

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.

An analysis of a critical incident is a pedagogical concept enhanced by Tripp (1993) that ensures the development of teaching practices through reflection and observation. Critical incidents are crucial in education as it allows for Tripp's thinking strategies to commence; utilising reflective practice for successful classroom approaches. Along with Tripp, there are other significant perspectives that will be considered when aiding the course of reflection. In this case study there will be a varied outlook on a specific critical incident; offering reviews into the literature surrounding the learning areas and a reflection on how we can move the situation forward considering next steps in teaching. The use of research will resonate with professional bodies like Donaldson and Estyn who have influenced the new Welsh curriculum in its mission to increase standards, decrease attainment gaps and convey an education that projects 'national pride and public confidence' (Williams, K, 2017).

For the purpose of this assignment the placement school will be referred to as School X and pupils as 'A' and 'B' accordingly to the BERA guidelines that state both institutes and bodies have the right of privacy 'confidentiality and anonymity' (BERA, 2018: 41). The critical incident was observed from 'Class Z' whom are a mixed ability group in key stage 3. School X, located in a Welsh town, is an English-medium secondary school educating mixed genders that range from eleven to eighteen years of age. School X had inspections from ESTYN from 1994-2017 all reports have been consistently rated as good. School X is a 'digital pioneer school' (Estyn, 2017) meaning that it is in partnership with the Welsh Government and other pioneered schools to enhance a Digital Competency Framework in education. School X had a 95.2% attendance scoring and was placed in the green support category (Welsh Government, 2018). School X is above average for students with Additional Learning Needs (ALN) or who require Special Education Needs (SEN). It is also below the Welsh average when it comes to students receiving free school meals (Wales Online, 2018). It is significant to add that the critical incident occurred during a non-participant observation.

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Methods used during pupil trails focus an observer's attention on precise components of practice within the classroom. Ideally, an observation tool should 'create a common vocabulary

for pursuing a shared vision of effective instruction' (Kane, T.J. 2012: 4). This relates to the observation considered during this critical incident as effective instruction was crucial tool that could should be practised during teaching reflection. It was vital to use sociograms when observing potential incidents as it duplicated the situation for the observer when not in the classroom setting. The image provided from a sociogram enabled me to look at the structure of the class and evaluate the seating plan set in place by the teacher. During classroom observations field notes created by Fletcher and Wood were also used. These were essential as not only did they provide me with full verbal records of the critical incident, it also enabled me to note all aspects of the classroom environment due to the method being accessible.

When observing the specific critical incident, the theories of Maria Montessori were considered. Montessori education states that teachers should silently observe without pre-conceived ideas to understand the needs of the child (Montessori, 2016). A teacher should allow their children's minds to be open for change, and Montessori suggests that they should be able to have responsibility to figure out amendments for themselves and this approach was considered. This aligns with the new curriculum that states learners should 'take responsibility for their own affairs' (Donaldson, 2015). It was observed that Pupil A was not given help from the teacher; this forwarded the idea that perhaps they were given the opportunity to navigate themselves through the issues of the task independently. By silently observing, the teacher perhaps avoided placing judgement on the learner, reinforcing Donaldson's sentiments that young people's emotional needs are of utmost importance (Donaldson, G. 2015). However, although silently observing pupils has effective practice behind it, the method goes against what is suggested by practitioners who follow Framework For Teaching (FFT) in classrooms.

FFT is essentially built upon the teaching standards within the classroom. FFT is a vital component within observation as the framework 'emphasizes the importance of teaching questioning' (Kane, T.J. 2012: 4). The checking of understanding is a crucial tool in assessment for learning (AFL) and the learner can only develop their skills if a certain level of comprehension is in place. Significant elements of FFT that should be considered when observing critical incidents are classroom environments and instructions. According to Charlotte Danielson classroom environments should be measured when observing teacher-student interactions, considering set seating plans and the communication between tutor-tutee. This measurement was considered extensively as the classroom environment and the seating plans were a vital tool for Pupil A and effective practice was that was established by Danielson was very much apparent here. Secondly, the reflection of instruction should commence when viewing the teacher's set of directions whether it be towards behaviour or task explanation (Danielson, C. 2010).

