

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.

A number of observations were completed (see Appendix 1-5) and one focal critical incident was considered that led to reflection post observation. This essay will discuss an observed critical incident of a group of learners, including a critical evaluation and identification of next teaching and learning steps. The essay will begin by describing the school and class context, progressing onto the methodology used. Arthur et al. (2012) suggest that case study research describes a situation in detail, which will allow for in depth discussions. Harford and MacRuaric (2008) propose that engaging in reflective practice and being willing to learn from these reflections is vital in becoming an effective classroom teacher. There is a range of benefits of reflective practice including broadening the teacher's perspectives on incidents and how to solve within their classroom (McGarr and McCormack, 2016). The essay will describe the critical incident and how it links to one of Donaldson's four core purposes (Donaldson, 2015). Critical incidents have been widely used to document or evaluate behaviour, which was initially developed as a technique by Flanagan (1954), using analysis and reflection, a variety of considerations of the situation arise. Critical incidents occur by the way the observer looks at a situation, it is an interpretation of the significance of a specific event and how they can be used to improve teaching and learning (Tripp, 1993). However, the main issues with observed critical incidents are that they are subjective, leading to issues with validity and bias (Arthur, Waring, Coe et al., 2012). Two observers may see completely different incidents within the same classroom but there is not currently a more successful approach available within a classroom. The essay will discuss and analyse three key areas for potential research, linked to the critical incident. Using this, a reflection and evaluation of the critical incident through observation, teaching and learning steps will be suggested. The essay will conclude with an assessment of the observation and a summary of the approach.

The essay will outline the school and class context in which the observation was undertaken. "The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity", so the associated school shall be referred to as school X in this essay (BERA, 2018, p.21). School X is a yellow categorised school, suggesting it is doing well and knows the key areas that it needs to improve, including access to ten days of support, as seen in Fig. 1 (Welsh Government, 2019).



Figure 1. School colour categories used within Estyn (Welsh Government, 2019).

Conversely, there may be issues with the categorisation of schools, such as the stigmatisation of those that are in need of more support. Estyn (2014) advises school X to be a 'good' school implying it has many strengths but no specific areas that require significant improvement. School X is located rurally in South Wales and supports villages close by but also buses in pupils outside of these villages with <1% claiming free school meals (FSM) (My Local School, 2014). The class that the critical incident occurred in was Year 5, aged between nine and ten years old. There was an even split between males and females with only one student needing a one-to-one learning support assistant (LSA) due to additional learning needs (ALN). The teacher was unavailable to be spoken to for further information on the class so understanding of the class dynamics was limited. Having more information on the class dynamics may have been vital for this observation, as something that was unknown may have led to the critical incident.

The essay will now discuss how the data was collected through observation, and the research methodology used which was a critical incident observation. It will then progress on to analysing the strengths and weaknesses of observations and case study. Research design is an umbrella term that encompasses methods of data collection and methodology. A research design is a specific plan or protocol for conducting the study, allowing the researcher to translate the conceptual hypothesis; what the plan means into an operational hypothesis; something that can be measured (Abutabenjeh and Jaradet, 2018).

Observation research is a technique to collect data in social research but is rarely used in isolation (Arthur et al., 2012). Observational research is one of the most common techniques used in an education setting (Arthur

et al., 2012) but it tends to be reactive in nature, as it is almost impossible for an observer to observe without anyone noticing. The observation used was non-participant observation that is a technique where the observer watches the participants without taking an active part (Scott and Marshall, 2009). However, a weakness of non-participant observation could be that the participants may behave differently, invalidating the results; this is known as the Hawthorne effect (Scott and Marshall, 2009). Two important considerations when completing observations are informed consent and anonymity to ensure the participants are fully at ease and true behaviours can be observed (Arthur et al., 2012). Direct observation is considered the gold standard technique, where learners are observed in their usual environment as it tries to ensure authentic behaviour is being observed (Murphy and Dingwall, 2007). Observing people in their environment removes self-reporting issues but can reveal insights not possible in other data collection methods (Furlong, 2010). Weaknesses of this approach that need to be considered are reliability and validity, but Arthur et al. (2012) suggest ways to combat these, such as, working with multiple observers so any inconsistencies can be identified. Observer bias is the most well documented weakness associated with observations due to the subjective nature of this research type. This is the tendency for the observer seeing what they want to see within the research but this can be reduced by ensuring observers are well trained, clear rules / procedures are set and a specific time frame is set (Hammer et al., 2009). However, this was not possible for this observation so bias needs to be considered within the analysis.

Case study research is a type of research methodology that is suggested to be “thorough, holistic and in depth” within the area that is being considered (Kumar, 2014). Yin (2009) argues that case studies can answer why and how research questions leading to explanations as to why the situation unfolded. Using critical incidents allows for discussion with enhanced understanding, particularly how classroom dynamics may have led to the incident arising (Rademacher, Simpson and Marcadante, 2010). Within this observation, a critical incident approach was adopted due to its bounded nature (Hyett et al., 2014). Creswell (2007) describes having a bounded nature as the observer making clear statements about the focus of their research. Strengths of the case study approach are that it provides an in depth investigation, allowing for more detail to be documented within the area under investigation (Morgan et al., 2017). It can be easier to understand a case study than more quantitative type research, as it shows participants in real life situations. However, the results from a case study need to be looked into with caution, as there are multiple weaknesses associated. The most influential weakness is the inability to generalise the findings so what is found in one study cannot be used on a different population as it shows in depth information in one cohort (Kumar, 2014), but can still be beneficial when completing in school research.

