

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

In this essay, there will be discussions and demonstrations embarking on critical evaluations through observations in a classroom based teaching setting. As education in Wales is at a turning point enhanced by the recommendations of Graham Donaldson in 2015, it is of vital importance to look at how critical incidents may occur within reflective teaching practice settings and how they may affect Donaldson's (2015) four purposes designed to guide future decisions about educational priorities that underpin all teaching and learning in Wales. Although many scholars will interpret the definition of a critical incident in many different ways, it is important to analyse their viewpoints. One theorist of importance within critical incidents is Tripp (1993) who argues that the term is used in reference point to explain a change or significant turning point in any situation. In addition to this, despite many individuals taking the word critical in a dramatic essence, Tripp (1993) argues that critical incidents are extremely common aspects that occur in the day-to-day life when reflecting upon teaching practices. However, in contrast to this, Joshi (2018) states that a critical incident is usually expressed through a negative problem or challenge, instead of something that occurs as a day-to-day life within educational settings. Furthermore as in favour of Tripp's definition of a critical incident, this essay will be showing how critical incidents can occur both in a positive and negative aspect shown in my appendices. These examples of critical incidents which I have observed include the planning of EPIC (everyone plans in class) walls by pupils, the limitations of not having enough teacher support in place, the effects of a child arriving late to class and finally the use of peer collaboration through assessment for learning.

Within this essay, I will conform to BERA's (2018) ethical guidelines within educational research in order to ensure confidentiality and anonymity of the school, teachers and pupils that will be discussed throughout. This will be done throughout the essay by naming the school as school 'X'. Firstly, it is important to point out that school 'X' is a english medium school located in the suburb area of South West Wales, consisting of around 500 pupils

aged between 3-11 year olds organised into 17 mixed ability range classes. Within school 'X', the critical incident that will be discussed throughout this essay specifically took place in a year 4 class. For the benefit of this essay to ensure further anonymity, this essay will refer to this year 4 class as class 'A' which consisted of 28 pupils, 1 qualified teacher and 2 teaching assistants. According to an Eystn inspection in 2007, school 'X' was stated as a designated communities first area and awarded a green support category. The school's current performance and wellbeing stated as 'good', with pupils considered motivated and effectively supported. In addition to this, school 'X' has an 11% of pupils entitled to free school meals (FSM) and 9 % of pupils with additional learning needs (ALN), both well below the national average.

For the purpose of observing the critical incident that will be discussed, a non-participant approach was adopted in order to take observations and collect qualitative data from class 'A'. As stated above, by conforming to BERA's (2018) ethical guidelines, all pupils were made aware that myself as a researcher would be observing the class. This method was justifiable used in order to avoid biased research due to reasoning that researchers presence in turn could influence the pupils actions and behaviour. This is known as the Hawthorne effect whereby McCambridge et al (2014) argues that if pupils interact with a participant observer, their behaviour, conformity and social desirability would have differed in comparison to being a non-participant observer. In addition to this, the theory of the Hawthorne effect is crucial to touch upon as the critical incident that will be discussed in this essay may have been interpreted from a different perspective if the researcher was a participant observer. In order to capture and remember what was occurring in class 'A', the use of written notes during the time of observation was also used effectively in order to ensure my critical incident was recorded accurately and not forgotten about when reflecting upon them for the purpose of this essay.

For the purpose of observing critical incidents in class 'A', the use of qualitative non-participant observation was chosen in order to gain first-hand knowledge and provide in-depth understanding of what exactly was happening in the classroom. This therefore meant that there was a higher chance of accuracy in this case study as well as a high reliability that explored the notion of understanding (Maxwell, 1992). In support of case studies which features observing real-life situations, it provides a description of the settings and allows myself as a researcher to gain a feel and experience of what pupils in the classroom may be experiencing. Therefore, the use of a case study methodology placed an

emphasis on what was occurring in class 'A' in that given lesson and showed the researcher real-life social interactions between pupils and changes in behaviour which occurred, something that could not have been recorded by quantitative methodology.

