

Appendices

Appendix 1

Date and time, year group:

Monday 26th September at 8:50am.

Reception (3 classes of 20 pupils)

Where and when: context of the observation – subject/AOLE, general classroom content.

- Routine and carpet time first thing in the morning as the pupils arrive.
- During their morning classroom routine and participating in their carousel groups to promote health and well-being through movement scheme 'Squiggle While You Wiggle'.

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

The incident occurred first thing, in the morning as the pupils were arriving to school. Each child arriving had their independent jobs to carry out before sitting for carpet time. Placing their book bags on the table, putting their coat on their personalised pictured peg, selecting their choice of food for dinner time, and describing how they are feeling on their 'monster' themed check-in board.

Pupil A arrives quiet, looking down to the floor and a little unkempt. The teacher, like with every other pupil greets Pupil A with a smile and 'bore da' but the child does not respond. The teacher requests if a teacher's assistant (TA) could encourage pupil A to wash their hands and face.

Pupil A proceeds to their morning routine like stated above, but however goes to express how they feel on the monster feelings board before carrying out the previous jobs like the other pupils have and how the class teacher has 'modelled previously', stated by the class teacher. Pupil A finds their picture and immediately places it on the 'dw i'n drist' (I am sad) monster and the pupil then continues their jobs and sits on the carpet away from their peers, quietly.

During the morning session, the teacher returns to the carpet to greet the pupils once more and starts the day with a song and upper body dance to 'The dot song' on YouTube. Pupil A sat quietly at the back of the carpet during the time peers were singing and dancing to the song. The teacher did not disrupt the other pupils from the song, pausing and encouraging pupil A to sing, but instead continued and was happy that pupil A's involvement was through actions/movements. Once the pupils are then split into their carousel animal groups, a TA records how each child felt from the data on the feelings board.

The teacher notices how pupil A is feeling and addresses how they are feeling through their 'Squiggle While You Wiggle' movement activity. Pupil A then has time to choose activities of their interest, with their peers once the carousel activities have finished.

Once tidy up time has finished and the pupils were asked to sit on the carpet before dinner, pupil A was able to express how their feelings had changed by moving their picture to the 'dw i'n hapus' (I am happy) monster, on the check in board and sat next to their peers.

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

- Child was upset before arriving to school
- The transition from home to school
- The effectiveness of emotional check-ins for the pupil's well-being
- Fixed or growth mindset support the pupil's feelings to change
- Expression of emotions

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).

At the start of the morning, the environment appeared to be quite busy and loud, being a Monday morning and the children had not seen their peers since Friday. This could be overwhelming for a pupil, especially if they are not feeling overly happy. Pupils are chatting on the carpet. Although the morning is a routine that happens every day for example, check-ins and book bags away, it was not made clear to the pupil the order of the routine on that specific morning.

Appendix 2: referring pupils to B and C.

Date and time, year group:

- Tuesday 27th September at 9:10 AM.
- Reception.

Where and when: context of observation – subject/AOLE, general classroom context.

- Preparation and returning from physical education (P.E) in the classroom
- AOLE/subject: Health and Well-being

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

Pupil B returns from P.E with their peers and were all instructed to put their socks and shoes back on. Pupil A has difficulty putting their socks back on independently, showing agitation/frustration that they are unable to do it. The teacher models how to put the socks back on using strategies for example, 'put your thumbs inside of the sock and wriggle down to the bottom', encouraging all the pupils to have a try as a whole class. Using this, pupil B works towards putting their socks on correctly and succeeds. The teacher praises pupil B, celebrating their achievements with the whole class by giving a clap, to support the pupil to recognise their achievements. The other pupils who found it challenging to put their socks on but didn't ask for help, independently attempted to put their socks on, reaching out for the praise too. One pupil still struggled and got upset, the peers helped pupil C. (Positive reinforcement).

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

- Pupil C could lack in confidence
- Pupil C may find it overwhelming being praised by the whole class
- How did the pupils feel before P.E. started? Was the experience rushed?
- Does the pupil dress themselves at home?

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 environment was a busy and fast-paced environment, with lots of pupils on the carpet doing the same, just after arriving from home and checking in – a very quick transition. the instructions were first made initially but with no modelling, just orally and rushing to swap carousel groups. The pupils were watching their peers put on their socks and shoes independently.

Appendix 3: referring pupils to A, B, C, D and E.

Date and time, year group:

- Tuesday 27th September at 10 AM.
- Reception.

Where and when: context of observation – subject/AOLE, general classroom context.

- During their carousel groups – this group was completing their phonics activity.
- AOLE/subject: Languages, Literacy and Communication/Health and Well-being.

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

A group of five pupils were completing their phonics activity (pupils, A, B, C, D and E). The teacher's assistant (TA) was leading the activity, with picture and phrases cards as prompts.

The pupils were guided to complete their initial phonic sounds first before completing the activity.

The pupils were then encouraged to independently pick up an image, orally describing the image and then had to find the sentence which matched the image.

The group was arranged by selecting pupils from the three reception classes, not by attainment.

Pupils A, B and C found the activity less challenging than D and E. The TA continues to carry out the activity but adapts the activity for each child to participate and have an opportunity. Pupils A, B and C become disengaged and disruptive when it is pupils D and E's turn.

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

- Do the groups need to be arranged in attainment
- Did pupils A, B and C need to be challenged more?
- Why were pupils A, B and C disengaging?
- Does confidence become affected when working in groups?

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 carousel groups were a busy and fast-paced programme, with many other groups of children completing other areas of learning within the same class. This could possibly impact on attention of some pupils. The activity was just before break time so the pupils could possibly know their routine and that break time was approaching. The directions were made explicit and explained well, however the groups were not formed by attainment. This could possibly mean some pupils were needed to be challenged more than others to regain interest.