

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

Introduction

Critical incidents can be processed, deconstructed and analysed for future learning to enhance a teacher's lessons. This assignment will critically evaluate an incident which was observed in a primary school setting. For anonymity purposes the school will be named 'School A' and the pupil will be known as 'pupil A' or 'Student A'. Tripp, D (2011) says 'a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgement we make, and the basis of that judgement is the significance we attach to the meaning of the incident'. This suggests an individual observing an incident and breaking it down to make a judgement for future practice is deemed a critical incident. Tripp, D (2011) also suggests that teachers who use critical incidents' as a means of improving themselves are called Diagnostic Teachers. Diagnostic teachers evaluate their own teaching styles to improve how they implement the strategy in the future, making it a positive experience. Larrivee, B (2000) suggests that reflective practitioners who use critical reflection of their previous work is the distinguishing attribute which allows them to flourish in the future. This is another indication that diagnostic teachers are very effective due to the attributes they possess and use to their advantage as they're effectively reflective practitioners themselves. Looking back at critical incidents has a positive effect on the teacher as they can see look at the different strategies and ways in which the incident can be avoided. Bruster, B and Peterson, B (2013) experiences as cited in McGarr, O and McCormack, O (2016) agree as they suggest that reflective practice facilitates the ability of applying previous experiences with theory to create a positive outcome.

Observation

BERA (2018) state 'Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity'. For this purpose of this case study the school and student will be represented as 'Student A' and 'School A'. Anonymity is very important as the school, the teacher or the student's will want their identities hidden as this study could reflect on those individuals. Grinyer, A (2009) agrees with this statement as she suggests that researchers must go

through considerable lengths to defend the identity of those involved. School A which is used throughout the process is located in the Vale of Glamorgan. The school is a pioneer school where they work with the Welsh Government to develop a national model to enhance professional learning (Estyn, 2016). There are a total of 453 pupils within the school with ages ranging from 3-11 years old. Estyn (2016) explain that only 9% of the students at School A are illegible for free school meals. This is less than half of the average percentage of schools in the Vale of Glamorgan which stands at 20%. This statistic illustrates that School A is quite a wealthy school in comparison to the rest of the surrounding areas. The percentage of ALN students is one of a few variables for schools to receive funding from the Welsh Government to aid the schools well-being. Estyn (2016) states that in 2016 18% of pupils had additional learning needs, making them 42nd out of 46 primary schools with regards to the budget of the school.

Methodology

Using the correct observation model is key when gathering data as models are only effective if they are used properly. Observation models include time and event samples, tickcharts and sociograms. Observations are an extremely popular tool when reflecting on a moment. The observation model used within this Critical Incident methodology is written records (note taking and observation sheet) Please see the Appendices (Observation three). This will be a non-participant observation. Written records are a very good way of observing and collecting information on Critical incident's as they are not specific to any scenario. Please see Appendices (ARC 3). As Tripp, D (2011) has suggested previously in relation to critical incidents that they are an interpretation of a moment, this immediately eliminates models such as sociograms and tickcharts as these models need a stimulus to flourish. Having a blank canvas and then critiquing an event whether it is small or large fits perfectly with note taking. Edgington, M (2000) suggests that note taking allows practitioners to evaluate learning and make a judgement on the child's development. This illustrates that note taking is a well-rounded observation model as it allows the observer to evaluate and make a judgement on a scenario without any variables. This is instrumental when using a critical incident method as you need to make a judgement and interpret a scenario, agreeing with Tripp, D (2011). Hobart, C and Frankel, J (2014) proposes that the more you assess your notes when observing; the effectiveness of what you have set out to achieve will become clear. This fits hand in hand with using critical incident methodology to make a judgement on a moment.

Observations are very effective because the individual observing can see the process and outcome of the scenario as it happens. However, there are variables which need to be recognised which could affect the results. Like anyone, students' behaviours can change when

they know they are being observed. This is recognised as the Hawthorne effect. Cook, D (1967) recognises the Hawthorne effect as structured and planned experimental conditions which are not the norm resulting in the potential of a different outcome. When critiquing an observation, it is important to acknowledge the barriers that come with the method, making the results balanced. Case study methodology is the way in which you create an in-depth examination of an incident you'd like to find out about. Case study methodology and critical incident methodology are very similar in many aspects. They both share the fact that both methods are live reality and retain a reader's attention in comparison to many other methods. Hodkinson, P and Hodkinson, H (2001) and Cohen et al (2018) agree with this by suggesting that case studies are completed gathering 'live' data and 'live situations'. One limitation these methods have is that they can't be compared to other research, this is because the researcher is observing and making their judgement live on exactly what they see, which can't be reiterated elsewhere. The two methods differ when the focus is questioned creating a judgement on it, A case study focuses on who you look at, ie- the class behaviours. A Critical Incident differs as it is a typical incident which we attach significance to regarding learning. An example of this would be a student not putting their hand up to answer questions due to self esteem issues.