Despite various researchers being in favour of the qualitative case study methodology chosen, Cohen et al (2013) states that although findings are more reliable through observation, there may be some debate around how researchers may interpret their findings and present it in a particular way such as a different researcher studying the same observation having differing or conflicting findings. For example, the critical incident discussed in this essay may have been seen in a positive or negative manner on pupils by different researchers. In addition to this, with the researcher collecting unstructured real-life data observations, it may have led to important aspects of behaviour being missed due to class 'A' consisting of a busy environment with 28 pupils. Therefore, having weighed up the advantages and disadvantages, the correct observation method of a case study was used to collect appropriate and reliable evidence.

As education in Wales is at an exciting point in time with the introduction of Donaldson's new curriculum proposed to be rolled out in all primary schools within Wales by 2022 followed by all secondary schools 4 years later. As well as Donaldson recommending the curriculum involving cross-curricular responsibilities embedded within the 6 areas of learning and experience, the review recommends 4 new purposes to guide educational priorities in teaching and learning practices within Wales. These 4 new purposes propose that children and young people in Wales will be 'ambitious, capable learners', 'enterprising, creative contributors', 'ethical, informed citizens' and 'healthy, confident individuals'. In support of the new curriculum is Kirsty Williams (2019) who believes that the new curriculum will allow pupils learning to relate to what they will need to succeed in society.

The critical incident which will be discussed in this essay involved the use of a 'magpie' technique in which pupils had the opportunity to look at their peers work in order to gain knowledge and ideas that would build on their own individualised work. To set the content, the lesson involved 28 pupils creating a poster that would be displayed around the school that represented welsh imagery and what being welsh meant to them. This involved the drawing of a dragon, welsh flag, welsh cakes, daffodils and the use of welsh words such as 'Cresco' incorporating features of a humanities and expressive art cross-curriculum areas of learning. This can be linked back to one of Donaldsons' 4 purposes of allowing children and young people to be 'ethical, informed citizens' who are ready to be citizens of Wales and the

world. The lesson features what it means for the pupils to be welsh and what they believed should be on their posters, allowing discussions and ideas to be brought forward from each other and thereby encouraging pupils to feel proud to be welsh. The next part of the lesson involved pupils in class 'A' taking it in turns whereby each table had the opportunity to walk around the classroom and have a 'magpie' at their peers posters in order to generate and build off each other's ideas. This part of the lesson can be linked back to one of Donaldson's 4 purposes of allowing children and young people to be 'enterprising, creative contributors' who are ready to play a full part in societal life and work. Relating to this purpose, I believe communicating and building social relationships with people around them is vital in being conscious contributors to society whom can express their ideas, as well as building on others to work together as a team. In addition to this, I believe that it also builds on the purpose of encouraging children and young people to be 'healthy, confident individuals' in which the 'magpie' technique allowed pupils to see each others ideas as valuable and thereby seen as valued members in society. Furthermore, the 'magpie' technique was decided as the critical incident for the purpose of this essay as it involved much effective educational strategies such as peer assessment, peer collaboration, encouragement and importantly assessment for learning discussed in the next part of this essay.

With education shifting away from a 'one-size' fits all approach to teaching, the use of pupil collaborative learning has been introduced as a popular strategy whereby there is a guidance from others (Webb et al, 2008). A key perspective which looks into the theoretical perspective of pupil collaboration can be seen through the voice of social constructivist Lee Vygotsky. Vygotsky (1978) emphasises the importance of social learning theory in which social interaction between pupils in the classroom is an important part of cognitive and intellectual growth. This method would be seen by social constructivists as an effective learning tool to build communication skills, build relationships and confidence; a crucial area of development for teachers preparing pupils for the modern workforce. A crucial element of Vygotsky's theoretical perspective relating to pupil collaboration is shown through the Zone of Proximal Development (ZPD) which allows us to look at the range and capabilities of what a pupil may encounter on their own or with guidance and help from others. The ZPD consists of 3 layers looking at what someone can do, what someone can not do and lastly what someone can do with the help from others. Vygotsky argues that the ZPD is a true representation of educational understanding whereby pupils can engage with a "more knowledgeable other" (MKO) and collaborate at a more advanced level than if the lower-ability pupils were to work alone. In this critical incident, a "more knowledgeable other"

from the use of a 'magpie' would be the pupils, teacher assistants or the teacher. In relation to a MKO, Pritchard et al (2010) argues that it can be used in any context to support Vygotsky's perspective of the benefits of collaboration and interaction. It can also be argued that through the use of collaboration in classrooms, it allows a social relationship to be built where a MKO and pupils can be treated as equal partners through interaction and bond through the experience (Mitnik, 2009). However, Janseen et al (2010) is critical of the use of pupil collaboration interaction within primary schools arguing that despite Vygotsky promoting collaboration to benefit lower-ability pupils, it could in fact lead to those who need help being unable to formulate an effective request for guidance. This might have occurred with the critical incident of 'magpie' as if a pupil had an idea but did not see it on another pupil's poster, they may have felt embarrassed to ask a MKO.