Communication in the classroom leads us onto the next observation model of ISTOF, this framework is more effective to this incident as Daniel Muijs explains we should show differentiation and inclusion in the classroom. Muijs conveys that ISTOF observation involves all students 'in the lesson and the teacher takes student differences into account' (Ofsted, 2018: 17). ISTOF reinforces Donaldson's recommendation that education should be inclusive, and that Pupil A is entitled to 'responsiveness to the individual needs' of their own learning (Donaldson, 2015). This method of differentiation can also be considered when discussing the observation instrument ICALT. When using the four-point scale during observations, it was noted that activating differentiation when meeting individual learning needs was at a level two, however other elements of ICALT observed during this critical incident were higher. The method of activating teaching methods could be considered at a level three due to the assumption that the teacher wanted Pupil A to think independently 'about the topic' (Ofsted, 2018) rather than having full guidance from the more knowledgeable 'other.'

During the observation of the critical incident CLASS measures were considered and whilst Pupil A had clear difficulties when it came to the completion of the task, it was detected that the teacher had 'clear rules and expectations that were consistently reinforced' (Ofsted, 2018). This CLASS measurement, although effective for other pupils, was unsuccessful for this critical incident due to Pupil A's little understanding. The critical incident perhaps would not exist if a CLASS measurement of 'being proactive in anticipating difficulties' (Ofsted, 2018: 13) were implemented. Reinforcing tasks is fine, but it was clear when observing that Pupil A required a different approach of instructing. It is stated that effective classroom practice should show teachers using 'a variety of modalities to teach' (Hamre, B. K. 2012) and during observation it was indicated that perhaps the teacher was not 'proactive' and as CLASS domains state in the Ofsted report, teachers who are prepared for their learners to face difficulties are those who follow the most effective classroom practice. In this critical incident's regards, a proactive plan B explanation was essential.

The critical incident surrounds Pupil A, who when observing appeared to have difficulty reading the examples given by the teacher on the whiteboard. Pupil A, who didn't have a teaching assistant sat with them utilised support from peers around them. Pupil B enabled Pupil A to complete the set task. It is significant to note that no alternative explanation of the said task was given by the teacher. Students were simply given one explanation, one class-involved demonstration and the examples provided on the whiteboard.

In Donaldson's report on the new curriculum, a major focus is for education to become more inclusive. Teachers are required to ensure a child's progress 'regardless of any additional learning needs they may have' (Donaldson, 2015: 54). Donaldson states that our children will be ambitious and capable learners who 'set themselves high standards and seek and enjoy challenges' (Donaldson, 2015: 29). However, in Pupil A's case they did not receive the opportunity to enjoy the challenge of this task due to the teacher not differentiating their style when explaining the activity. Pupil A did however seek support from Pupil B reinforcing Donaldson's statement that learners should be ethical and informed citizens. A major focus for Donaldson is the aspect that all learners need to take a responsibility for their own learning and Pupil A, although avoided seeking guidance from the teacher utilised an opportunity to learn from peers instead.

Whilst Pupil A was observed to gain a sense of social responsibility when asking for help from Pupil B, Donaldson states that learners need to be healthy and confident individuals. When observing this class, it was evident they were a mixed ability group and Pupil A was less capable than most of their peers. When observing their written work further it was assumed that Pupil A had potential additional learning needs (ALN) but was however not guided by a teaching assistant. This meant that Pupil A did not 'have the confidence to participate in performance (Donaldson, 2015: 30) due to their clear uncertainty of the task. Although they did eventually complete work due to the help from Pupil B, Pupil A was observed to participate in approximately ten minutes of the one-hour lesson and from an observation point of view the teacher appeared unaware of this.