This essay will describe the critical incident and relate it to one of Donaldson’s four core purposes. The critical incident emerged during a games lesson (see Appendix 4). The incident was when the teacher punished the class for the behaviour of three boys by removing dodgeball from them for “the next few weeks, but we shall see”, implying there was no end to this punishment. It led from numerous occurrences within the games lesson that began with two games of bench ball. There were no objectives set at the beginning of the lesson, which led the learners to focus on outcome goals like winning. Sadler (1998) suggests that sharing criteria with

learners including learning objectives / success criteria, improves their understanding of what will make their work good and where they need to go next. This ensures that appropriate feedback can be given in relation to the objectives and criteria provided (Black and Wiliam, 1998). During the lesson the teacher pointed out aspects that the learners needed to work on but did not help them, which include passing, catching, communication, getting into space and sportsmanship behaviour. One team lost both bench ball games and when they started to lose dodgeball, frustration and anger started to arise from the three boys. They removed themselves from the game, which led to the teacher punishing them and then the whole class. This incident links to one of the four core purposes suggested by Donaldson (2015, p.30); “healthy, confident individuals who are ready to lead fulfilling lives as valued members of society” because if the learners are having negative experiences within physical education (P.E.) this may impact lifetime use of physical activity (PA). This is defined as physical literacy and was first presented by Whitehead (1993) where it was suggested that it incorporates knowledge, skills and motivation necessary to lead a physically active lifestyle. Learners being physically literate is important to enable them to apply knowledge about the impact of exercise on physical and mental health in their daily lives, take part in PA and have the confidence to participate in the performance ensuring PA as a lifelong habit (Capel and Whitehead, 2013). There are many issues within the critical incident as PE has an important role in learners becoming physically literate (Lynch and Soukup, 2016). The learners having a negative experience could contribute to issues with confidence and habituating PA. Efforts to enhance physical literacy should commence as early as possible and be supported within school settings focusing on developing or reinforcing fundamental movement skills in a encouraging environment (Krader and Whitehead, 2018). Considering this, learners were not adequately supported in the critical incident or given a supportive environment to allow for progression and increased confidence within PA. Lessons that have progressions and tasks that practice skills whilst integrating systematic assessments that aid learning are suggested to be fundamental to successful PE lessons creating physically literate children (Foley et al., 2018). This information will be considered when evaluating the critical incident and how this incident may not support the purpose of creating healthy, confident individuals.

The essay will discuss, synthesis and critically analyse key aspects of the critical incident relating to three research areas; assessment for learning (AFL), physical literacy and theories of learning.

Assessment is considered important within education and most commonly used are summative assessments (OECD, 2008). Summative assessments are used to measure the knowledge the learners have accumulated at the end of a topic or unit to document levels attained (Mahshanian et al., 2019). Assessment can also serve in a formative (assessment for learning; AFL) way referring to frequent, interactive assessments of learner progress so teachers gain understanding of any specific learning needs (Mahshanian et al., 2019). Mahshanian et al. (2019) suggest that using a combination of both summative and formative can lead to higher achievements within learners. However, Black and Wiliam (1998) suggest that formative techniques meet the diverse needs of learners, slowly raising achievements, whilst raising overall levels of learner achievements. One element of AFL is sharing criteria with learners so they know what makes good work; they know where they are in their learning and any next steps according to criteria (Jones, 2005). Sadler (1998) suggested

teachers need to 'let learners into the secret' so they understand the assessment process, which can be achieved through having clear success criteria. Numerous researchers, Leirhaug and Annerstedt (2016) and Borghouts et al. (2017) suggest that success criteria can equip learners with how to be successful to develop peer and self- assessment. Allowing the 'learners into the secret', ensures they are aware of what is expected of them, increasing their motivation within lessons, allowing them to be in charge of their own learning. This is linked to theories of learning outlined further on in the essay. Chroinin and Cosgrave (2013) completed a review into the use of formative assessment in primary P.E. and found success criteria and learning objectives are key for learning. The use of AFL within P.E. lessons provided structure and focus to planning, teaching and learning processes, which positively impacted both teacher and student learning. The use of AFL focuses the learners, allowing for appropriate feedback and informing future lessons. However, in the review completed by Chroilin and Cosgrave (2013), there were only 5 primary teachers included. This is a really small sample size that could be difficult to gain strong results from, especially as they stated the cohort had a "high level of knowledge and motivation towards the subject, which may not reflect the general population" so may not be reflective of a typical teacher population. It could be suggested that implementing AFL may have contributed to a structured, positive learning environment that ensured learning tasks were the focus rather than the outcome of the games during the critical incident. Improving the learning environment within a P.E. lesson could improve a learner's disposition towards P.E. and their motivation to be active. With this in mind, the essay will move onto analyse the importance of physical literacy and consider what may be the most important aspect of P.E. in learner's learning journey.

Physical literacy encompasses motivation; confidence, physical competence, knowledge and understanding it can establish physical activity (PA) as a lifetime habit (Whitehead, 2010). When suggested to be physically literate a learner can be described with six different factors:

1. Physical literacy ensures learners have the confidence and motivation to use PA to improve their quality of life and it increases the likelihood of maintaining PA through their lifetime.
2. The learners will be able to take part in a variety of challenging situations whilst moving with poise, economy and confidence in a wide variety of challenging situations.
3. Enhanced physical literacy enhances the learners ability to understand and read the physical environment, anticipating movements and responding appropriately, with intelligence and imagination
4. Learners will have a firm sense of self, developing their self-esteem and self confidence.
5. It enhances learners' sensitivity to and awareness of themselves leadings to a greater self-expression through non-verbal communication and allows for greater empathy towards others.
6. Learners will be able to self assess their own movement performance, and understand what consists within a healthy lifestyle, such as exercise, good sleep and nutrition (Capel and Whitehead, 2013).

