

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

26th September 9:30 am Year 2

Where and When: Context of the observation – subject/AOLE, general classroom context

This observation took place in a year 2 classroom, morning carpet session. Small classroom, Specific areas in classroom. Children were allocated a coloured spot on the rug that they had to sit on for carpet time. Energetic lively atmosphere that carried through the session.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Storytime, Teacher introduced the front cover, she then asked children if they had read the story before. Teacher read the story continuously asking the children questions to make sure that they were listening and were engaged. Question time halfway through the story to try and see if they could guess what would happen next. Teacher gave the children a chance to come up with some questions they could ask about the story. This story then linked to the activities for the day ahead.

Areas of possible exploration: what you think could be “under the hood” in these incidents?

What avenues of research could you consider?

Could consider possible avenues of engagement with children.

The use of questioning in a classroom.

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)

Small classroom

Busy energetic environment

First session of the day pupils highly engaged

Teacher very clear on instructions and delivery of the story.

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Record 2

Date and time, year group:
26th September 12:50 Year 4

Where and When: Context of the observation – subject/AOLE, general classroom context
A year 4 classroom consisting of 25 pupils all in attendance that day.
Subject:Topic LO match the plant pictures to their discriptors.
Small classroom
High energy levels

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

The lesson began with a class discussion reflecting on last weeks lesson learning about different plants and trees. The children were asked to recall what they could remember about this subject. Once the recap had finished the teacher then began to explain the task for the day. The lesson was

to cut out the different plants and trees and match them to the correct description. The teacher told

the children to find a partner and began handing out the worksheets (The observer noticed that there was only one set worksheet for all pupils). The classroom became busy as the children were

moving around finding a partner and the equipment required for the task. About 15 minutes in the

lesson the observer's critical incident arose. The observer noticed a child in the corner of the classroom using the scissors to pretend to cut their nose completely unengaged in the task, the child's partner began to get very frustrated with this as other children found it very amusing, this then encouraged child with scissors to become more disruptive and not engaged with the task at all.

This subsequently meant that said child and their partner did not complete the task. The observer

started to question why this incident may have arisen. Did the child find the task too difficult or in

fact too easy? What did the child have for lunch? Do they usually work with this partner? Do they always have the same level of task to work on?

The lesson was brought to a sharp finish as the pupils had to move onto there P.E session. The

observer chose to ask child in question how they found that task to which they replied “Easy Miss”

Areas of possible exploration: what you think could be “under the hood” in these incidents?
What avenues of research could you consider?
Behaviour management in a classroom
Children’s well-being
Differentiation

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)
High energy
Busy classroom
After lunch session

Record 3

Date and time, year group:
27th September 9:15 am Year 4

Where and When: Context of the observation – subject/AOLE, general classroom context

Morning big maths session for a year 4 class
Nicley spaced layout of classroom
Clear use of equipment.

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

The year 4 class were having a big math's session on the carpet. The Teacher was running through different questions and their answers with the children and every time the teacher wanted the children's attention she would simply clap her hands in a rhythm and the children would reply with "don't clap listen back" every pupil participated in this and the teacher gained their full attention with a simple re call task.

Areas of possible exploration: what you think could be" under the hood" in these incidents?

What avenues of research could you consider?

How to engage children

The use of repetition

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)

Highly engaged class

Clear classroom layout

First session of the day

Clear directions given by teacher.