weight using song. Most pupils seemed engaged in the video and some sang along. After the video, pupils were given an example exam question to try on their own. The teacher walked around the class helping individuals.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? Different learning theories, repetition in learning, Geoff Petty (EDUCARE) , Humanist school approach (offering choice- students to take responsibility for own learning). Varying the lesson, pedagogic techniques, offering choice. Link to four purposes: -ambitious, capable learners (set themselves high standards and seek and enjoy challenge) (Use digital technologies creatively to communicate, find and analyse information). -ethical, informed citizens who (understand and consider the impact of their actions when making choices and acting.)
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) The class was larger than most I’d seen (over 30 pupils) and were sitting closely together on stools at benches. The lesson was a revision lesson therefore it was hard to gauge how much prior knowledge the pupils had of the content taught.

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Record 3

Date and time, year group:	26 th Sept. Lesson 1. 9:15 Year 9
Where and When: Context of the observation – subject/AOLE, general classroom context	History, first lesson of the day. Mixed level class. – brought together for this session.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)	Class was given a seating plan from teacher (shown on the digital board) based on ability level. Lower level sat at the front of the class. Higher level sat at the back of the class. When given a task to complete (exam style question) the teacher had prepared two different resources. The higher level resource had the question only. The lower level resource broke the question down and explained some of the terms used.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider?	Scaffolding- Bruner. Breaking down the child’s learning into smaller, more manageable elements. Equity. Lower ability pupils given additional support to reach level of higher ability pupils. They will all be given the same question when it comes to exams. Advantages and disadvantages of mixed ability classes and/or splitting ability levels in class/ seating plans. Differentiation. Formative Assessment (William, D. 2011) ?
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)	First lesson of the day on a Monday. Two different groups had been merged for this session. Speaking English in the lesson with some Welsh words written on the board. First 20 minutes of lesson was dedicated to literacy skills - going over Capital letters in homework that was due in that day. (Cross-curricular Framework).

1. Comment on the **Content, Context, Origin and Purpose** of source G
2. What can you infer from Source G?

Infer = to deduce or conclude (something) from evidence and reasoning rather than from explicit statements (what it actually says/shows)

Source G – A poster made in 1915 by the government to encourage young men to join the army at the start of the war.



Figure 1. Resource handed out to Group A (higher attainment).

Look at Source G. Complete the information below:

Content: Source G tells us...

Context: When the source was created...

Origin: The source was made by...

Purpose: The source was because...

From the source I can infer...

Infer = to deduce or conclude (something) from evidence and reasoning rather than from explicit statements (what it actually says)



Source G – A poster made in 1915 by the government to encourage young men to join the army at the start of the war.

Figure 2. Resource handed out to Group B (lower attainment).