Physical literacy is such an important area as in the new curriculum Health and Wellbeing is suggested to be of equal weighting to other areas of learning such as science and technology. Health and Wellbeing includes a 'what matters statement' that says; "developing physical health and well-being has lifelong benefits" (Welsh Government, 2019b, p.6), and is supported by Olive et al. (2015). They suggest that a child that is physically

literate, experiences a better psychological well-being contributing to other areas in their learning journey. Olive et al. (2015) looked at 478 girls and boys placing confidence into these results and they had a range of qualitative and quantitative assessments that gives the reader an in depth understanding of how the children perform and feel. They suggest that enhancing psychological well being, such as self esteem can contribute positively to other aspects within school, like speaking in front of the class and volunteering. It puts a lot of emphasis on the learner being physically literate and the critical incident identified does not support all learners to develop the six components described by Capel and Whitehead (2013). Health and wellbeing that has been described as physical literacy, is strongly linked with the development of the child within other areas in their learning journey (Lundvall, 2015). Therefore, ensuring the learner has a good level of physical literacy develops the wider areas of the learner, such as cognition and social interaction (Whitehead, 2013). Being physically literate is important within schools as it supports the cognitive process, so if this critical incident is continual over the learners time in school it may impact negatively on a child's development (Tandon et al., 2016; McGuire, 2011). A child's experiences shape their trajectory within PA and possible associated cognitive processes so continual negative experiences within P.E. could lead to barriers toward learning (Carson et al., 2015; Kranz et al., 2008; Reedy and Krebs-Smith, 2010). The essay will now analyse theories of learning and how negative emotional experiences may impact on learning.

The final aspects to consider are the theories of learning and how negative emotional experiences from a lesson may lead to barriers toward learning. The lesson observed (see Appendix 4) could be suggested as mainly consistent with the constructivist school of learning because the learners constructed their own learning making sense of it for themselves. By creating their own meaning it leads to their own understanding (Vygotsky, 1978; Bruner, 1990). This is fundamental to learning as when new learning has connections to existing learning that is formulated by the learner it cements understanding, explained in Fig 2. (Huitt, 2009; Petty, 2012).

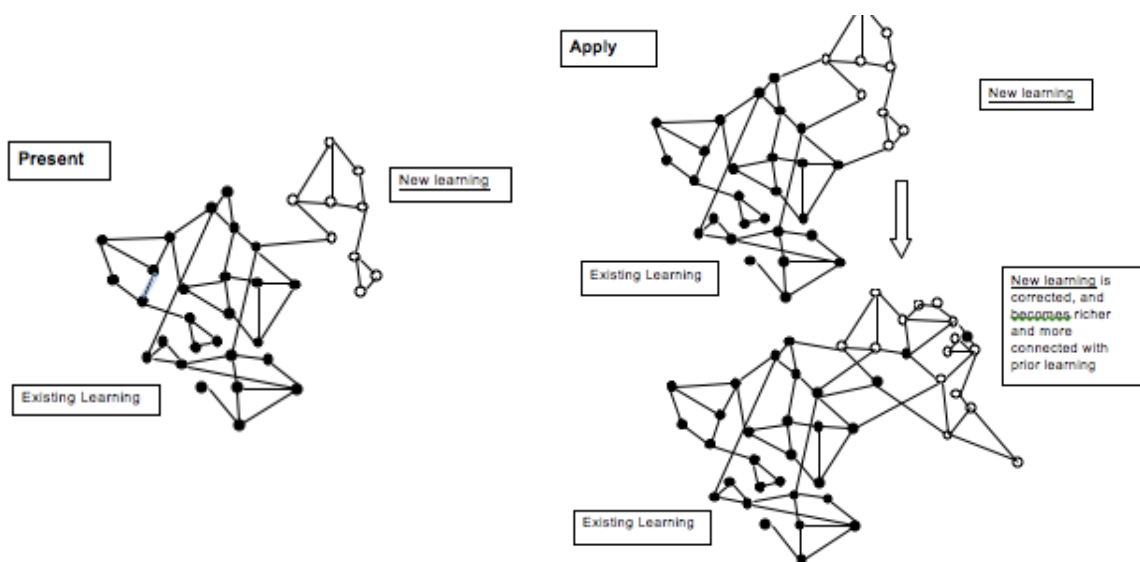


Figure 2. Explains how new learning needs to be based on existing learning to ensure full understanding (Petty, 2012).

However, there were integral aspects to the constructivist theory that were not included in the lesson that led to the critical incident and associated motivational / behavioural issues. An important concept to include within a constructivist lesson is to set activities that require the children to check their own and others' learning errors and omissions through guided discovery (Gangwar and Savita, 2017). This links to aspects within AFL such as introducing learning objectives and success criteria as suggested at the beginning of the literature review, suggesting that sharing the learning objectives with the learners is important within the constructivist theory of learning (Jones, 2005). Therefore, the absence of learning objectives runs contrary to the ideals of constructivism, which may have led to the critical incident detailed in Appendix 4. In addition to this, the humanistic school of learning suggests that learning should meet the emotional needs of learners or it may lead to a fear of failure or fear of rejection (Holt, 1964) and these emotional needs are not met within this critical incident as numerous children sit out upset by the end of the lesson. This potentially leads to two things: the learner could sit back and disengage or they could distract the teacher through bad behaviour (Kazamias, 2018). The bad behaviour and disengagement is seen in this lesson suggesting that there were humanistic aspects that were not met in this lesson, which could increase the learners' fear of failure. This is an important consideration when looking at physical literacy as when the emotional needs of the learners are not met this could lead to unmotivated behaviour and negative experiences within P.E., which may impact the lifetime habits of PA of children.

The essay will reflect on the critical incident and progress to suggest next steps. Reflective practice is strongly associated with learning in a variety of professional contexts, especially within the teaching profession (The Open University, 2016). Reflection can be associated with self-regulated learning, as Kistner et al. (2010) suggested that including reflection within the classroom could improve student performance in tests. This is an important point for consideration as it suggests that reflection is a strong root to improving performance. Critical analysis and reflection is a key tool to allow practitioners to develop and learn from complex situations and any conflicts encountered (The Open University, 2016). Dewey (1910, p. 6) believes that reflective practice is the "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it". However, Schon (1983) suggests reflection has two areas; reflection during and reflection post the incident. Reflection post incident was completed (see Appendix 9) and allows for the observer to consider the situation again, which stimulates deeper thinking about different areas. Being a reflective practitioner is vital within the new Teaching and Leadership Standards for Wales as in the professional learning section a teacher need to extend knowledge, skills and understanding that can be done through reflection and an openness to challenge, developing pedagogy (Welsh Government, 2018). This suggests that to be an effective teacher developing reflective practice skills to ensure pedagogy is the best it can be for the learners.