Two of the four Purposes

Donaldson, G (2015) created the new curriculum with a different approach, where the student is at the heart of learning. The curriculum recommends four purposes which underpin future learning which makes teaching successful for the upcoming years. The critical incident in context influences all four of these purposes, suggesting that the new curriculum structure is very focused towards a child's education. The critical incident took place in a year three class where they were learning about materials in Science. Teacher A was explaining the difference between two materials, at the back of the class one of the children (who was sitting on a chair, not the floor) was playing with his water bottle paying no attention to the teacher talking. The teacher decided to ignore the behaviour. One of the four purposes aim for learners to be ethical, informed citizens. This is an understanding of the world around an individual once they leave the school gates and venture out to live their lives. The behaviour shown from student A in this moment doesn't sound incredibly positive for this individual to excel as an ethically informed citizen if they are not able to listen to others when they're a part of a group. The other students in the class could also be affected when a stimulus is created for them to go off task, resulting in more than one child effected due to student A's behaviour. The teacher ignoring the behaviour allows the children to gain experiences of being ethical informed citizens as they are aware of a negative behaviour around them and ignore it. The fact they are prioritising their education over poor behaviour indicates that they are on the correct path of becoming

ethically informed citizens. However, it is easy to put a label on 'negative' behaviour without deconstructing the potential barriers the class, teacher and other students are under. This critical incident method will allow the reader to appreciate the potential reasons the variables of this incident occurred. Donaldson (2015) has also suggested that students will become ambitious and capable learners, striving to excel throughout their lives. Within this critical incident Student A is showing a lack of engagement with the teacher as he is more focused on playing with his water bottle. The teacher ignoring the behaviour of Student A could have a negative effect in the future as the student will become self absorbed in what they are doing, decreasing the chance of them trying to excel and learn throughout their lives. The teacher ignoring the behaviour could also impact the rest of the class. The question of whether or not ignoring the behaviour is positive or negative will never be answered, however if the students are focused and ambitious then the external barriers like other children's' behaviour will be ignored and their learning will continue to grow, which then has a domino effect increasing the likelihood of them becoming more and more capable as they live their lives. These are two of the four purposes described which Donaldson, G (2015) has stated that all children must be when they finish school.

Literature Review

The critical incident in question has raised awareness to the different variables which could have influenced the outcome of this incident. Theorists have carried research out to help understand these variables, this allows a critical view of the incident. Tripp (2011) speaks about how teachers can use critical incidents as reflective practice to help them learn as teachers. Teachers need to appreciate the different variables within their reflective practice which made them act the way they did. This shows that it's important to understand the themes which could have effected the incident because teachers us this practice to adjust how they improve in the future. If a teacher was to change their approach on an incident purely based on previous observations which they weren't a part of then they may not improve as a teacher because they haven't thought about the variables and themes throughout the process which could have effected the incident. Many themes have an input on this critical incident; this review will focus on two of these themes. The two themes used in this review will shed light on different areas of research which have suggested the possible outcomes available.

The first area this review has researched and supressed is Additional Learning Needs. SEN/ALN needs to be appreciated from teachers as students with ALN could struggle with skills that those children who aren't diagnosed find very easy. Dauncey, M (2015) talks about ALN in Wales and how it is overcome, suggesting that ALN is described as a learning difficulty which could require special educational support. Dauncey, M (2015) goes on to suggest that