Leading onto the work of Bruner in 1976, this was hugely influential regarding pupil collaboration developing the idea of scaffolding theory. Particularly influenced by the work of Vygotsky, Bruner argued that within a classroom, teachers need to provide guidance and scaffold new ideas and concepts in order to form active support. This allows pupils to become active, social learners where they can construct with others in the classroom existing knowledge and new information. In support of Bruner's concept of scaffolding, Johnson et al (1999) argues that cooperative learning is a crucial requirement to allow pupils to achieve shared learning goals through problem solving and differing thoughts. Another important theoretical aspect that is important to look at comes from the work of social constructivist Jean Piaget (1936). Piaget argues that pupil collaboration allows what he refers to as "cognitive disequilibrium" whereby when pupils are placed in an environment of differing opinions, they become aware and conscious of different thoughts that may be presented. Piaget differs in thought to Vygotsky and Bruner as Piaget believes that through collaboration, it allows an equal understanding of relationship to be established between pupils whereas Vygotsky argues that it only works well if cognitive developments differs in ability of pupils (Duran and Guavain, 1993). However, it is important to acknowledge that through research suggestions, it is argued that pupil collaboration in primary school children have showed evidence of low quality coordination, pupils not paying attention to differing opinions and pupils interrupting others whilst rejecting alternative opinions (Barron, 2003). This is backed up by some theorists who state that pupil collaboration should not occur in classrooms before the age of 7 as pupils are unaware of the importance of listening and reasoning with other pupils when they are exposed to conflicting views. Furthermore, this

can be linked to Piaget's theory of mind whereby children have the ability to recognise other people have conflicting ideas and come to a reasoning.

The changing nature of the curriculum in Wales has changed the way it proposes assessment to be used throughout schools. Donaldson (2015) proposes the idea that students should be involved in their own assessment process through both self-assessment and peer assessment. Arthur et al (2006) refers to assessment for learning, also known as AFL, as a particular method teachers use in the classroom as a way of informal assessment during ordinary everyday lessons to enhance and improve pupil learning. According to the Assessment Reform Group (2002), assessment for learning differs from summative assessment in which it is not purely focused on ranking.

A key perspective which look into the theoretical evidence of assessment for learning comes from the much respected work of Dylan Williams (1998) and Paul Black (1998). Williams and Black are most famous for their work of "inside the black box", an article arguing that formative assessment needs to be an interactive constant regulation of learning in the classroom allowing teachers to become aware of their pupils needs. Williams and Black argue that through formative assessment involving repetition such as 'mini-plenaries' , a major means of raising standards occurs especially for low attaining pupils as AFL allows learning to occur at double the rate. Another example of an AFL peer-assessment strategy is 'think-pair-share' which works effectively to gain timely information about learning needs (Buck et al, 2011). This example of AFL can be linked to Black and Williams (2011) recommendation of allowing more time for pupils to reflect and think about the answers as studies show that on average, teachers only give around 0.7 seconds before asking for an answer (Stahl, 1994). In support of the use of peer assessment can be shown throughout the work of Somervell (1993) who praises peer assessment in its attribution to allowing pupils to become involved in a grading procedure, allowing children to see how their work can be viewed from a different person's perspective. In addition to this, Cutler and Price (1995) looked into an investigation of peer assesment on presentations and seminars, finding that the majority of students involved in the investigation believed peer-assessment was an accurate representation of what they believed they grades should have been at. However, Booth (2017) is skeptical about the term peer assessment as it may throw pupils into panic mode as it usually refers to testing and examinations, something that William (2013) agreed with. In response to this, William later acknowledge and formally stated that himself and Black should have called it 'good teaching' instead.

