

The Learner: Who am I teaching?

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A critical evaluation 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.

“Critically reflective practice is a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work” (Brookfield, 1998, p.197). Our own preconceptions are often not discovered until they are highlighted by a change in perspective; the perspective of looking at oneself reflectively, or the perspective of looking through the eyes of our learners, our colleague’s perceptions or by studying theory and philosophy. By looking at ourselves and our practice through these different perspectives we can see our misconceptions and gaps in the preconceptions we hold. One method of reflective practice can be through the observation, reflection and critical analysis of turning points. When the ‘why’ and the ‘what’ of a turning point is studied it becomes a critical incident. As Tripp points out, it is "an incident which passed entirely unnoticed when it occurred, but which was made into a critical incident by what was subsequently seen in and written about it" (1999, p.25).

The critical incident described below and the field notes in the appendices, took place in a year 4 class at School X over the course of a Monday morning. School X is a single streamed Roman Catholic primary school with approximately 220 children. In 2016 School X started their journey to become a Pioneer school and redesigned their curriculum so that it reflected the principles set out in Professor Donaldson’s "Successful Futures" report (2015). They principally use Doug Lemov's Teach Like a Champion 2.0 (TLaC) (2016) to inform their pedagogy but actively encourage all staff to use TLaC techniques including STAR (Lemov, 2016, p. 483) (Sit up, Track the speaker, Ask and answer questions like a scholar and Respect those around you) and RADAR (Lemov, 2016, p. 527) (prevent non-productive behaviour by developing your ability to see and be seen looking) among many others. During the morning of observations, STAR, RADAR and COLD CALL (Lemov, 2016, p. 349) (calling on pupils regardless of whether they have raised their hand) were observed throughout the sessions and across the school.

The school employs a knowledge rich curriculum which they present through immersive domain units. Strong comprehension and background knowledge is encouraged into the curriculum

through Read-Alouds and carefully planned Skills Units to improve pupils reading and comprehension.

The class observed for this case study was a class of 28 mixed sex children. The lessons observed were: a handwriting activity to cover the staggered arrival times at school as part of the school's COVID-19 measures, an end of unit maths lesson involving revision and a test, a collective worship led by the Head, and an English lesson.

The Methodology used to collect the data for this essay was a non-participant structured case study. A case study is examining a phenomena within its context and it is the opposite of an experiment. The aim of an experiment is to observe the effects of influence, however the aim of a case study is to observe but not influence. Advantages of case study data is that it facilitates learning for the researcher regarding analysis of impact of decisions taken and develops logical thinking and analytical skills but is also realistic and holistic with high internal validity. The disadvantages are: it is difficult to generalise findings from one group to another, it is difficult to cross check and the data or researcher may be biased.

Though observations can be seen as a powerful tool for teacher improvement they can also give the observer an impression that does not necessarily align with student progress. This is because learning is not visible and takes place over time; an observation of a single class or morning cannot hope to see a complete learning process. Therefore when observing learners' progress, the time of observation must be taken into account when looking at the progress made. There are also many issues with the observation, the most common being the Hawthorne Effect (1958). Coined by Henry A. Landsberger, the Hawthorne Effect is the effect on people's behaviour when they know they are being watched. Other problems may include: the observer making a judgement based on an emotional response, or being unable to see everything that's happening in the room, them being unable to question the facilitator as to their reasoning. However observations do have their merit as Zikmund tells us, the "observer gains first hand knowledge by being in or around the social setting being investigated" (2003, p.244).

There are four different forms of observing: Observer as Participant, Participant as Observer, Complete Participant and Complete Observer (Gill and Johnson, 2002, p. 144). When the researcher is Complete, Participant or Observer, their identity is hidden, however the researcher's identity is known for the other two. The researcher takes part in the activity when either Complete Participant or Participant as Observer. Likewise the researcher does not partake in the activity when Complete Observer and Observer as Participant. For this particular case study the researcher was an Observer as Participant, in that the children knew that the researcher was a student teacher who was going to make some observations of the class for the morning. The teacher did not invite the researcher to join in any of the morning sessions so the researcher took on a non-participatory role. Each of these have their positives and negatives. For an Observer as a Participant, positives can be: empathy through experience or the ability to be dismissed by the children more easily. There are also negatives such as: the researcher could influence reliability or may cause anxiety in the children or find it difficult to observe and make notes.