children with ALN find it significantly harder to learn in comparison to the rest of the class. When referring back to the critical incident the student wasn't paying attention to the teacher whereas the rest of the class were engaged and keen to answer the questions (please see observation 3 in Appendix). This could also provide a reason as to why the student is sitting on a chair whereas the rest of the class are on the floor. Sitting on a chair is an obvious strategy making it easier for the teacher to see the student as well as the student finding it easier to see the teacher/whiteboard. The ALN process is full of acronyms which can cover a range of diagnosis' which have an adverse effect on a student throughout their lives. A number of these acronyms effect the focus of an individual, the student in focus has Autism. Iovannone, R et al (2003) researched the practices which would have a positive effect on children with ALN (specific to Autism) in the classroom. The results divided opinion suggesting that there has been a minimal attempt of implementing these practices in the mainstream setting, suggesting that behaviours the students with ALN have are appreciated however no techniques have been implemented throughout schools to overcome this matter. Dauncey, M (2015) backs up this research when he suggested that children find it significantly harder to learn in comparison to the rest of the class, as these strategies haven't been implemented students with ALN will continue to meet barriers. External factors such as the budget of the school and amount of staff within the classroom can effect behaviour, this could effect the classroom layout (making it more specific to those with ALN) or having an extra member of staff in the classroom focusing on the behaviour of the students with Additional learning needs. Kalambouka et al (2008) completed an experiment to find out if students with ALN have any effect on the rest of the pupils in a mainstream classroom. The results showed that students without ALN had no adverse effects when sharing a classroom with a student with ALN. The results Kalambouka et al (2008) have gathered provide evidence as to why the teacher ignored the behaviour. This could be one theory as to why students in mainstream schools continue to do well in classes with ALN as the teacher ignores the behaviour focusing on the whole class. Madsen, Jr et al (1968) looked at the effects of behaviour in the class and came to the conclusion that ignoring poor behaviour and showing approval of good behaviour is a very effective approach of improving classroom behaviour. The teacher ignoring the behaviour could be tactical, as the rest of the class are still engaged, backing up Madsen Jr et al (1968) point. Differentiation could have had an effect on the teachers decision to ignore the behaviour as the teacher has a good understanding of student A. A child with ALN could well act differently when isolated in front of the rest of the class. Davis (2004) disagrees with this approach as this researcher suggests that students with autism need positive reinforcement in their lives in order to progress. This suggests that confronting the behaviour as it happens could have a better effect than ignoring it as consistency is proven key, especially for students with ALN.

The classroom is a very productive environment if the teacher can control the class. It is key for a teacher to have full control of their class as it spills through to effective teaching and helping the students progress as learners. Manzano, R et al (2003) created an article which is specific to improving classroom management for teachers and the strategies that work. The theorists opinion is that effective teaching is extremely hard to deliver when the classroom is managed poorly. Classroom management ranges from a seating plan to the teaching strategies used based on the task. Rogers (2015) has a guide to promoting effective teaching and having a hold on classroom management, specific to behaviour. Rogers (2015) suggests that acknowledging a child's individual needs could result in the teacher confronting the student in private and encouraging the student to be more aware of their actions in the future. This allows the flow of the lesson to continue as the teacher would intentionally ignore the behaviour, making a mental note to then question at an appropriate time. Rogers (2015) opinion is that this approach to disruptive behaviour increases the control of the class if the strategy is repeated. Indicating to the children that the strategies used consistently allows the whole class to understand how they are to behave when these scenarios occur, these go hand in hand with classroom rules. The teacher is in tandem with the children allowing the teacher to control the class. It is paramount for a teacher to have a good rapport with the students in their class in order to effectively teach. McNamara, S and Moreton, G (2012) opinion disagrees with this as their research suggests that confronting poor behaviour early can have a better long term effect on the class. They offer the opinion that teachers need to use the correct strategies to overcome these barriers, suggesting that consistency of preventing poor behaviour creates a better long term environment. Hughes et al (2001) and Rogers (2015) research both suggests that an understanding of their class and the relationships between student and teacher is beneficial to classroom management, increasing effective teaching. Managing classroom time is another variable which can increase the management of a classroom. It is easy to forget that students are children, asking a child to sit in one position for a long period of time would result in the child getting agitated. A teacher who takes time into consideration when planning and delivering lessons is more likely to get more out of their students over those teachers who do not see this important. Cangolesi, J (2013) suggests that one Strategy which increases classroom management engagement is time. Understanding the task/expectations from the teacher are parallel with the time allocated to the students to undergo the command or task. This could influence students with ALN, sitting in one position for a long time could affect students as they may lose concentration and begin to fidget. This is in conflict with other research suggesting the teacher could have explained the tasks in smaller groups instead of making the whole class sit still to listen. This would eliminate student A's behaviour as they would be focused on something differentiated instead of listening to the tasks for the whole class.