Another key theoretical perspective looking into the evidence of assessment for learning comes from the work of D. Royce Sadler (1998). Sadler promotes the idea that formative assessment is needed to allow pupils to access the feedback that entails how they can improve on their learning outcomes. By this, Sadler stated that pupils need to be aware of what is involved in the assessment process in order to see their corrections and mistakes. In support of assessment for learning is Wallace (2009) who states that assessment for learning can allow pupils to have a sense that making mistakes is all part of the learning process. From the critical incident explained throughout this essay, pupils were able to 'magpie' what other pupils had on their poster to gain a sense of direction if they were making mistakes as well as gaining new information to improve what they could put on their posters. In addition to this in 2018, the Organisation for Economic Cooperation and Development believes that peer assessment also benefits teachers as they are able to make fundamental changes to personalised teaching. Despite the many benefits of AFL being explained above and interwoven throughout to improve pupils autonomy and independency, AFL also faces some challenges. Shuichi (2016) states that as well as AFL being time-consuming to be introduced in classrooms, Shuichi is critical of the way feedback is used throughout AFL. Shuichi proposes that teachers need to set a clear performance standard for improving learning.

Within this part of the essay, I will be reflecting upon the use of a 'magpie' within classrooms, touching upon suggestions that may be used next time when evaluating future practices. Firstly, I believe it is important to acknowledge and admire the use of the way in which the critical incident was used and as throughout this essay suggests, it is clear to see from the literature review that pupil collaboration and assessment for learning strategies are of vital importance for teaching practices in order to meet Donaldson's 4 purposes and 12 principles states in Donaldson's report on 'Successful Futures'. In addition to this, it is of equal importance that throughout my future teaching practices, I can reflect on critical incidents looking at possible actions and solutions that may be used. This is in order to evaluate my teaching practices to look at what went well and what suggestions could be used to improve teaching in the future. Robins et al (2003) states that the concept of reflective practice for teachers, student teachers and teaching assistants is used to acknowledge a better understanding of the dynamics of the classroom. Robins et al (2003) further argues that reflecting on teaching practices allows professional decisions to be made as through reflecting, teachers are able to gain valuable knowledge and discuss what went well and

what could have gone better through suggestions. In support of Robins thought of work comes from the seminal work of Dewey (1993) who stated that reflective thought needs to be an active process in teaching whereby prior knowledge can be built onto new knowledge in order to arrange a conceptual framework.

After reflecting and referring back to the literature review, I believe the use of a 'magpie' assessment for learning technique created an effective atmosphere in meeting Donaldson's principle of "good teaching and learning means employing assessment for learning principles." Through this principle, pupils in class 'A' were able to use a powerful tool of peer collaboration in order to formulate ideas whereby they shared their ideas with each other in order to build knowledge. In relation to this, Dylan Williams argues in favour for assessment for learning techniques as it allows teaching to be taught at double the rate meaning if it is effectively implemented, pupils can learn one year's work within 6 months. Another principle of Donaldson's which is met through the use of a 'magpie' is that "good teaching and learning encourages children and young people to take increasing responsibility for their own learning". By this, I argue that from the evidence of the literature review, pupils take on a metacognition style of learning as they are able to peer collaboration what they have drawn on their poster as well as having the opportunity to compare with others, thereby allowing improvements to be made. After acknowledging the benefits of assessment for learning and peer collaboration, I believe this will inform my own professional and personal development as I now acknowledge that pupils need to be collaborative and work well with others in order to be an 'ambitious, capable learner' to succeed in the changing environment of society and the workplace.

Despite this lesson running very effectively, one possible suggestion that future practices may use is a discussion opportunity at the end of the lesson in order for pupils to share with the class what they have learnt from having peer collaboration. This could involve peers specifically naming certain pupils in order to give positive feedback on their posters and what they learnt from their work. I believe that for future practices, it could help build social relationships with pupils in the class, as well as building pupils self-fulfilling prophecy through building confidence. In addition to this, regulation of feedback could be used as a mechanism of assessment for learning. Brookhart (2017) argues that oral feedback allows pupils to see actively interpret their learning by having a deeper understanding of the positive and any feedback that is given. Furthermore, another possible suggestion that may be used for future teaching practices who carry out the same lesson is to allow pupils to

build on their digital competence skills. This may have been carried out by allowing pupils in pairs to have access to computers or ipads, finding out ideas that they could put on their posters. These suggestions could be seen in appendix whereby I have used an assisted reflective conclusion (ARC) model to reflect on the critical incident. In relation to this, my suggestions can be seen in appendix 4.