Despite the lack of teacher guidance, Pupil A still conforms to statements in Donaldson's report of being an enterprising and creative individual as they were observed to 'identify and grasp opportunities' (Donaldson, 2015: 29). The individual saw that Pupil B had finished their task and, as shown in Figure 3 in appendices, took the opportunity to ask for help in a discreet manner. However, although this positive approach of peer to peer interaction and support was effective for Pupil A to complete their work, the lack of confidence the learner had to approach their teacher for help meant that they were unable to contribute to the learning of others making the peer tutoring purely one sided.

Peer support in the classroom is a growing tool used to enhance the performance of learners. It is stated that a form of peer tutoring is an educational strategy used for enabling skills and this technique has a lengthy history in improving school achievement (Topping and Ehly, 1998). In this literature review the exploration of peer tutoring will commence and how it resonates with areas such as mixed ability grouping and differentiation within the classroom

setting. Extensive research has caused controversy amongst education practitioners whom all produce highly contrasted opinions on such matters. Despite the controversy, research stated by the National Association of Secondary Principals show that children with lower abilities who are involved in the process of peer tutoring improve their 'self-confidence, interpersonal skills and reading comprehension levels (Martino, L, 2010). The Welsh Government (2015) asked schools to implement a stronger sense of peer tutoring due to the advantages of gaining a higher responsibility in the classroom, however it is significant to note that the increase in accountability does not just occur on the tutor's behalf, one can gain a sense of responsibility when asking for help from peers too. The relationship built from peer tutoring is a significant aspect to why this method is viewed as effective as the interaction between learner and learner is balanced and thus it is likely that a larger use of 'open discussion about important concerns can arise (Cowie, H, 2000). Accordingly, to Donaldson's recommendations, peer tutoring introduces a sense of social responsibility (Donaldson, 2015) as it increases interactions between children, subsequently making their learning process more rewarding on all parties involved (Goodland, S, 1989).

Whilst this type of classroom interaction improves emotional intelligence and greater empathetic traits (Mercer, N and Mannion, J, 2018) it is argued that this type of tutoring slows down the learning process due to complex content needing to be introduced on tightly ordered time scales (Topping and Ehly, 1998). Research also shows that despite increased relationship building within the classroom, effective peer tutoring can only commence if specialised training is involved (Greenwood, 1995). Accurate explanations of content require a deep understanding from the tutor's behalf and this type of training is time consuming. Following on from this time consumption, teachers would be required to monitor the learner-tutor's guidance to ensure it is correct and this consumption of time is not a demand if following teacher-led methods (Topping and Ehly, 1998). Commonly read across these pieces of literature, it is evident that peer tutoring is only suitable when used in a cross-ability classroom (Cowie, H, 2000). Assorted classroom research shows that 'low-ability students learn more in heterogeneous groups rather than homogeneous groups' (Saleh, 2005) suggesting that when in a classroom where all learners are around the same level ability, there is a lack of children who are able to tutor content that is not understood by peers.

Mixed ability classes who experience this type of diversity can see an increase in their self-esteem and motivation (Cohen, Manion and Morrison, 2002) and this aligns with what was suggested in a OECD report that learning does not commence first in the classroom (OECD, 2013) summarising that teachers should be aware of their children's emotions beforehand to allow the process of successful learning. The motivation and personal skills developed in mixed ability groups counterparts to Donaldson's statements that the classroom environment