The turning point that this study is based upon occurred during an English lesson. The class had been read aloud to, whilst following with their fingers, an excerpt from Lewis Carroll's Alice in Wonderland. After a verbal comprehension questioning session with the teacher, the children were to answer questions in their workbook on the excerpt. Whilst working through the tasks in their workbooks quietly, the teacher walked amongst the class reading the children's work. The teacher noticed one child (Child Y) at the front had mis-answered one of the questions. Before the start of the school day the teacher had told me this particular child had a processing difficulty, and during a maths session earlier in the day Child Y had had a LSA working with them on a one-to-one basis. In the children's workbooks one question asked them to write their answers in a list form. The teacher had noticed that Child Y was writing their answer in full sentences.

Instead of telling Child Y they were wrong, the teacher asked Child Y to read the question aloud just to them. The teacher then asked if Child Y knew what a list was and although Child Y replied affirmatively, they struggled to describe one. The teacher asked if the child ever went shopping with their mum and if their mum used a list. Then she asked the child to try describing a list again, which Child Y was then capable of doing. The teacher then directed them back to workbook question, which Child Y then completed correctly and with no further help.

Throughout this short discourse the teacher chose not to tell Child Y they were wrong or to associate their original answer with any form of negativity. This building of the child's mental and emotional wellbeing and forming a positive relationship based on trust and mutual respect is in line with Donaldson's Core principal of Healthy and Confident Individuals (2015, p. 27). This tiny turning point also showed that the child was building up a body of knowledge and developing the skills to connect and apply that knowledge in different contexts. They were also able to explain ideas and concepts they are learning about, therefore putting them on the path to becoming Ambitious, Capable Learners (Donaldson, 2015, p. 27).

After observing the above incident several areas of potential research are apparent. The following paragraphs will explore these pedagogical theories and how they are highlighted by the critical incident. The first most obvious pedagogical theory that came to mind whilst observing the journey the child undertook to complete the task was Vygotsky's Zone of Proximal Development (ZPD). Vygotsky defined ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance" (Gauvain and Cole, 1997, p33). This is Vygotsky saying that there is a difference between what a child can do without help and what they can do with the influence of an adult or skilled learner. This difference he named the Zone of Proximal development. Some might even say that "Vygotsky formulated the concept of Zone of Proximal Development in order to deal methodologically with the need to anticipate the course of development" (Del Rio and Alvarez, 2007, p. 280).

To help a child move through this zone the skilled learner or teacher, in this case, is encouraged to focus on the social factor - the learner's ability to learn from the teacher, and to support their learning through the ZPD. Therefore, "ideally, the development work in ZPD requires the combination of evaluation, design and educational action or teaching." (Del Rio and Alvarez, 2007, p. 280). The teacher needs to show their knowledge to the child through skilled interactions for the child to be able to be led through the ZPD. "For Vygotsky, cooperation and collaboration are crucial features of effective teaching." (Daniels, 2007, p. 310). As could be seen in the critical incident above, the teacher merely guided the child through the task. The teacher used skilful

questioning and built upon Child Y's prior knowledge until they were able to complete the task. As Daniels says "the notion of the ZPD establishes his (Vygotsky's) position on the way in which instruction can lead development" (2007, p. 313).