Evaluation and Next Steps

For teachers to improve future practices the importance of critical reflection is key. Donaldson (2015) mentioned that teachers should use reflection to concentrate on oneself and others, teachers should also be seen as practitioners within the classroom. This suggests that Donaldson (2015) thinks teachers should use this tool to help improve themselves for the future. Throughout the day teachers are faced with different barriers, whether it is behaviour or classroom based. Reflection allows teachers to overcome these barriers more and more throughout the academic year if they critically reflect on their performance. These barriers are specific to the teacher and therefore have a direct impact on the classroom. Using other theories can be beneficial however critical reflection through a model is personalised, effective and has a positive outcome on the classroom because the students within the incident are the same as future practices. The model used within this critical incident is the ARC model, this model guides the researcher through the observation. The ARC model used within this critical incident focuses on the feelings towards the incident. How was the researcher was feeling when observing this incident unfold. The ARC focuses on the pro's and con's of the incident and what could change for the future to make the incident minimise. This reflective model specifies the incident which allows a critical observation and analysis to take place from the researcher. Brookfield (2004) talks about the importance of critical reflection and how this can influence the teacher in the future. Brookfield (2004) breaks down critical reflection by suggesting that reflection only becomes 'critical' when the scenario which is being reflected is broken down and questioned throughout. Reflection should take place throughout the academic year however making the reflection critical opens questions such as 'why' did the incident in reflection run the way it did. Observations allow a critical reflective practice take place. The observation within this critique allows the teacher to use this ARC model to reflect on their teaching practices. It allows the teacher to continue to grow as a learner and helping the teachers students progress at a quicker rate. Cohen et al (2018) suggests that critical incident observations have an extremely important variable in comparison to other models as the observation is recorded live. There is no gap in the observation as the recordings are written down as the scenario is played out. This allows a critical reflection from the teacher as they know the observational notes taken are specific to the teacher as well as the fact that the details of the scenario are all valid as they are written live. This model was very effective as it was easy to write down the critical incident as it was happening. The literature found regarding this incident pulls different approaches as to why the behaviour of student A created the reaction Teacher A showed. The literature gathered indicates that Student A naturally struggles with concentration levels due to their ALN. Researchers suggesting that students with ALN require special educational support to obtain their focus. This could be a 1:1 or a

different approach from the teacher in comparison to the way they teach the rest of the class. No strategies have been implemented through the curriculum to overcome behaviours from teachers to overcome barriers which are linked with ALN students. This shows it is down to the interpretation of the teacher to deal with students with ALN and their strategy of coping. Some literature read shows there that the teachers opinion of strategies could have a different effect in comparison to other strategies. There are also gaps in overcoming ALN behaviour as researchers offer difference of opinions when dealing with the matter, suggesting that the strategy used is specific to the teacher. The literature reviewed also indicates that classroom management is a key for teachers to have control of students throughout the year. Literature researched indicates that it is paramount for the teachers to understand the students on a personal level, allowing the teacher to appreciate differentiation within their class and the strategies that work for individuals. The relationship between the teacher and student is also another key variable for the management of the class to run smoothly. Consistency with strategies within the classroom has a positive effect on the students as they know the boundaries throughout. Going forward after weighing up the opinions of different researchers the knowledge and relationship a teacher has with their students is at the heart of the way the class is run. Short term strategies need to go hand in hand with long term strategies when managing the class, rewarding positive behaviour has a bigger effect on reacting to negative behaviour. For this to happen even less the teacher could speak to student A about their behaviour once the teacher has finished speaking to the class, alternatively the teacher could give student A something to focus on as it is proven through researchers that their concentration is lower in a mainstream setting.

Conclusion

The professional standards expected within Wales show that teachers reflect on their practices against the national agreed standards to improve as well as celebrate their successes. The critical incident observation completed provides many different areas for the teacher to celebrate their success as well as the ways in which the teacher can continue to improve in the classroom. Critical incident observations are an extremely intelligent way of breaking down fine details that a teacher would not look at if they were to complete a reflection of a full lesson. This critical incident observation has allowed the teacher to appreciate their approach when student A shows a lack of concentration. This can improve teaching throughout the school as there are students with ALN in all year groups in School A. Teachers using critical incident observations and strategies to increase their teaching can then share their experiences with other teachers who may have the same barriers. The new curriculum boosts reflection as teachers should be improving oneself and others. The critical incident observation welcomes differences of opinions from theorists who have researched a similar scenario, giving their

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experiences and strategies which worked for them. Without this critical incident observation there can't be any reflection, which creates a domino effect creating a barrier for the teacher to progress as a learning practitioner to their students. This opposes to the professional standards which pushes teachers to become reflective practitioners in both critical and non-critical scenarios, increasing their stature as a teacher enhancing their learners in a classroom setting.