An Assisted Reflective Conclusions (ARC) model was completed following the critical incident (see Appendix 9) that include my feelings on the incident, going through the understanding of the incident, through to evaluate and analyse of the incident, finally discussing my conclusions and any actions going forward. In this section, it

will follow Gibb's reflective model that is adapted from Dye (2011) that includes experience, feelings, evaluation, analysis, conclusion and adaption plan see Fig. 3.

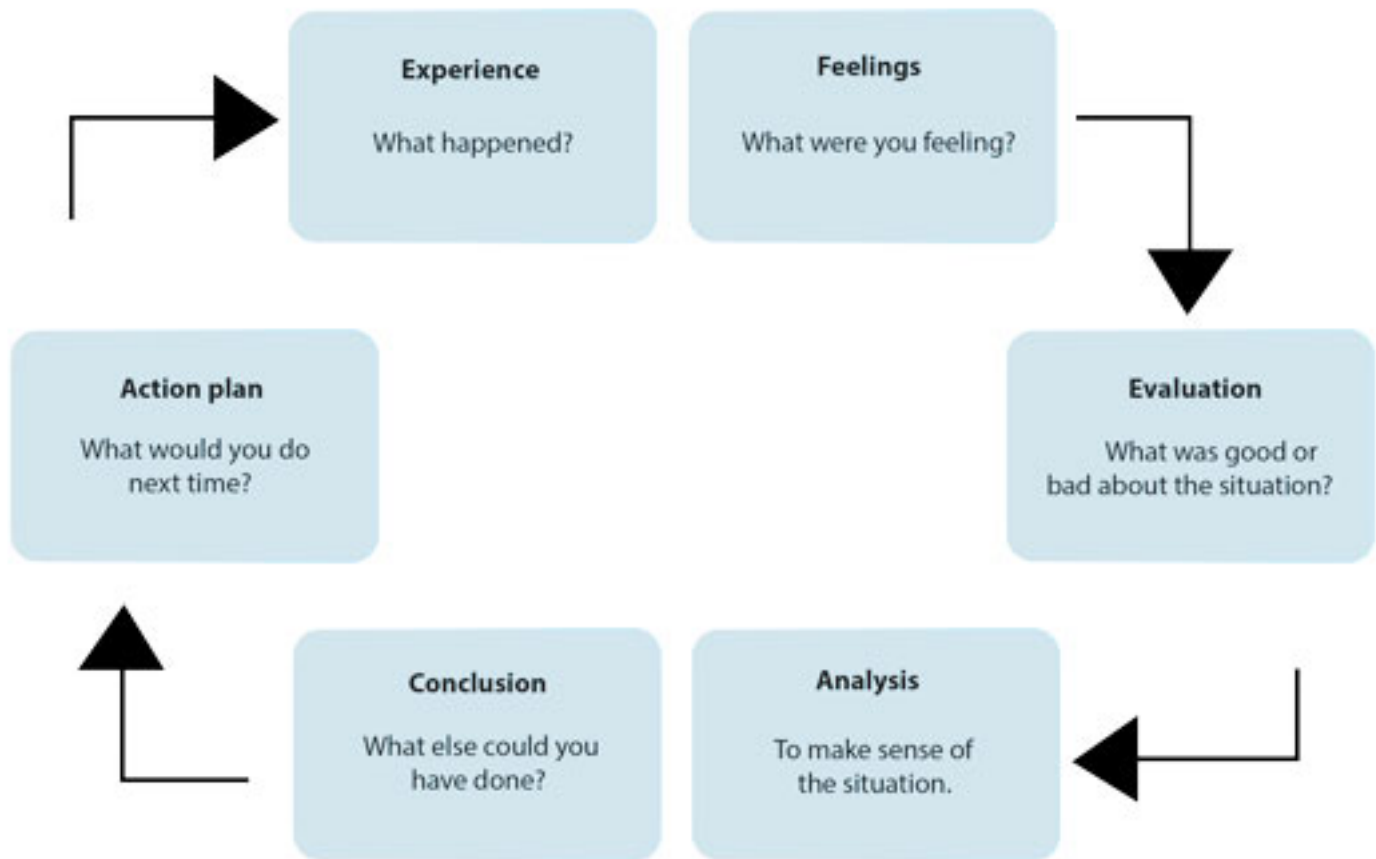


Figure 3. Gibb's reflective cycle (Adapted Dye, 2011).

As explained in Appendix 4, the incident focused on a few children who lost multiple games so ended up losing motivation and sat out of the game, the teacher then punished them and then the whole class. I felt slightly confused about this experience, as initially it was great to see the children so engaged within P.E. This shows that the teacher has really great potential to positively engage them within P.E, creating physically active learners as a lifetime habit.

When evaluating the situation the good points were that the games undertaken were chosen by the learners allowing them to take ownership of their learning experience, which is part of constructivism learning theory detailed earlier in the essay. Another positive point of the game was the inclusion of every learner due to the type of team games chosen, they ensured that every player was important giving the learners a real purpose within the team. However, the negative aspects of the situation that I could see were in relation to the limited structure. I think that this limited structure meant that the learners did not focus on developing their game skills such as passing, catching and getting into space, all vital to team sports. Another issue with the lack of structure meant that there was a huge focus with winning leading to motivational knocks when a team continually lost. The final issue that was seen in the experience was the punishment for the children who chose to sit out of the lesson. The teacher began by punishing the three children by making them tidy up the equipment and then when they came back in and the whole class was punished for their actions so dodgeball

was taken out of the option for their P.E. lessons.

When analysing the situation, I think the main issue was the lack of direction to the lesson allowing for the learners to focus on the outcome goals rather than process goals and when the outcomes were not successful it led to a lack of motivation, which was seen with the three children who sat out when they consistently lost.

This leads to the actions that I would include in any future lessons. My initial steps would be to include a learning objective, like: 'To learn the different skills needed in a game of bench ball and dodgeball'. This will then lead to the children deciding what the success criteria might look like when trying to aim for this learning objective. For example; 'I can pass accurately', 'I can catch the ball most of the time'. This could initially be incorporated into the game through small zones focusing on one area and then bringing this together into a big game, whilst using reflective points for the learners to ensure they understand why something may not be going to plan. Another thing to consider may be to shuffle teams around multiple times so that one team of children do not consistently lose. In addition, incorporating sportsmanship behaviour into these lessons so that all learners understand what it means to be sportsman like and installing these positive attributes in at all levels. These considerations would hopefully lead to a different focus within the lesson, engaging the learners positively so that they all have a positive experience enhancing their motivation within P.E.