Although it is easy in this specific case study to link to Vygotsky's ZPD theory and to the critical incident that occurred, it is only a theory that Vygotsky presented. That is to say Vygotsky was merely concerned with theorising the way in which children's development can be defined and grown. Unlike his predecessors, he chose to look at the child not as a "lone investigator" (Philips and Soltis, 1998, p. 53) but at how their development and achievements could be defined when they are under the guidance of a skilled learner or teacher. Vygotsky said "the actual development level characterises mental development retrospectively, while the zone of proximal development characterises mental development prospectively" (Vygotsky, 1978, 1997, p33). This means that the actual development characterises what a child's mental age is by how capable they are in achieving certain age-related tasks, whereas the ZPD defines those capabilities that a child is almost capable of, and that they will be able to achieve. To that end, Vygotsky believed that by teaching with this theory in mind, "what a child can do with assistance today she will be able to do by herself tomorrow" (Vygotsky, 1978, p33).

It is impossible to discuss ZPD in this context without discussing Scaffolding. Although Vygotsky never used the specific term, many theorists since have expanded his idea of ZPD to include Scaffolding, specifically Wood, Bruner and Ross (1976). They defined scaffolding as "a form of adult assistance that enables a child or novice to solve a problem...that would be beyond his unassisted efforts" (Daniels, 2007, p. 317). Which is not far from Vygotsky's originally definition of the ZPD and, as Daniels tells us, Scaffolding is a "theoretical interpretation and practical implementation of the ZPD" (2007, p. 317). For Bruner "the role of a more experienced other in the learning process was fundamental" (Smidt, 2011, p. 23). To summarise, Vygotsky's Theory, though revolutionary for its time was somewhat incomplete as it lacked a practical output. Scaffolding was one such a proposed practical use.

When defining Scaffolding, Bruner "used the analogy of the scaffolding that is put up whilst a building is being constructed or restored" (Smidt, 2011, p. 23). It is that support which helps a

child take small steps in learning so that when the support or scaffolding is removed the child is still able to succeed. Referring back to the critical incident, the relation of a practical event that Child Y might have experienced allowed them to have a concrete understanding of a previously abstract term. The teacher scaffolded Child Y's learning through language and enhancing their vocabulary. The child was able to answer the question correctly because the teacher's intervention allowed the child to understand what was being asked of them. The teacher's actions were simple but depended on them being able to work out how to make the term 'list' relatable to the child. This links to Vygotsky's ZPD theory that "teaching should be oriented not towards the yesterday, but towards the tomorrow of child development" (Vygotsky, 1934/1982/1993, cited in Del Rio and Alvarez 2007, p. 280). Child Y should be able now to define the term 'list' in future.

The final piece of theory this critical incident highlighted is Cognitive Load Theory (CLT). CLT was first researched by Sweller (Sweller, 1998) and is based around the thought that our brains can only deal with a certain amount of information at one time. Reif (2010, quoted in Shibli and West, 2018) described it as "the cognitive load involved in a task is the cognitive effort (or amount of processing) required by a person to perform this task." Memory was first thought of as two different sections by William James in 1890 (Mansuy et al., 1998). He split memory into primary and secondary memory: primary which lasted for a few seconds and holds all the information in our conscious and secondary which has unlimited length and can be recalled whenever. There is however a third type of memory which Miller. et al (1960) coined Working Memory. Working Memory refers to the information that can be held in the short term memory but can be used to complete cognitive tasks. It is this working memory that CLT tries to maximise. Paas and Ayres state that according to CLT "the limitations of working memory in the learning of new tasks with its ability to cooperate with an unlimited long-term memory for familiar tasks enable human beings to deal effectively with complex problems and acquire highly complex knowledge and skill." (2014, p.191)

Shibli and West break CLT into three different forms: Intrinsic Cognitive Load, Extraneous and Germane (2018). Intrinsic being how difficult the work is for pupils, Cognitive: how the material is presented and doesn't aid learning and Germane: what helps the information to be processed and used or contributes to information in the long-term memory. Therefore it can be summarised that

the cognitive load can be reduced, if the task presented to a child is either not too hard, clearly presented, or allows the long-term memory to help the short. According to Paas and Ayres, the “main goal of cognitive load theory is to optimise learning of complex tasks by efficiently using the relation between the limited WM (working memory) and unlimited LTM (long term memory)” (2014, p. 192). So in short tasks need breaking down in order for knowledge to be built up.