Appendices

Observation 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: 21 Children in Total. Nursery 3 and 4 year olds. Topic of the week is 'what can I do?' so the lesson is focused on this topic. Split into three groups to draw things they can 'do'. One piece of paper per group.
Classroom culture (Are the students focused on learning?) Students were very engaged in drawing and engaging with the teacher when they were asked what they can do as it is personal to them. Differentiation comes into play where some students were focused on the skill of holding a pencil properly and using it in a sufficient way to draw something they can do, whereas others in the class would 'mark make' where they hold the pencil in the most comfortable way and effectively draw shapes without knowing they are doing so. Please see figure 1. This backs up one of the four purposes of enterprising creative learners as they were all told to use their ideas to create a picture which represented something from their house.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There is a clear purpose however the teacher understands that differentiation between pupils will illustrate how well they understand the task. Focus of the lesson is to improve their motor skills and use of imagination. Deep lying skills are also interpreted such as working together (due to there being one paper) and ownership of their own area on the paper. The activity clearly promotes the purpose of the lesson as the teacher knows children will practice using a pencil and using their imaginations without knowing they are increasing skills such as their hand-eye coordination and brain memory.
Direction (Are the students clear about what they are doing and how to do it well?) The students had a clear understanding that they had to draw something they could do. It was clear the different levels of ability as those children who were deemed high ability knew how to draw what they could do very well, whereas those children who's expectations were not so high had a clear understanding that they had to draw however they were not sure on what they were drawing or why they had this given task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All of the students were focused on the paper and pencils available throughout the duration of the lesson. There were no students wandering due to lack of interest in the task set. As the task is basic the task expectations are very broad, the teacher also

illustrated that their creativity is different from one and another, differentiation allows all of the students to be challenged as it enables the children to express themselves as much or little as they want.

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 class several closed convergent questions to assess if the students understood what was required from them. She understood that the children will be accompanied by an LSA so it was more important for her to get the key points across. During the lesson the teacher could assess student understanding by observing their drawings and seeing if they have any relation to the task given. Observational analysis is good at foundation level as the focus is to improve their motor skills, a deep analysis of the work completed is not needed. After the lesson the teacher was asking open convergent questions to see if the students understood why they drew the objects they chose. Once they responded to the question and showed a good understanding they are relieved of the task. This effected the teaching in a positive way as it kept reminding the students in question what they are drawing throughout the process. Children between 3/4 are at an early age of memory development so questioning is a fantastic way to remind them what their duties are.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

When the task was explained to the class one individual was moving around on the floor, turning around and playing with an object connected to the wall. The teacher ignored the behaviour.

The teacher only asked the children who didn't have their hands up to answer the questions given before the task.

A child brought a toy to the carpet and focused on the object instead of listening to the teacher.

When some of the students were dismissed from the task one child followed his friend without being dismissed, the teacher allowed the child to follow his friend.

One of the children found it hard to concentrate so an LSA sat on the floor and allowed the child to sit on her lap.

ARC 1

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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	I felt like the LSA was proactive and could see that allowing the child to sit on her lap would limit her movement around the back of the room as well as allow the teacher to continue with the lesson. However, I think if this was to happen on a regular basis the child would get too comfortable with that specific LSA and her behaviour could be more challenging in the long run. Also, the other children were looking over to see if they could sit next to the LSA.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> "Can you list the aspects of the incident in the context of learning?"	The class didn't stop their learning as the teacher didn't confront Student A's behaviour. This has a positive effect on the rest of the class as it is understandable that students at such a young age have lower concentration levels. The fact that the students ignored the behaviour and remained focused was extremely positive. The student also increased their learning as they were then focused on the task once the LSA sat down with them.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	To ensure the teaching is kept the same the teacher is correct in continuing on focusing on the whole group instead of stopping the teaching process due to student A's lack of concentration. The teacher was correct to ask everyone to sit on the carpet (including student A) otherwise the student will begin to realise they are getting treated differently in a positive/negative way in comparison to the rest of the class (if the incident was recognised in front of class).
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> "What are your possible solutions to the issue identified?" "What could be done next?"	The positioning of Student A could be closer to the whiteboard and therefore within the teachers focus for the duration of them talking. This could potentially decrease the chances of the child turning around. Visual prompts – Perhaps give the student a 'NOW' and 'THEN' visual prompt so they can see that 'NOW' is carpet time and 'NEXT' is drawing time. Keep the student engaged – ask the student a question to retain their focus throughout.
Y profiad newydd / Transformed experience	