should allow pupils to experience a detailed focus on personal aspects like confidence and well-being (Donaldson, 2015). It can be contended that mixed ability classes are beneficial to those all that are involved. High-ability learners in these groupings learn skills like multi-tasking and whilst some researchers argue that people are not capable of multitasking and can, at best, switch quickly from one activity to another (Kirschner, P. 2013) learners who offer support to lower-ability peers whilst completing their own tasks gain a strong sense of responsibility and like said previously, experience a more rewarding learning process. Moreover, higher-ability learners gain a sense of community and avoid the creation of negative labelling towards those with lower abilities (Cohen, Manion and Morrison, 2004). It is significant to note that negative labelling had an impact on Donaldson's report, he states that schools must avoid assuming too much about one's ability, going against traditional education of separating our learners into potentially superficial groups (Donaldson, 2015). Whilst heterogeneous grouping is effective in relationship building, it is questionable as to what learning achievements are higher-ability pupils gaining aside interaction? More capable students are in a way left to their own devices when completing tasks due to the teacher's time and attention being consumed by those who experience a higher difficulty in that lesson (Paton, 2012).

Following on from this, research also contends a contrasting approach suggesting that mixed ability groupings require the need for increased resources and the need for these resources to be carefully planned out in order to suit all capabilities in the classroom (Cohen, Manon and Morrison, 2004). Literature also suggests that assorted abilities in the classroom is important when introducing learning to different teaching styles (Cohen, Manon and Morrison, 2004). Differentiation that spurs from diverse abilities has caused controversy amongst researchers when faced with the question, should teachers consider their learner's preferred style so we can facilitate their individual learning needs? (Kirschner, 2013) Researchers on students reveal several significant areas within the school environment where own preferences and learning styles affect classroom practices and behaviour (Kise, J. 2006). It is said that in every classroom, regardless if set upon similar abilities, all individual's capabilities range even if it is just slightly. Teachers who create a sense of differentiation when teaching are ensuring all learners are understanding tasks based on their own personalised way of consuming information. In *Successful Futures*, the Welsh curriculum should make education accessible for its learners (Donaldson, 2015) and this can commence if learner's individualised needs are met. Thus, leading on from this, teachers have a duty to enable learners with the best opportunities and by doing so creates an environment that is personal and equitable (Gerhson, M. 2013). During its initial stages into Wales' large-school educational improvement, reviewers have stated that schools need to build on their performance, exclaiming that 'a high proportion of low performers, and schools are unable to respond to all students' learning needs.

Strategies for differentiated teaching and formative assessment are underdeveloped' (OECD, 2014: 7). OECD is essentially stating that a challenge Wales must overcome is generating differentiation within our classrooms, children must receive individualised learning that suits their personal needs for this achievement to occur. Whilst there is extensive literature surrounding the benefits and gains to differentiation in the classroom, there are still practitioners who argue how does a teacher navigate through a classroom with an average of thirty pupils per lesson that all possess different preferred learning styles?

Exploring your learners individual preferred way of learning is often a time-consuming method of measuring how someone learns effectively. In a review, seventy-one different learning styles were identified (Coffield et al.2004) and this challenging number creates complications around learning styles research. To accurately assign a style to an individual is time consuming and there is not enough evidence suggesting that these styles are correctly matched to a child (Kirschner, 2013). This suggests that tools designed for measuring a learner's individualised style is both inaccurate and protracted. In addition to this, it is often the case that children will select a method of learning that is most convenient and easy for them rather than choosing a style that allows them to meet their full potential. A convenient way of learning goes against what Donaldson is striving towards; he states that teaching and learning should focus on creating a challenge for children and all learning should be a proactive experience to ensure individuals 'thrive and succeed' (Donaldson, 2015).

There are extensive amounts of literature that both support and oppose the benefits of each area of learning discussed. Peer tutoring appears to be mostly beneficial to lower-ability students but there is limited research suggesting the same for higher-ability learners and likewise to what Donaldson recommends, Welsh education must be inclusive for all if success is going to happen (Donaldson, 2015). Donaldson also states that 'a one-size-fits-all approach to learning will not meet this wide range of needs' (Donaldson, 2015: 5). It is also evident that mixed ability grouping avoids negative labelling and creates a more community-like environment within the classroom, however when learners differ in their capabilities, differentiation must be considered for this type of education to be successful. Although everyone has an individual preferred way of learning, asking teachers to consider an average of thirty different learning styles per lesson is time consuming and inaccurate (Kirschner, 2013). Whilst Donaldson recommends that all three of these areas of learning must be built upon, research suggests that one must weigh up the advantages and disadvantages in order to create a sustainable and effective approach to learning.