Finally, the essay will conclude with an explanation of the assessment and summary of the approach taken. This will be linked to the role of the reflective practitioner in Wales and the new Professional Standards for Teaching and Leadership. The role of Professional Learning allows for effective pedagogy to be taken deeper, being reflective in practice and open to challenge, supports and informs learning whilst developing pedagogy (Belvis et al., 2013). This essay has detailed the use of an observation approach with the use of a critical incident as the research method. It has allowed for the research to be in depth and reflective. As stated previously, being reflective is paramount to being an effective practitioner, especially within education. The new Teaching and Leadership Standards link perfectly with this reflective, detailed approach (critical incident) as it has allowed for a deepening understanding of the pedagogy used, it moves pedagogy forward through innovative approaches, whilst also ensuring practitioners are deepening their professional learning (Welsh Government, 2018). This ensures that observers consistently extend knowledge, skills and understanding allowing consistent challenge of why they do what they do within lessons. Therefore, if practice is effective it can be continued, if it's not effective finding out why it is not and how best to change it for the learners. A critical incident is an effective way to ensure constant reflective practice within the profession, continually striving for the best for the learners within schools.

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Appendices

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: focus on number bonds to ten; teacher led tasks and free choice activities.
Classroom culture (Are the students focused on learning?) The classroom culture was very positive and happy. Children were very responsive to the teacher and LSA directions. Autonomous in the choice of activities and when they wanted to complete each activity - however, this led to some children getting lost and not completing the teacher led activity. Very fun atmosphere - including expressive arts - following the music video singing along to number bonds. However, lots of the children didn't follow the song too closely and just took part in the jump and saying 10 so was there learning continuously involved in this video.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There was not a clear purpose to the lesson that the children are aware of but it may have been have been subliminal. The teachers set out numerous activities; one was focused on bookwork with number bonds, one a game revolving around counting up to 10. The free choice activities involved reading, play on the carpet, fairy house making (so not focused toward the lesson objective). Are these other activities appropriate or could there have been something else to do that could have promoted the maths and number bonds.
Direction (Are the students clear about what they are doing and how to do it well?) The children had obviously completed these games before and understood exactly what was expected of them when they broke out into the activities and free choice. There were no learning objectives or success criteria for the children to know what they had to do or how they had to do it well. Maybe they could have come to these together.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) A couple of the boys were very disengaged in the maths activities and because it was all down to free choice it allowed children who didn't want to do it hide and hide very easily. This could be down to not understanding the tasks, finding them too easy which leads to boredom or just don't want to do it.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?) No formal assessment completed before, during or after. The teacher may have been

making notes with how the children were finding the number bonds in the teacher led activities but no notes about it were completed.

Many closed questions asked which meant that higher order thinking didn't happen much in these activities.

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

LSA picked out positive behaviour in the initial carpet sitting - however, the tone in which the child was praised was quite harsh and stern. It did lead to the rest of the children following the positive behaviour and got the class to follow this positive behaviour.

During the maths game, the teacher made the children work in pairs without explaining how to work effectively together so commonly one child who knew what they were doing kept taking over and it allowed one child to take over.

The teacher came over and made all the children stop and listen to the instructions; however many of the children already knew what they were doing so maybe using them to explain to any of the children who may have been struggling or confused would have been more appropriate.

Teacher led in the book activity so if they had a question rather than try and figure it out or ask another member of the class they were very reliant on the teacher. The teacher then just did it for them, which led to even more reliance and limited learning.

A comment the teacher made "do this for him as it's the hardest one" - not positive and allowing teacher reliance, rather than using questioning to get the child to the answer or not differentiating the sheet for the child in front of them.

Non-verbal communication - thumbs up to a child with ASD - responded very well to this and then used with another child. Positive communication that supported their learning and self esteem.

The teacher said 'you are so clever, say yes I am'. The way the child responding to that was just wonderful. The boost in their confidence was almost instant. Really wonderful communication that made such a difference to the child.



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: Very exploratory play - exploring outside: weather, inclines, gravity.
Classroom culture (Are the students focused on learning?) Very fun, engaging and approachable teaching staff. Children very engaged in the tasks they needed to complete and the children were all involved in their own learning but also helping each other.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There was no clear purpose to the lesson and it wasn't passed onto the children. However, it may have been just to start them thinking and using their words to explain what they were seeing with the scarves/feathers.
Direction (Are the students clear about what they are doing and how to do it well?) They are clear in the fact they are exploring how the weather <u>affects</u> different objects; scarves, feathers and hair but there was no objectives or success criteria so that the children knew what was wanted from them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most children engaged very well in the lesson. However, the exploring probably went on for too long as they lost concentration in what they were doing. This may have been due to limited direction in why they were doing something and what they end product should be.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?) No formal assessment but the teacher consistently made judgements of how the children were coping with each new element as they were all very new into the school setting so trying not to overwhelm right away.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Boys lost focus at the end of each activity - may have needed to be a bit more structure. Give them something to aim for. They stopped engaging in the lesson by the end as they may have been given too long for each part.

Very good at using their words towards other children - one child was upset and a girl tried to get him back involved by saying "will you be my best friend?". She saw that he was struggling and wanted to get the other child back into the lesson.

Teacher communication - very ~~very~~ easy to follow. "Let me explain why I was worried", enabled the children to know why they weren't allowed to do something. All very understandable and easy to follow, which is important for the younger ones.