Observation 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: PE Lesson 26 Students 1 Hour Lesson based on fitness Venue: Playground outside
Classroom culture (Are the students focused on learning?) Students were focused on learning as it is a practical lesson, they were all engaged. Before the lesson the students were mainly focused on leaving the classroom to roam the yard, however once the teacher had full control of the students when they were outside, they were all focused on learning. Closed convergent questions were used throughout to keep the students focused on learning and understanding why they were doing the drills in task. The teacher made sure the lesson was student led, allowing the students to pick the drills throughout. This had a positive influence on the focus of learning as the students were completing movements either them or their friends picked.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose to the lesson: Clear and concise for both the teacher and for the students to understand the reasoning behind each drill. Children cooperated well and embraced the purpose of the lesson, giving 100%. The lesson activities promoted the purpose of the lesson as the children knew that the purpose was to improve agility/speed. Activities were specific to both of these components of fitness and were presented very well.
Direction (Are the students clear about what they are doing and how to do it well?) Students understanding of the lesson was very good as the lesson objectives and outcomes were described and explained before going outside. Each activity was broken down, the students were questioned on the activity and a demonstration was given for the students to visually observe the activity. The teacher stopped halfway through each activity to describe how they can progress on the activity allowing them to improve their technique and then register through memory how to complete the activity to the best of their ability.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All of the students were engaged in the lesson however outside factors did make a difference to the lesson which perhaps wouldn't make a difference if they were inside. (eg- lorry stopping and making a lot of noise and Rain). When it wasn't raining and the Lorry wasn't outside the site the students were very engaged. There were limitations to the children's getting challenged as they were all given the same activity with rules. One

of the rules was 'no overtaking' and the children had to wait for the person in front, potentially stopping them from embracing the activity and pushing themselves as far as possible.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Before the lesson the teacher used closed convergent questions to get an understanding from the students on the lesson. It was clear what the lesson structure was going to be once these questions were asked. The teacher had a clear understanding on the expectations and limitations of the students and the activities showed. Throughout the lesson the Teacher used open convergent questions to see if the children knew 'why' the activities which they were doing were a positive influence on their body. The teacher also requested demonstrations from students to see their understanding within the lesson. After the lesson the children were told to go back to class, when inside the children then had a plenary where they created a mind map on the differences fitness makes to the body. This was child driven as they had to make their own mind maps in pairs. There was then an open discussion at the end of the lesson to talk about what fitness influences may make a positive impact to the 'Romans' (their topic for that term).

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Child put his hand up in the middle of a task and asked if he could go and get a drink, the teacher refused and told the student to wait.

One of the children went out of the circle when they were playing 'stuck in the mud' and was then instructed to act caught.

One child was tying up her shoelace in the middle of the play area.

Teacher stood in the direction of the sun, resulting in one child to turn his head and not pay attention to the teacher speaking.

Teacher asked one student a question and then told them to tell their friend to say the answer out loud to the rest of the class.

When they were instructed not to overtake, one child decided to do so anyway and the other student who was overtaken then raced on to try and catch the student who didn't listen.

ARC 2

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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	When the child put his hand up to ask for the drink I was surprised the teacher didn't mention to the children to bring the drinks out in the first place. I also felt like the child might have been trying to get out of the activity as the class were only three activities into the lesson, I didn't feel a drink was essential at this time of the PE lesson.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> "Can you list the aspects of the incident in the context of learning?"	This stalled the learning as a number of students then focused on getting a drink instead of the tasks set by the teacher. This also had a negative effect on the lesson as a whole because five minutes were eliminated in getting all of the water bottles for the students. It was also clear that the teacher realised once the student asked for a drink that there would be a reoccurring problem throughout the lesson if the teacher sent them off individually.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> "What could be kept the same to ensure effective teaching and learning in the future?"	It was good that the student asked the teacher to get a drink instead of doing it on their own accord. This shows the class management and respect of the teacher was at a very high level. The teacher responded by telling the student they needed to wait. I agree with this as the whole class were in the middle of the activity and the child should have been focused on the activity instead of wanting a drink. The teacher also took the other students into consideration and allowed them all to get a drink once the circuit was completed. This stopped the rest of the children asking to get a drink.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> "What are your possible solutions to the issue identified?" "What could be done next?"	One solution would be to ask the students to bring their drinks out to the yard, this would eliminate the child asking the question and focus on the activity they are currently doing. The teacher could also have water breaks between each activity so children don't copy each other by asking for a drink purely because their friend has asked for a drink. The time frame it took for the students to go and get their drinks in the middle of the lesson was also very time consuming, if the students brought them outside as they were leaving the classroom then the lesson wouldn't have been broken up and ran fluidly.
Y profiad newydd / Transformed experience	