'Reflective practice is a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work' (Brookfield, S. 1998: 197). When reflecting on this critical incident a significant part of my focus was on the peer support provided in the classroom. When considering next steps in teaching I would ensure that a social constructivist approach was taken. For example, Pupil A is to be placed next to a similar character to Pupil B who evidently does not mind peer supporting and to ensure this continuity I would follow a seating plan within lessons. This creates a controversial idea as although the crucial disadvantages to mixed ability group as discussed in the literature review, peer support was vital in this critical incident, and the only way Pupil A's learning happened was because of the higher abilities of Pupil B. Not only would this ensure Pupil's A achievement in learning, it would also enhance social and confidence skills. In addition to this, peer tutoring can only occur if the teacher allows their pupils to have a discussion during task time and by using Lev Vygotsky's theory of social interaction that learners should be given the opportunity for frequent interaction. Furthermore, this social contact is vital in developing intellect (Rogoff, B. 1999) and was a crucial component of Pupil A's learning.

I would also consider using devices such as key word mats, offering Pupil A the word, its definition and an image conveying this. This would allow learners to independently source information for themselves and can avoid the negative labelling of asking for teacher guidance especially when in a mixed ability environment. Visual literacy considers cognitive processes that enhance a learner's meaning-making and this way of discovering develops problem solving, analytical, reflective, critical and creative skills (Rowell, J., McLean, C. and Hamilton, M., 2012). By considering this reflective approach it can be suggested that Donaldson's pedagogical principle of blended teaching is also taking place. Devices like key word mats can implement independent learning and thus incorporates engagement into scaffolding learning (Donaldson, 2015). This method of reflective practice can avoid the risks that lie in direct teaching being caricatured as didactic' (Donaldson, 2015: 65).

Differentiation is significant when teaching learners with mixed abilities and a next step to be considered when dealing with an incident like this is to format alternative routes when explaining a task. I would ensure that I was 'proactive in anticipating difficulties' (Ofsted, 2018) and would have at least three alternative ways of instruction to guarantee that the task was accessible to all different types of learners. It is significant to note that Pupil A's reading comprehension skills were very limited and as shown in Figure 7 in appendices, I would ensure that they had a teaching assistant sat with them. Although this method may create negative labelling, it will however develop Pupil A's confidence in knowing the task and work. Allowing that one to one support would give teachers an insight 'of what is happening to people as they grapple with the difficult, threatening, and exhilarating process of learning constitutes

educators' primary information' (Brookfield, S. 1998: 197). This creates a sense of empathy towards the learner and is a significant focus in 'Critically Reflective Lens 2: Our Learners' Eyes' which suggests that putting ourselves into our learner's shoes is an important part in identifying next steps in teaching.

Furthermore, a different method that could have benefited this critical incident is simply a checking of understanding. Once the teacher gave the class the instruction and explanation of task, the method of questioning and wait-time to check for understanding would have been effective in ensuring that Pupil A had some sort of comprehension of the task. AFL can be implemented further here, if Pupil A did not want to make it known that they were struggling the teacher could have instructed a traffic light system to find out who had little understanding. By simply asking learners to draw a lane, either red for no understanding, orange for some understanding and green for full comprehension Pupil A could have discreetly made their difficulties known to the teacher without their peers' awareness.