Teacher recapped at the end everything what they had done - might have been good to try and get the children involved in this so that they are involved in it - leading to more understanding. Repetition is important for learning.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: Welsh; leading to the children completing a weather report.
Classroom culture (Are the students focused on learning?) Lots of children not completing the task - this could have been due to many disruptions at the beginning of the lesson and not clear objectives for the children's work. However, positive culture as they were allowed to get on the floor to use wall resources if and when they were needed. Massive wait times after questions - allowing them lots of time to come to the answer, which is really important, especially with another language. The outcome of the class - two girls read their weather conversation at the front. This was received with lots of respect from the other classmates, positive comments and clapping when they finished their reading. (This may have been a good tool to use to get them to listen more during the lesson?)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Very clear outcome to the project however the lesson purpose and criteria for the lesson was very vague and the children didn't really know what they were aiming for in the lesson.
Direction (Are the students clear about what they are doing and how to do it well?) The outcome seems to alter constantly as the children thought they had finished but then she wanted them to keep extending it. "Can we extend this?" - very ad lib in the direction of the lesson.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children got left behind due to disruptions and not fully understanding what they were meant to be doing. Lots of different questions all in one - it was difficult to follow at time so it seemed to lead to a lot of guessing so not much learning going on or using previous experience/knowledge.

After about an hour, there was a lot of off task behaviour - think the main reason behind this was there was no end. There was no explanation to what the end of the task was and what was necessary to include to be successful in the task.

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

No assessment used - this may have been due to the type of lesson completed and the teacher already knew where the children were.

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

Argument between two girls - one is completely disengaged as she doesn't consider herself welsh so doesn't want to learn it. Could be that the task is too hard for her, she finds it boring, put with a partner she doesn't like, lacking in her confidence, only answering questions she thinks she knows the answer to. The teacher is only circling the class to one side and completely missing her table out so she is allowed to not complete her work. Maybe the work needs to be differentiated. Led to frustrations, behaviour issues and arguments. She didn't complete her work and just copied off her partner.

Quiet children forgotten - if didn't get up and go to teacher there was no help given - they didn't then ask others on their table so learning was missed.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: Games - two games of bench ball inside and one game of dodge ball outside.
Classroom culture (Are the students focused on learning?) Very competitive, very responsive to the teacher there was obviously a lot of respect there.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There was no purpose to the lesson. After the lesson the teacher said games is as important as maths or literacy but gave no objectives, no success criteria and no hints to improve only focused on the 'trying hard' element.
Direction (Are the students clear about what they are doing and how to do it well?) They knew what they were doing and that doing it well meant winning. No teaching points on passing or catching even though it was pointed out that it was something they struggled with.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most children were massively engaged, even the girls which was lovely to see. Positively discriminated - girls had to be chosen first. The game was important to include all people so the girls and boys were all heavily involved.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?) No assessment used.
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?) They started picking teams and one was picked for a team but the teacher changed her mind so then the child had a big stop and didn't want to play any more. Competition was huge in the game, which was lovely to see but it ended up in a lot of bickering, stopping and cheating. How can we alter the lesson to ensure it isn't all

about winning.

A few children started to get upset about the game not being fair and others getting unfair treatment so wanted to sit out. The teacher then punished them by them having to put everything away. When they came back in to the classroom the punishment continued by punishing the whole class and that dodge ball was no longer allowed for the next few weeks (no time line).

This didn't seem to work though:

A "I'm glad we don't have dodge ball any more"

B "You've ruined it for everyone else"

A "Yeah? Good!"

The threat of the head teacher was also used as a punishment to - issues with the children not respecting the teacher. The head teacher becomes someone to be scared of?

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: looking into the different attributes between poor and rich people in the Victorian times
Classroom culture (Are the students focused on learning?) The culture was really good as it was first thing and they came straight in to do spellings, the children were very responsive to the teacher and LSA by even responding to hand gestures. The teacher used enhanced language such as wealthy and then would use similar more simple language following it, so the teacher is constantly trying to improve their literacy. They are constantly engaged in their thinking by the teacher asking many open questions allowing the learners to engage their thinking into why they think this. The children kept putting their hands up and it led to the teacher ignoring them and their answer not getting hung up.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There was an objective set at the beginning of their task, however it was given verbally at the end of a very long teacher led spoken at the front.
Direction (Are the students clear about what they are doing and how to do it well?) They knew what they had to do once she had written down the learning objective on the board. However, they had many issues with what constituted as success. They had one personal objective to do with writing but it may have been beneficial to give more direction in what was needed within the writing. As they were going along the teacher would read out good sentences / good starts / good ideas, this would be very good for individual confidence but gave the other children ideas as to what the teacher thought was good for the task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Lots of the children were engaged as the teacher kept referring back to their visit to St Eegans. However, they were sat down for a long time listening (45 mins) so they started to become very fidgety and less engaged in what the teacher was speaking.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?) Assessed understanding before by asking them open ended questions and not always picking out children that had their hands up, it allowed the teacher to understand what the children remembered. During - the teacher kept going round to see how the children were doing. However, the children kept coming up to ask how to spell words

and ask questions so some children were missed by the teacher, which allowed them to not complete anything or complete the wrong thing. After - marking the books at home so no instant feedback to allow for them to change their tact or to improve it whilst they were completing the task.

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

The children were sat down for a total of 85 minutes, they became very fidgety and found any reason to get up and wander around the classroom. This may have been due to the task or the length of time sat in one spot.

The teacher told them off for not including Victorian, but this was never mentioned prior to them starting - marking them on something we didn't let them know beforehand - success criteria.

The only tables that were on task were the ones that the teachers stayed on, so they were consistently prompted to keep writing.

Lots of good examples read out - this was very good for the individuals read out as they were really pleased their work was used. It also gave the class more of an idea of what the teacher considered was good and what the teacher wanted them to include in their writing.

The teacher also sarcastically said to a table "award for the noisiest table goes to you!" - if they didn't understand sarcasm then they may have considered this to be a positive and continued being noisy.

Assisted Reflective Conclusions (ARC) model

Date: 26.9.19

Critical incident (focus): The teacher said 'you are so clever, say yes I am'. The way the child responding to that was just wonderful. The boost in their confidence was almost instant. It was really wonderful communication that made such a difference to the child.