Observation 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 3 class. Science lesson focused on materials. (New topic)
Classroom culture (Are the students focused on learning?) The introduction to the lesson has started and the students are very keen on learning about materials. All students were focused on the whiteboard as the first slide had many different images of materials. A lot of the students put their hands up to say a fact about one of the materials they could see. This proves the children were focused on learning. When set the activities they were very focused on learning as they were all very eager to show off what they know.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There is a clear purpose to the lesson as the teacher had three different activities which were all focused on learning variables about materials. Each activity had a different approach: One activity was based on feeling the materials and seeing them in person. Using the senses to describe each material. Another was increasing digital competence as one group used chromebooks to find out information about the materials focused upon. The third activity was demonstrations indicating what materials are used for. All three activities promoted the purpose and increased learning.
Direction (Are the students clear about what they are doing and how to do it well?) The students were all very clear of the tasks set. The teacher explains each activity very well and was tactical about which group was completing which activity (based on ability groups). The teacher worked with the students who were low ability and knew those students on the Chromebooks would be very focused on the task due to the privilege of using the electronic apparatus.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Some of the students found it difficult to engage in the lesson as their understanding of materials was so low they ended up copying their friends. The majority of students were engaged due to their desire of finding out information about different materials. Those who completed the practical activity were challenged as their motor skills are tested.

They were also challenged as they had to transfer the information from their brains onto the paper in front.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Before the session open convergent questions were asked to get a child's understanding. This allows the students to explain what their task is instead of a simple: Do you understand? 'yes' or 'no'.

During the lesson the teacher tested the understanding of the group she was working with however these were mainly to keep the children focused on the task. If the students were focused on work the teacher wouldn't question their understanding.

After the lesson the students books were marked to check their work is correct. The teacher also used open questions to see what answers students had.

Specifics / Critical Incidents

One student snatched one of the materials from another student. This resulted in the teacher telling them both off for messing around.

Questioning wait time – Answered own question as the child couldn't think of the answer themselves.

Teacher chose one student to demonstrate where in the classroom 'wood' is used however.

Child was misbehaving at the back (whilst sitting on a chair) and the teacher decided to ignore the behaviour.

ARC 3 – Used for Assignment

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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> “What are your feelings regarding the experience?”	As I wasn't a participant in the class I was under the impression that the teacher purposely decided to ignore the behaviour. I was surprised the teacher didn't confront the pupil and continued to ignore the behaviour. There was an element of confusion because earlier on in the lesson the teacher confronted a different student on their behaviour.
Cofio a Deall/ Remember and Understand <i>“Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?”</i> “Can you list the aspects of the incident in the context of learning?”	The teacher ignoring the behaviour would affect the class regardless of how the behaviour was approached. Ignoring the behaviour allowed the teacher to carry on with teaching the rest of the students who were extremely focused. This had a positive effect on the class as they were unaware of the behaviour and continued to focus on the teacher talking instead of turning around and watching student A. The students could have reacted to the behaviour negatively and dropped in their own behaviour. The student with ALN didn't effect learning, except his own.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> “What could be kept the same to ensure effective teaching and learning in the future?”	After speaking to the teacher regarding the incident it was clear the student has ALN. This suggests that teachers understanding their pupils will allow fluent progress of teaching. The teacher suggested that confronting the behaviour would have had a negative effect on their behaviour and ignoring it and going back to the behaviour is the best approach regarding this student. Another variable which would be kept the same would be the students understanding of this scenario, they were not set off task due to the behaviour. This could be because of the ground rules set from the teacher.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>“Beth yw eich atebion posibl i'r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> “What are your possible solutions to the issue identified?” “What could be done next?”	One solution to the issue identified would be a verbal recognition that the student knows the teacher has seen their behaviour. This could effect their behaviour as they understand that their behaviour has been recognised. Another possible solution to this issue would be to give the student a task so they can focus on this. The students had been sitting down for a reasonable amount of time so if the student in question was given a focus task then the teacher could come around after and explain the task. This would eliminate any potential poor behaviour shown from the student.
Y profiad newydd / Transformed experience	