To summarise, this case study explores literature that discusses and debates the practice of peer tutoring. Whilst this form of teaching, according to evidence, is beneficial to both the learner and tutor, the notion that this can only occur in a mixed ability group has created controversy amongst practitioners. Professional standards of teaching allow me to identify the importance of reflection and how it can 'support practitioners to identify areas for further professional development (Welsh Government, 2019). The critical analysis of this incident has enabled the full use of consideration, aligning with Donaldson's Review that the curriculum should reflect and promote purposes (Donaldson, 2015). To conclude, from research sustained during this case study there is more evidence to suggest that peer tutoring, mixed ability grouping and differentiation are all effective contributors to a successful classroom and likewise to what Donaldson states, the utilising of peers in lessons create a safe environment which encourages the articulating and testing of new learning (Donaldson, 2015).

Appendices:


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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02.10.2019
Lesson details:	RELIGIOUS EDUCATION - YEAR 9 <u>KS3</u> . THE CLASS WERE COMPLETING AN END OF TOPIC ASSESSMENT
Classroom culture (Are the students focused on learning?)	PUPILS PLACED INTO SEATING PLAN BEFORE ENTERING CLASSROOM. TEACHER QUICKLY SETTLED EVERYONE BY EXPLAINING EXAM CONDITIONS. Q'S EXPLAINED AND INSTRUCTIONS GIVEN BEFORE STARTING.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	THE TEACHER EXPLAINS THEY WILL BE LEARNING A NEW TOPIC SO ASSESSMENTS NEED TO TAKE PLACE BEFORE MOVING ON. CLEAR INSTRUCTION VIA POWERPOINT -> EXAMPLES GIVEN BY BOTH PUPILS + TEACHER.
Direction (Are the students clear about what they are doing and how to do it well?)	THE TEACHER AND CLASS HAVE Q'S + A'S BEFORE STARTING. THE TEACHER INSTRUCTS LEARNERS TO USE NOTES IN BOOKS FROM PREVIOUS LESSONS. (APK).
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	RATHER THAN THE SAME A'S. THE TEACHER GIVES PUPILS THE CHOICE TO CHOOSE FROM 3x Q'S IN EACH PART OF THE ASSESSMENT.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	Q'S + A'S AT START. TEACHER STATES "HANDS UP" IF PUPILS REQUIRE HELP DURING ASSESSMENT.
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	L> SEATING PLAN L> TWO LATE PUPILS (CLASSROOM MANAGEMENT) L> TEACHER PICKS SPECIFIC PUPILS DURING Q'S + A'S L> RECURRING MENTION OF PARENT'S EVENING (BEHAVIOUR MANAGEMENT) L> 10 MINS BEFORE END - PLENARY. "READ WORK, MAKE SURE YOU HAVE DETAIL, EXAMPLES, ETC" -> NO REINFORCEMENTS DURING LESSON

Figure 1.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02.10.2019

Lesson details: BIOLOGY - YEAR 9.
LEARNING ABOUT OF FUNCTIONS OF SPECIALISED CELLS.
TEACHER-LED, STUDENTS TO READ INFO - THEN ANSWER Q'S ON THAT INFO. LITTLE EXPLANATION FROM TEACHER.

Classroom culture
(Are the students focused on learning?) RELAXED ENVIRONMENT-
LEARNERS ARE UNDERSTANDING THE TASKS, BUT ARE NOT SETTLED TO BEGIN IT. THOSE WHO WANT TO LEARN FOR HANDS UP. MORE 1:1 LEARNING, RATHER THAN WHOLE CLASSROOM TEACHING.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) LEARNING FUNCTIONS OF SPECIALISED CELLS - COMPARISON TO PLANT / ANIMAL CELLS.
INDIVIDUAL BOOKLET (TAKEN FROM TEXTBOOK) -> READ INFO, THEN COMPLETE Q'S + A'S. LITTLE TEACHING - SELF-EDUCATING THROUGH READING