Experience	
Feelings "What are your feelings regarding the experience?"	The main feelings from the lesson were that overall the children were comfortable with what they had to do, due to repetition. Lots of the interactions were led by the teachers, which enabled the children to rely on the teachers to give them answers and do a large proportion of the activities for them. Most of the time the children got on with the appropriate tasks but a few managed to hide from the teachers due to the amount of autonomy and space that was given to them. However, the critical incident that I spotted gave me really positive feelings towards the way the children were spoken to. Just a small exchange between a teacher and a child was that made such a difference to the child. I was really excited to see how the child responded to it and how much it made a difference to the way she felt about herself.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	The aspects of the lessons that went well were that even at the young age they had quite a lot of autonomy, which will lead to independent learners. However, elements of the learning experiences were that in the teacher led activities there was a lot of doing it for the children. This will lead to very reliant children that may rely on teachers doing activities for them. This has a massive influence on learning and the learning experience as the children will learn that if they get to a question that is difficult they should just go straight to the teacher as they will just give them the answer. In the critical incident, the teacher knew that the child was successful in the maths area but was

	very impressed with how quickly she picked it up and continued herself. This led to the teacher saying 'you are so clever, say yes I am'. I thought that this was really positive pedagogy, which improves the child's opinion of themselves improving their confidence. The main areas for development were not shared with the learners today or kept anywhere for this to be referred to at any point during the lesson. This ensured that learners did not know what made for a successful lesson. The learning overall was driven by the teacher and the ISA and the learning environment was not really monitored with some feedback on whether they gave the correct answers for the sums. This allowed the learners to know whether they were completing the activities correctly or not and change it for the next sum. However, each sum was waited for the teacher to start rather than the autonomy to just continue by themselves.
Evaluate and Analyse "What could be kept the same to ensure effective teaching and learning in the future?"	It would be seen as an effective lesson because the children were on task when they were working with the teacher and really enjoyed the maths games. It may be seen as an ineffective session because there was lots of off task activities. There was sparse learning objectives and success criteria to ensure that the learners were aware of what they had to do. This meant that learning probably wasn't at the highest it could have been. When there is less understanding as to why they are doing something and what it means to be successful at something may lead to a less effective session. Problems that were encountered by learners were the activities itself as they either weren't explained properly prior to the activity or they were too difficult for them to complete by themselves. However, when they were successful the praise handed to them was very positive and seemed to make a massive difference to their confidence especially when looking specifically at the critical incident.
Conclusions and Actions	The main issue for today's session was probably

"What are your possible solutions to the issue identified?" "what could be done next?"	lack of engagement. I think that if the lesson had to be taught again I would put them in bigger groups doing the activity with the teachers and ensured they asked their peers for help before the teacher it would have been more manageable and led to more on task behaviour. The next step for the whole class would be to ensure they fully understand number bonds to 10 and progress that on to 20. This is where the differentiations would be really important as some children are probably there already and some may not be so understanding where each child is and differentiating the work for each of them is really important. From my reflections I will ensure that I try to put a great emphasis on 'ask 3 before me' so that they are not reliant on the teacher to answer the questions. I would also try to gain greater on task behaviour by increasing group size and then becoming more reliant on the other pupils will ensure that they are on task. The critical incident specified before is something I would like to use in my practice, increasing the learners confidence and self esteem. When pupils self esteem increases this leads to them being more likely to engage in a question that they may not know, and ensuring this means that the learning will become a much more positive environment.
Transformed experience	



Appendix 7

Assisted Reflective Conclusions (ARC) model

Date: 26.9.19

Critical incident (focus): Teacher recapped at the end everything what they had done – might have been good to try and get the children involved in this so that they are more engaged in it – leading to more understanding. Repetition is important for process.

Experience	
Feelings "What are your feelings regarding the experience?"	My initial feelings on the experience was that it was really engaging, exploratory and fun lesson. It allowed for the children to explore what they thought of and may have led to more engagement. However, looking back a tiny bit more structure from the teacher may have allowed them to understand why they were doing what they were doing and what was to be expected from them.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	Aspects of the lesson that went well were that it was outside and the learners loved exploring through play. Learning the environment around them such as weather/wind, through different objects such as scarves and feathers. This is something fun and creative that is exciting for the learner. The elements of the learning experience that were a little disappointing were the summing up of the lesson at the end – this was done completely through the teacher. If this included the learners a little more it may have allowed for a greater understanding and learning. Aspects of the influenced the learning were that the task was completely exploratory. This meant that some of the child got a bit bored towards the end as they didn't really know what they were looking for in the end. The main body of the lesson was outside seeing what happened to hair, scarves and feathers in the wind and why did they think it was happening. The learners really enjoyed the practicality of the lesson, which meant they could actually see it happening and they were the ones who were creating it rather than just telling them it happened. It allowed them to question it and understand it more. Time only became an issue

	when the task went on for too long without direction. At the end of their morning, they summed up everything that they had done so far. The teacher completed this individually, with no input from the learners. Learners should probably be more involved in this aspect to recap their learning and understanding of the different areas they completed.
Evaluate and Analyse "What could be kept the same to ensure effective teaching and learning in the future?"	I think the most positive aspect of the lesson was the exploratory nature of the lesson, which leads to higher engagement and more likely to be interested in the topic. However, more input in the different areas and how many things to look for may have been positive to keep them on task. The ~~staff were~~ very approachable, fun and engaging. The environment between all the learners was very inviting, which allowed for a positive learning experience, one that the whole class wanted to be involved in. The learning was very effective today as they allowed the learner to explore the areas they found interesting and allowed for discussion after the activity with the whole class. The main thing that caused disruptions and learners being off task was the length of time to complete each task and the vagueness of the task. If they wanted to let them explore it may have been a good idea to get them to consider a specific number of things to think of when looking at the scarf/feather so they had something to keep them occupied and not loose focus.
Conclusions and Actions "What are your possible solutions to the issue identified?" "What could be done next?"	The main thing that caused disruptions and learners being off task was the length of time to complete each task and the vagueness of the task. If they wanted to let them explore it may have been a good idea to get them to consider a specific number of things to think of when looking at the scarf/feather so they had something to keep them occupied and not loose focus. Finally, when they outlined the session it may have been more successful if the learners were asked to recap on their day and what they did. It may have

	been helpful to include new things they learnt from their day. The most important aspect to address was the summing up of information at the end of the morning as that will be the most recent thing they remember when they leave. A massive strength from the day was that the teacher used really engaging language and allowed the learners to really understand the information that was being passed on to them but also used vocabulary that will continue their learning.
	Transformed experience