Although, CLT has been hailed as the “single most important thing teachers should know” William (2017, quoted in McConville, 2019) it is not without its critics. Reif (2010, quoted in teacherbreakdown.co.uk. 2020) states “[if cognitive load is reduced too much], the entire learning process would consist of too many small steps – and would thus become unduly fragmented and long” (2010), meaning that if tasks are broken up too much they become meaningless and start to have a negative effect. In addition, Taylor also argues that “we mustn’t ignore the fact that cognitive psychological theories contain within them philosophical presuppositions about the nature of the mind” (McConville, 2019). Critics like Taylor worry that CLT compares our minds too much to a computer without taking into account that we are individuals that are not only inherently different but are also shaped by completely different circumstances.

There are many ways of writing an evaluation, however as I set out in my introduction, our own preconceptions are often not discovered until there is a change in our perspective. Therefore I have chosen to consider the data from different view points in my evaluation, using those Brookfield (2017) defines in his Reflective Model. I will take a step backwards and consider the situation through what Brookfield calls ‘lenses’: the autobiographical lens, the students’ view, the colleagues’ view and the theoretical lens. As already stated, the critical incident observed in this case study was Child Y in a year 4 class, mis-answering a comprehension question in their workbook because they could not remember what it meant to write their answer as a list. Child Y’s Teacher quietly and privately drew on the child’s life experiences through questioning to lead the child to remember what a list looks like independently so they could go on to answer the question correctly.

The autobiographical lens: What have I learned from this critical incident?

The critical incident was dealt with quietly, calmly and without anyone else noticing that it was happening and many of the positive things observed will add to my teaching practice. Child Y got the extra attention and help they needed without the pressure and angst of their inadequacies being broadcast to the whole class. I am not even sure Child Y felt they were being critiqued at all, the exchange was so open and lead by skilful questioning that the child found their own way to correcting and realising their mistake.

The student's view: looking at the situation through their eyes.

Throughout the short turning point, Child Y remained calm and cheerful. At no point did Child Y appear upset or abashed. They were attentive and open, when the teacher stopped to talk to them, it was obvious that Child Y trusted the teacher. Child Y grew in confidence throughout the exchange and was full of energy to finish their answer once they had all the information at their disposal. Unfortunately, as my time in the school was so short I was unable to discuss with Child Y their experiences during this lesson and so my reflection of their experience is only surmised.

Colleagues' views: Their experiences may offer new insights into what happened.

As with the student's view, I was unable to discuss with the teacher after the critical incident what their reasoning was behind their actions. The way the teacher dealt with the situation makes me feel that they probably will not have thought this incident particularly noticeable or possibly even critical. They talked to the child as if it was a common occurrence that Child Y needed a little extra guiding and it seemed a very natural choice of the teachers to lead the discourse they way they did. So I have surmised that the teacher dealt with the incident in such a way because of intuition and prior knowledge of Child Y's learning style. It would be very interesting after this research to go back and speak to the Teacher and see if they were thinking of any of this theory during my observations. It would also be interesting to ask how much of their teaching in general is informed by theory and if they agreed with me in thinking that this critical incident could have such theories attributed to it.

Theoretical lens: Relating reading to the three other lenses in order to get a full view.

The critical incident made me think of the three theatrical ideas discussed above. After looking at Vygotsky's Zone of Proximal Development (ZPD), Scaffolding and Cognitive Load Theory (CLT) I

can see that there were elements of all three used by the teacher in helping Child Y. Retrospectively I would like to think that it is clear that Child Y was guided through the ZPD by the scaffolding that was put in place by their teacher. Although further questioning showed that Child Y did know what a list was and how to use it, without the scaffolding that the teacher gave them they would have mis-answered the question. It would have been a moment lost in their education. I am sure that the process of structuring a list will come up again in Child Y's learning but it is an example of the care and attention that teacher took with this one child. Child Y's cognitive load was reduced and they were able to complete the question unhampered. Given more time with the class, I would have tried to find out in more detail what Child Y's processing difficulties are. I feel this would make me more informed to make judgements on how important small turning points like this are in Child Y's individual learning journey. Though I do not have this information, I can only assume that anything that gives this child a little extra help, clarity or slightly less to process when completing tasks can only be a good thing.