To conclude, overall I believe that this critical incident has adopted clear features of how the use of a 'magpie' technique allows pupils learning to be challenged, improved and respected throughout the use of pupil collaboration. By having the chance to view other people's ideas, pupils were able to access new information and ideas that may be enhanced by a different opinion or trail of thought. This type of learning is represented through the work of social constructivist Lee vygotsky (1978) who links the zone of proximal development to learning whereby pupils are able to guide each other in order for them to learn new information from the help of others. From gathering information above used in the literature review and after seeing first hand, I will use this social constructivist way of learning within my teaching practice in order to create a more active learning community. In addition to this, after reviewing my literature review, I believe using assessment for learning strategies is also needed in order to carry out effective provisions of teaching. Berry (2008) argues that assessment for learning is constantly needed to build an effective future for pupils whereby pupils have the notion of decision making through autonomy. Thereby, after reflecting on teaching practices and analysing a critical incident, I believe I have been able to gather a better understanding of what a good teaching practice looks like and will effectively inform my future teaching practices.

Appendices

Appendix 1

 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: planning an 'Epic' Hall on themed topic: Greatest Show / Circus.			
Classroom culture (Are the students focused on learning?) → All students engaged in telling / sharing their experiences of what they wanted to learn in 6 Area's of Learning.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) → Teaching children about the new curriculum: autonomy + pupil voice → pupils wrote their ideas down on spider diagram placed on wall so they are reminded			
Direction (Are the students clear about what they are doing and how to do it well?) → All students clear about AoEL → Students 'ping-pong' off each other's ideas			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) → Some students a bit confused and challenged on thinking about ideas.			
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - Before: asked what 'Epic' stood for. after for.			
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? → use of 'Epic' Hall used in the classroom to ensure pupils that they have engagement + autonomy over what is taught. → Social Constructivist			

Appendix 2

Prifysgol Cymru
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Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 2nd October, 2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	→ Helpful to see what children in the class wanted to learn → Effective use of building communication skills and creates pupil autonomy.
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?"	→ pupils in the classroom used their pupil voice to share their ideas of what they wanted to learn during the term based on their themed topic of circus/ greatest showman.
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?"	→ Incorporated effectively 6 Areas of learning and gave a recap of what the areas are to the children. → Suggested idea: separate pupils into separate groups of a smaller size so they can all express their ideas. This worked well.
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?"	→ Recapping what 'Epic' meant and the 6 Areas of learning → May be a quicker process for teachers to write down ideas as it was a very time consuming task which pupils unable to spell what they
Y profiad newydd / Transformed experience Wanted to write.	

Appendix 3

 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: 25th September, 2019	
Lesson details: Incorporating Welsh words such as 'Croeso' and pictures that represent Wales on posters through the use of art.	
Classroom culture (Are the students focused on learning?) → Many ideas from pupils when teacher asked for ideas that represent Wales. → All put up their hands when they had an idea.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) → Learning through creative arts → Teacher used whiteboard to show 'WAGOLL' → Everyone had a clear purpose to create poster	
Direction (Are the students clear about what they are doing and how to do it well?) → Use of 'WAGOLL' → Teacher asked to do a rough draft of poster to check it was correct.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) → Some used their own ideas whilst some children may not have been challenged as they may have copied 'WAGOLL'	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? → Before: asked the children what they already think represent Wales / During: asked if they had any new ideas.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? → Use of 'Magpie' through 'WAGOLL': Children had the opportunity to look at each other's ideas. This created peer assessment, encouragement and AFL as it could test what they learnt during or after the task.	

Appendix 4

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Education and Humanities

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

Dyddiad/Date: 25th September, 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): 'Magpie / LAGOLL'

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	→ I believe this was an effective use of social construction and peer assessment → It helped to boost the confidence of children; but also may have been 'uneasy' for some.
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?"	→ Magpie was used so children could walk around and look at other's posters to praise or gain knowledge. → Before task, teacher made aware that we should always praise and never make negative comments
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?"	→ use of peer assessment through 'Magpie' and 'LAGOLL': children were able to learn off each other/ give encouragement → Good use of mini-plenary as children were able to check they were all on task
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?"	→ Effective use → At the end of the lesson, children could give examples of a good poster and why they thought so. → posters could be placed on display → use of I.C.T to build on knowledge → pupils could share with class

Y profiad newydd / Transformed experience

positive changes of what they gained from seeing each other's work.