Direction
(Are the students clear about what they are doing and how to do it well?)
GOOD UNDERSTANDING - TEACHER INSTRUCTS THAT IF THEY DON'T READ IT, THEY ARE UNABLE TO ANSWER Q'S FOR THOSE WHO OF CLASS CRACK ON. "HANDS UP" FOR THOSE STRUGGLING.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
THE TEACHER WENT AROUND TABLES, TAUGHT / GUIDED STUDENTS INDIVIDUALLY. THE Q'S GET HARDER, SO MORE CAPABLE LEARNERS CAN COMPLETE THESE ONCE THEY HAVE FINISHED PREVIOUS Q'S.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? AFTER EACH Q IS A, TEACHER GATHERS ANSWERS AND WRITES A SUMMARY ANSWER ON WHITEBOARD.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- ↳ Latecomers distracted class
- ↳ Teacher individually teaching (oblivious to bad behaviour behind them)
- ↳ Disruptive behaviour (little classroom management)
- ↳ Ineffective classroom management.

Figure 2.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.2019

Lesson details: ENGLISH - YEAR 7
LEARNING HOMOPHONES - BEGIN TO CORRECTLY USE APOSTROPHES. (mixed ability)

Classroom culture
(Are the students focused on learning?) STUDENT ENGAGEMENT VIA COMMON INTERESTS. TEACHERS USED EXAMPLES OF FAVOURITE FOODS AND PLACES IN WALES TO SHOW INSTRUCTION. FEW PUPILS UNENGAGED DUE TO NOT UNDERSTANDING THE TASK.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) CLEAR PURPOSE, BUT ONLY INSTRUCTED IN ONE WAY - NEEDS ALTERNATIVE EXPLANATIONS FOR DIFFERENTIATION. TEACHER REINFORCES HOW SIGNIFICANT IT IS TO CORRECTLY USE APOSTROPHES AND HOMOPHONES.

Direction
(Are the students clear about what they are doing and how to do it well?) MOSTLY CRACKED ON FINE AS EXAMPLES WERE HUGE HELP. HOWEVER THERE WERE SOME LEARNERS WHO REQUIRED A DIFF EXPLANATION. SOME STUDENTS STRUGGLED READING, SO EXAMPLES ON 'WB' WERE NOT OF USE.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?) SOME STUDENTS FINISHED TASKS AND WERE GIVEN EXTENSION ACTIVITIES. A PUPIL HAD CLEAR ALN BUT WAS ACCOMPANIED WITH A TA UNABLE TO DO TASK, COULDN'T READ GUIDANCE ON BOARD. TEACHER UNWARE OF THIS.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? "HANDS UP" DURING Q'S + A'S. PLenary AT END TEACHER GAVE EXAMPS AND CLASS HAD TO SAY CORRECT / INCORRECT.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- ↳ Hands up approach
- ↳ Individual learning - required AN support (TA) - didn't ^{want to} complete task as unable to read the whiteboard correctly. Proceeded to use peer guidance and copy another pupils work.
- ↳ Peer - Peer interaction (Vygotsky - 'social interaction')
- ↳ Differentiation

Figure 3.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26.09.2019
Lesson details:	KS3 - low ability class - HISTORY. Lesson Purpose: History of Wales.
Classroom culture (Are the students focused on learning?)	Seating plan in place. Very little focus. Lots of late comers, students wandering around classroom.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	To explore Welsh history, in particular coal mines. Learners were to label a coal miner, i.e. helmet, dirt, protective clothing.
Direction (Are the students clear about what they are doing and how to do it well?)	Teacher instructs that the image must be brought to life with colour - chatting to students during activity giving guidance.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Challenge tasks in place, rather than just labelling features - describe why the miner has to dress that way, i.e. safety.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Student monitoring - Q's + A's. Made it clear that teacher would be marking the books.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	↳ Classroom management. ↳ Ineffective seating plan. ↳ Behaviourism ↳ No discipline for late comers? ↳ Learners uninterested in activities.

Figure 4.