These lenses made me realised that although it may have been easier to write an essay on a negative incident, I am lucky that I observed a critical incident that had a successful outcome. The turning point that I observed made me realise the positive impact that successful teaching can have. The manner in which the struggling child was helped is definitely something I will try to always use in my own practice. As part of the above literature I read a lot of different peoples ideas on learning and pedagogy and though they were varied and not always perfect, they were all focused on improving learning and creating the best experience for children. Indeed, all learning theory is essentially about trying to create "ambitious, capable learners, ready to learn throughout their lives" (Donaldson, 2015, p.29). This experience has taught me that as well as the broad brush strokes of learning, every day in the classroom is built on tiny turning points with individual learners. As daunting as that might be it is also a good reminder of the responsibility I have as a teacher.

To conclude, whether the teacher observed in the critical incident explored above chose to react to Child Y's mis-answering of a question because of any theory they had read or not, is immaterial essentially. They spotted the child's mistake and were able to lead them through effect questioning to the point where the child could correct themselves. The child appeared

unconcerned throughout the short discourse and was able by the end to understand and use the term 'list' independently. Through this critical evaluation process however, three specific areas of pedagogy have been researched and indeed many more could have been looked at wellbeing or metacognition or theories behind teaching additional learning needs to name but a few. It is that knowledge through study that hopefully will give the student teacher the beginnings of method to support their choices in teaching; choices that in time will come in part from experience, because in education "just about everything works somewhere, and nothing works everywhere" (William, 2016, p. 63). So knowing the theories and understanding the research is essential to "improving outcomes for young people" (William, 2016, p. 64) but it is up to the teacher to find what might work for an individual situation.

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Appendixes

1. OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 26/09/2020 9.05-9.30 year 4
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). First thing of the day - Handwriting practice task to settle the class and taking of the register. Indoors at desks.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) With children arriving over the first 15mins due to staggered school arrival times this was lively session that took a long time to settle. There were children walking through the classroom giving out pencil cases or washing their hands through most of first half of this activity.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) No learning objectives or assessment criteria were visible in the room for this lesson The books were on the the students desks when they arrived and the teacher told them to work on the next page in their book, copying the date from the board and putting at the top of the page.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The children that were working quietly during this task were given positive praise.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) They were allowed to complete as much of their workbook as they wanted. Children that struggled could carry on from where they finished, the next day.
Assessment (Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?) Practice of their existing knowledge

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching)?

Some of the pencil cases being given out were broken meaning that some of pencil cases had little to nothing in them and there was a collection of detritus at the bottom of the box. This led to some children complaining and grumbling over not having certain things or wanting different things.

The teacher was waiting at the outside door of the classroom as students arrived. They were instructed to wash hands and start their handwriting books. Children were praised for starting work and for working quietly. The teacher also bribed the class to settle them with a reward raffle if they finished the task. By the time the last child arrived and the teacher closed the door the whole class was working quietly.

2. OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 26/09/2020 9:30-10:35am year 4

Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).

Maths lesson. End of unit revision and test - subject area was units. Lesson was indoors at desks. The ability range was quite wide, with children at the front finding the task quite challenging and children at the back finding the activity easier or at least quicker to finish.

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)

Listening and quiet. Lots of hands up when questioned, only answering questions when asked. A fair bit of movement throughout the task; children getting up to go to the toilet or to sharpen their pencil.

Objectives

(What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?)

No learning objectives or assessment criteria visible in the room for this lesson. There is however a display board dedicated to maths that had information pertaining to the topic as well as the times tables around the edge.