Appendix 5

 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: 26th September, 2019	
Lesson details: Learning phonemes through circus themed objects.	
Classroom culture (Are the students focused on learning?) → Disruption occurred as child 'Y' arrives late and starts misbehaving with other children in the class: some not focused.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) → Recap on phonemes from previous lesson → Activity was to look at pictures e.g. wig / agrobat to clap out the sound: child 'Y' arrived late and missed instructions.	
Direction (Are the students clear about what they are doing and how to do it well?) → Child 'Y' not clear as missed instructions due to arriving late: was clear child 'Y' was tired and would not listen to instructions once teacher explained.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) → All students engaged in groupwork → Child 'Y' not challenged as was not participating or engaging.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? → Before: min-plenary on previous lessons: child 'Y' missed this / During - children asked each other / After- teacher went through answers.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? → Child 'Y' arriving late. This led to instructions being told before child 'Y' arrived and therefore the teacher had to explain again. However, child 'Y' appeared tired and uninterested. Therefore, this meant child 'Y' did not engage in the task and started to disrupt.	

Appendix 6

Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26th September, 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child 'Y' arriving late

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	→ My feelings towards this situation was to investigate why child 'Y' was late and why child 'Y' appeared to look tired.
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?"	→ child 'Y' did not engage in lesson; meant that child 'Y' could fall behind in class. → child 'Y' may not have engaged due to tiredness. → child 'Y' started to disrupt + distract others.
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?"	→ Teacher ensured effective teaching by explaining instructions again despite other children needing help and time constraints. → Teacher effectively did not push child 'Y' in speaking about why they were late in front of whole class.
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 the issue identified?" "What could be done next?"	→ If occurred again, a solution could be to ring home and ask why. → Reassure child 'Y' that sleeping is important for school and ask if there was anything preventing child 'Y' from sleeping.
Y profiad newydd / Transformed experience	

Appendix 7

 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: 26th September, 2019			
Lesson details: Learning alphabetical order of words, names etc.			
Classroom culture (Are the students focused on learning?) → use of 'storybook/ABC book' to focus on what the next letter of alphabet is → All joined in on alphabet show with excitement to learn.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) → use of children's names in the class to question order. Teacher asked the children to stand in order of their first name. → Everyone achieved clear purpose.			
Direction (Are the students clear about what they are doing and how to do it well?) → Encouragement and help from each other to think who would go next in line. → A little hectic; but all knew and were clear about what was going on.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) → Some found it easier than others and would sometimes shout out the next name; giving away the answer + others not challenged.			
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? → Before: alphabet song → After: use of 4 words they had → During: alphabet order of names to individually work out + put in their books.			
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? → No TA/LSA in classroom for child that is globally delayed and should have 1-2-1 for 29 hours a week. This meant that child 'X' was falling behind and not understanding, but teacher could not slow down in speed as other children understood.			

Appendix 8

Prifysgol Cymru
Yr Athrofa
University of Wales
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26th September, 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): No support for child 'x'

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	→ I believe this situation was very frustrating to see child 'x' struggle and fall behind.
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?"	→ child 'x' did not understand the task; as teacher is under time constraints, it meant that child 'x' would become frustrated / start misbehaving and disrupt other children as child 'x' was in the struggle and danger zone.
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?"	→ Important to keep child 'x' in mainstream lessons but only if challenge is realistic. → place a TA / LSA in classroom for 1-2-1 support. → could give child 'x' extra resources to look at to guide task such as a list.
Canlyniadau a chamau weithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "What are your possible solutions to the issue identified?" "Beth y gellid ei wneud nesaf?" "What could be done next?"	→ See above (place TA / LSA in classroom / give resources such as an 'ABC...' list so it can guide task). → Regularly check up on child 'x' → place child 'x' near a higher ability child so they can work together.
Y profiad newydd / Transformed experience	

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