Observation 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: 27 Children in Total. Year 3 students. The lesson is Welsh and the students are differentiated, focusing on their own task. One group on chromebooks, another illustrating and labelling a house and another completing sentences about rooms of a house.
Classroom culture (Are the students focused on learning?) When the teacher was explaining the different tasks the students were engaged. They listened well so they knew what the task in mind was. Once the students were set off to begin their tasks the focus on learning decreased. One reason this could occur could be because the students are not fluent welsh speakers. Their desire to learn welsh may not be as high as those to complete a science lesson or take part in a PE lesson. The teacher had to get everyone's attention to keep them on task a number of times throughout the lesson.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was very clear as all three tasks focused on rooms within a house. The teacher indicated thoroughly when the students were on the carpet that the purpose of the lesson was to recognise and understand the different rooms in the house (in welsh). The lesson activities were specific to the rooms as the chromebooks was a quiz questioning rooms in a house. Another group had to draw the different rooms and label them what they think they are. The final group had to write sentences suggesting what was in each room. Ie – In the bedroom, there is a .
Direction (Are the students clear about what they are doing and how to do it well?) The students had a clear understanding of each activity. They were all engaged when the explanation of the activity was presented and knew exactly what their job was. Going around the class I think some students were clear on how to do it well however some students took the approach of 'if I get it done, the teacher will be happy'. This was shown in the drawings as some were rushed. This was also shown in the sentences as some students were guessing what objects went in each room.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All of the students were able to engage in the lesson as they all had a background understanding of the lesson. This was the third lesson where the students learn about rooms in the house. There were also a list of the rooms on the whiteboard for the students to look back to help them reflect. Some students were very comfortable with the work, their understanding rolled off the tongue and they completed the work at quite a fast pace. Other students struggled to concentrate on the sentence patterns because

their understanding of the lesson wasn't very deep. Differentiating the students did help a lot of students as they could talk to their partners if they were struggling with the work.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

The teacher used closed convergent questions at the beginning of the lesson to recap on understanding. The questions used were all questions which had been used in the lesson before, meaning that the students should know the answer to each question. During the lesson the students understanding was shown within the work they are completing. The longer the lesson went the more you could see the understanding of the students within their work. Questions were also used from the teacher throughout the lesson to assess the students understanding. After the task was complete the teacher used the students work to assess their understanding of learning. She also asked quick fire questions as a plenary.

Specifics / Critical Incidents

Teacher asked a question to a student, he didn't reply within three seconds so the teacher asked someone else to answer the question.

Student had his hand up to ask a question and the teacher ignore his hand, continued with the lesson without going back to see what the Students question was.

Two students were not focused on the task with the Chromebook, the teacher told them off however when a student on the picture task was misbehaving, the teacher's approach was different, not telling the student off but asking them how much work they have done.

A student told another student that they were in the wrong group, other noticed and told both students where they should actually be.

ARC 4

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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	The teacher didn't allow the student enough time to process the question, I felt sorry for the student because the classed then looked at her as though she didn't know the answer, when really she was rushed and given little time to work it out. I was also surprised the teacher went on to the next student so soon. I think patience is key and I think the teacher may have struggled with their patience for the student.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> "Can you list the aspects of the incident in the context of learning?"	This prevented learning for the student in question. As they didn't know the answer straight away the teacher carried on the lesson indicating that the teacher thought the student didn't know. This could have an effect on the student both short and long term denting their confidence to put their hand up to answer any questions in the future. The teacher hasn't allowed learning to progress for the individual. However, the teacher then asked the same question to another student, suggesting that one student could help the other out if it is true that the student in question didn't know the answer.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> "What could be kept the same to ensure effective teaching and learning in the future?"	To ensure the teacher is effective in the future asking another individual the question to help each other out does have a positive effect on the class. Students feel as though then can work cohesively. Especially in another language, speaking to each other and getting help off your peers is an extremely good method when increasing knowledge. The teacher also asked the question to the student who had their hand up. This illustrates that the teacher has confidence in the answer prior to the student answering the question.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The teacher could increase their waiting time once they have asked a student the question. This could have a positive effect on the student as they know they are not in a hurry to answer the question. The teacher could also have asked the student to speak to the person next to them to see if this has any effect on their answer. Allowing the student time also means the student would not be worried putting their hand up in the future purely because they are not sure on their answer. There are many methods when questioning, I think one or two of the methods (eg – asking a friend, giving longer time to answer) would have been solutions to the problem in question.
Y profiad newydd / Transformed experience	

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