The teacher talked through the mornings schedule and what was to be achieved in this lesson.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)

Children that answered questions correctly were given positive praise and an excellent answer was given the response 'reward raffle'.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

The classroom is a small room that has minimal stimulus. The display boards are all in muted colours.

The smart board had the test questions on it. The white board had helpful hints for the test on it i.e how to spell hundred and thousand, a number line etc.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

There was a worksheet assessment for this end of topic session, referred to as a 'review', with an extension activity for anyone that finished early.

Before the test commenced the teacher revised the topic, using the questions in the test but with different figures. The teacher then asked for volunteers to explain how to answer the questions to the rest of the class

As the teacher read students answers during the test and noticed common mistakes appearing, they added extra help and hints to the board at the front.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

During the test, the teacher reassured the pupils that this was not a spelling test. The teacher wrote two difficult to spell words on the board and told the children that if they needed help reading the question to put their hands up and she would go to them individually

Child at the front of the class was stuck on the spelling of a word and instead of putting their hand up or moving forward had just stopped. This child stopped for about 10 mins, however the child next to them realised what had happened and quietly spelt the word for them. The child having had the spelling given then continued to get on with their work unobtrusively.

1. CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	26/09/2020 First directed session of the day. Year 4 - 28 children at their preassigned desks in their classroom.
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<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	The school uses 'Teach Like a Champion'. During this session the teacher kept saying 'Track me' when she wanted attention. She used non-verbal gestures to show what she wanted from the children as well as describing verbally. She asked the children to sit with clasped hands, shoulders facing her, legs under the table and eyes following her. She would wait until all children were achieving this before continuing. She would also ask for 100% track, meaning she wanted all children to do this as well as 'showing' that she was looking at specific children that weren't doing as asked. However, the teacher backed this up with positive reinforcement, praising students that achieved this particularly well or saying she would only choose a child that was doing the task well. - this track me method is used school wide so each teacher has a standard to follow and children know what is expected of them at all times no matter what member of staff is addressing them. - Classical conditioning - skinner - Behaviourist school - reward and reinforcement (not continuing till everyone was participating in the accepted behaviour) - Autonomy - staff must follow this way of controlling behaviour in their class - Assertive discipline (Marlene Carter) - taking control of the learning environment and establishing rules. Catching children being good
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2. CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	26/09/2020 First directed session of the day. Year 4 - 28 children at their preassigned desks in their classroom.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Child appeared behind teacher to ask a question. The teacher didn't answer the child and told them to go back to their seat and put their hand up. The child sat down and didn't put their hand up and went back to working. - Assertive discipline (Marlene Carter) - taking control of the learning environment and establishing rules. Catching children being good - well - being

3. OBSERVATION / FIELD NOTES

Date and time, year group:26/09/2020 11.15-1130am year 4 and 3 (socially distanced)
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Collective Worship - Sat on the floor of the Hall
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Children walked into the Hall in silence and with their hands clasped in prayer. There was music playing and the Head teacher was stood at the front of the hall signing along to the song. The children sat down and joined in the signing.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) No learning objectives or assessment criteria visible in the room for this lesson. The service followed a standard pattern with Kyrie, gospel acclamation, gospel and prayer. The Head expressed that there was an expectation that the children would listen and join in where appropriate. The staff on the side told individuals off that weren't behaving appropriately.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well)? Displays on the wall - The 4 houses had a display with each house having a points box that had coloured counters in. The service was projected on a large screen with the words for the children to join in with. A bell was rung to indicate silent thinking/prayer time. The children were given a specific focus to think about during this time which was written on the screen. The head spoke in Welsh when telling the children how to pray
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The children were given 'going forth instruction' to think about for the rest of the day. The children's memory was tested in remembering the signs and speaking parts of the service that are obviously very familiar. Some parts were even spoken in welsh.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience)?

The Head asked lots of questions that she told the children they were to think about.

The hymn played at the beginning at end were both songs the children were already familiar with as they were expected to sign along without being taught/retaught the specific signs.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching)?

3. CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	26/09/2020 First session after morning break - Collective Worship in the School Hall. Years 3 & 4 together but with the two classes sat with a socially distanced gap between them (approx. 60 children with two members of staff and the Head teacher)
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	The headteacher asked a question about the children's knowledge that required a yes answer, however to continue the thoughtful/penitential atmosphere in the room she asked the children to reply yes by putting their fingers on their nose instead. To move from the classroom to the hall the teacher asked the children to line up in 'line order' and walk the whole distance in silence with their hands in prayer

4. OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 26/09/2020 11:30-12 year 4
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Skills - Alice in Wonderland (English language & literature) Indoors and middle of unit Last session before lunch - only had a very short time to complete the activity because of hand washing at start and end of session meaning a 50min session went down to about 30.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Listening and quiet. Lots of hands up when questioned.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) No learning objectives or assessment criteria visible in the room for this lesson Work through work questions in workbooks. Smart board also had the workbooks questions on it.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The teacher read through the text, occasionally cold calling a child to read a paragraph. Each child had a copy of the text in their workbook directly before the worksheet The teacher read through the questions. The teacher reminded the children to use the text to find the answers to the text. The children were encouraged to flick back and forth and re-read sections.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The worksheet had specific numbers of lines under different questions which the teacher told the children was an indication of how long and detailed their answers needed to be. The Teacher asked children to forget what they already know in regards the story of Alice and wonderland (if they have watched the film/read the book previously) and only use the excerpt to answer the questions.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience)?

Teacher questioned the class during the written task about prior knowledge 'what does a proper noun start with?' 'Last time we discussed what a conversation is called within text. Can anyone remember the term?'

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching)?

The children were told to use pointing fingers on the first word of the text excerpt to show they were ready for the session to begin. Once the teacher saw they were all ready she began to read. The children were expected to follow along with their fingers in an obviously learned behaviour as the teacher made no reference to this yet all the children immediately did this. This meant that when the teacher called on 3 or 4 individuals to read aloud there was no pause whilst the child found their place.

During a comprehension task immediately after reading the excerpt and before starting the worksheet the teacher asked the children about parts of the story to check their understanding of the task. One child's answer was 'she wanted to find out where the rabbit went', the teacher praised her answer and then expanded on her answer by telling the class the word that has that definition 'she was curious'

Teacher wandered through the room whilst the children were completing the worksheet in quiet. The teacher would remind the whole class of previous learnt rules whilst reading some of the children's answers i.e proper nouns - This meant there was no singling out of children but correction and increased expectation.

Scaffolding

4. CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	26/09/2020 11:30am-12pm Last session before lunch. This session was particularly short. Year 4 - 28 children at their preassigned desks in their classroom.
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<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Whilst working through the tasks in their workbooks quietly, the teacher was walking amongst the class reading the children's work. The teacher noticed one child at the front (this child had been pointed out to be by the teacher before the start of the day to have a processing difficulty - during a maths session shed had a LSA working with her on a one-to-one basis) who had mis-answered one of the questions. The question asked the student to write the answers in a list form. This child was writing her answer in full sentences. Instead of telling the child she was wrong, the teacher asked her to read the question aloud to her. Then asked her if she knew what a list was, however although she answered positively she couldn't express herself. The teacher asked if the child ever went shopping with her mum and if he mum used a list. Then she asked the child to try describing a list again, which she then was capable of doing. The teacher then asked her to try the question again. - Leaven scale for emotional wellbeing - the child went from low to high throughout the discourse (this was a private exchange and at no point was the child told she had done anything wrong, she was lead to her own discovery of what a list looks like) - Constructivist learning - repeating the question 'describe what a list is' once having presented the idea of a list in a real life construct i.e a shopping list. The teacher connected the new learning to a pre-existing one. - lowered their cognitive load - the child wasn't trying to work out how to present the answer to the question as well as actually answering it. - Ginott Model to discipline - child's answer was not rejected. Congruent communication allowed the child to find the correct path for themselves
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