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

Dyddiad/Date: 02.10.2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): SELECTION OF SPECIFIC PUPILS DURING Q'S AND A'S.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was obvious that the teacher knew their pupils very well. They selected learners who gave full answers that were beneficial to the class.
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?"	Hands up approach wasn't followed - the teacher selected regardless if their hands were up ~~that~~ or not. Q's + A's, so the teacher could check understanding. (APK)
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?"	The teacher was aware of who could answer and not. It ensured peer learning was happening as the selected children were giving bulky/ effective answers.
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?"	Donaldson's report states learners need to be challenged. If only capable pupils were being selected - other learners are not being given opportunities. Next time a "hands up to answer"
Y profiad newydd / Transformed experience approach would ensure that all those who want to share, can! ↳ Differentiation to identify challenges for <u>all</u> ability learners.	

Figure 5.

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

Dyddiad/Date: 02.10.2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Distraction spread across the classroom. it should've been defused from the beginning. Seating plan should have been organised very early. Children sat next to shy/quiet learners.
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?"	CHILDREN WERE GIVEN INDEPENDENCY TO READ BOOKLET, THEN COMPLETE Q'S+A'S. HOWEVER, THE CLASS WERE ROWDY. SHOULD'VE BEEN TEACHER-LED, LEARNERS HAD TOO MUCH INDEPENDENCE.
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?"	FOLLOWS DENAUSON'S REPORT OF INDIVIDUAL LEARNING, HOWEVER GIVING THE LEARNERS 'INDEPENDENT STUDY' WAS A TRIGGER FOR DISRUPTIVE BEHAVIOUR.
Casgliadau a chymau 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?"	TEACHER HAD LITTLE CLASSROOM MANAGEMENT - THIS WAS PRICK KNOWLEDGE FOR THE CLASS AS THEY EVEN DISREGARDED THE FACT THAT BREAK WAS NEXT. Seating plans to defuse disruption.
Y profiad newydd / Transformed experience	
↳ Class rules - learners to be aware of discipline procedures.	

Figure 6.

Prifysgol Cymru
Y Ddraig Ddu Saut
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: Individual copies work due to difficulties reading.

Digwyddiad critigol (Ffocws)/Critical incident (focus): 26.10.2019

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt a strong sense of sympathy for this individual when I approached them, they were very discreet in telling me there were reading difficulties. I was under the impression they required a TA sat with them.
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?"	Peer support - individual using the work of peers to complete task. Simple wording on whiteboard - does the pupil have ALN?
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?"	The teacher could perhaps avoid making a fuss due to not wanting to cause embarrassment. The individual appeared uncomfortable when discussing his reading issues with me, so I would keep the "hands up to answer" approach to avoid random selection.
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?"	Why didn't a year 7 have a TA if they cannot read correctly. Perhaps the individual required individualised explanations as

Y profiad newydd / Transformed experience

only one approach to the topic was taken.

Peer support was most effective for the individual → sit them with a peer who is known to actively help others?

Mixed ability classes - bad due to embarrassment - good because peer support.

Q's + A's
recheck understanding.

* Use key word mats or glossaries or meanings and images - makes them independent whilst discreetly guiding them to avoid embarrassment.

Figure 7.

Prifysgol Cymru
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Model Beirniad Wedi Adfyfyrion (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.10.2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Classroom management.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was a very good lesson idea, well thought presentation and activity. The class was mixed behaviours, some learners were not interested to listen.
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?"	Classroom management - little control over the class on the teacher's behalf. They tended to focus on the well behaved students rather than defining behavioural issues.
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?"	Good use of challenging tasks. Rather than disrupting the class, the teacher simply told latecomers to sit in a seat and catch up.
Casgliadau a chymau 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?"	→ Make a more effective seating plan to ensure mis behaved learners are separated. → Discuss with ALL learners how they want to go about learning the content - incorporate
Y profiad newydd / Transformed experience	
ideas into next lesson if appropriate. → Classroom management - incorporate tightly structured classroom rules - make learners aware of discipline protocols if rules are not followed.	

Figure 8.

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