Assisted Reflective Conclusions (ARC) model

Date: 26.9.19

Critical incident (focus): Argument between two girls – one is completely disengaged as she doesn't consider herself welsh so doesn't want to learn it. Could be that the task is too hard for her, she finds it boring, put with a partner she doesn't like, lacking in her confidence, only answering questions she thinks she knows the answer to. The teacher is only circling the class to one side and completely missing her table out so she is allowed to not complete her work. Maybe the work needs to be differentiated. Led to frustrations, behaviour issues and arguments. She didn't complete her work and just copied off her partner.

Experience	
Feelings "What are your feelings regarding the experience?"	My feelings towards the experience today was that it seemed like a very manic lesson that lacked a lot of structure, which led to a lot of arguments, off task behaviour and not work that was to the standard the teacher wanted.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	There were many disruptions to the beginning of the class so as there was issues to the start of the lessons and some of the class has already started some form of work and some had not, there was some confusion which was not clarified when the teacher actually began. There were a lot of positive aspects to the class such as the learners being allowed to move around and use the resources on the wall to support their own learning. The teacher gave a long wait time after questions to allow the learners to gain understanding of the question and to formulate their answers. Finally, there were two learners that ended the lesson by reading out their conversation in front of the class and the class response to them was positive comments, clapping and lots of respect. During the main body of the lesson the teacher only answered questions of the learners that got up and came to them. This hindered their ability to wander around the class to ensure that someone understood on each table, as this didn't happen there were a lot of learners who were really confused by the task so decided not to do anything, which led to disengagement and bad behaviour due to boredom especially when looking at the incident.

	I think the main areas to develop would be to focus on the quieter children as they were forgotten about; this led to issues with behaviour and arguments. One child was struggling so much it led to her copying off a partner.
Evaluate and Analyse "What could be kept the same to ensure effective teaching and learning in the future?"	This may have been considered an effective session because a couple of the learners successfully completed the task and spoke out in front of the class. This may have been considered an ineffective session due multiple learners being off task. This will help me in my future lessons as I think it doesn't matter if you need to ~~reclarify~~ the lesson objectives in the middle of the lesson if there is a whole class issue with confusion of the task. The major issue the learners faced was a lack of understanding of what was wanted from them for the task. There was lots of problems encountered by the staff, such as coming in late, dealing with other children, an activity already started when the teacher arrived. It may have been worth the teacher double-checking understanding when they arrived so that the teacher knew where all the children were in their understanding. The main issue could have been combated with a recap as soon as the teacher came back into the room it would have clarified the teachers understanding of where they were and allowed the teacher to help and direct the task more effectively.
Conclusions and Actions "What are your possible solutions to the issue identified?" "What could be done next?"	The most important aspect of today's session to address would be at the beginning of the lesson just go through the aims and what the teacher expected of the learners. This will have clarified any questions on a group basis to ensure greater on task behaviour. This will hopefully dissuade any arguments and off task behaviour due to enhanced clarity of the aim. If there was more structure to the session and less of the learners circling the teacher it would have meant they would have been more available for a whole table than just repeating the same thing to multiple learners.

	It also may have been appropriate to recap previous knowledge, as it seemed like lots of learners had forgotten what they had learnt from other lessons. This may have identified prior to starting the task any missing gaps so that the teacher would have been free to help more.
Transformed experience	

Assisted Reflective Conclusions (ARC) model

Date: 26.9.19

Critical incident (focus): A few children started to get upset about the game not being fair and others getting unfair treatment so wanted to sit out. The teacher then punished them by them having to put everything away. when they came back in to the classroom the punishment continued by punishing the whole class and that dodge ball was no longer allowed for the next few weeks (no time line).

This didn't seem to work though:

A "I'm glad we don't have dodge ball any more"

B "You've ruined it for everyone else"

A "Yeah? Good!"

Experience	
Feelings "What are your feelings regarding the experience?"	I really enjoyed seeing the children so engaged in the game, however, there were many teaching points that were missed that was quite sad. They struggled with different aspects of throwing and catching, which would have been ideal if they could have had some guidance on it. One team consistently lost and a few on that team got very frustrated, which led to tears and issues with engagement and enjoyment. I think this could have been dealt with but it escalated dramatically into a whole class punishment situation.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	The aspects of the lesson that went well was the choice of children in the teams and choosing of the girls was the rules first. This ensured that the girls were as important in the teams as the boys, which sometimes can be overlooked in PE lessons. However, elements of the learning experience that were disappointing were there were no taught elements. There were aspects of throwing and catching that the majority seemed to struggle with but this wasn't addressed in the lesson. There were issues with one team constantly winning so then there were lots of children frustrated and no longer taking part/ learning well. This escalated at the end when the teacher punished the children for having a stop, but the

	behaviour could have been nipped in the bud before it even happened if it became more about the skills than about winning. The learning could have been more effective by having areas they wanted to work on and areas they wanted to improve, rather than going straight into the game aspect with limited skills. This will only lead to frustration and behavioural issues.
Evaluate and Analyse "What could be kept the same to ensure effective teaching and learning in the future?"	The main problems the learners encountered were lack of direction to the aim of the lesson. The learners struggled to see the point of the lesson other than winning and if we are trying to get process-orientated learners this wasn't the best way to achieve this. Allowing for process-orientated goals the teams could have been shuffled and making the teams smaller. Finally, the learners were then punished for the way they reacted rather than spoken to about it and this resulted in a whole class punishment. This behaviour may not have even occurred if there was more direction to the lesson and skill aims. The whole class punishment (removal of <u>dodgeball</u> from PE lessons) gave the impression that the children who enjoyed <u>dodgeball</u> were being punished and the children who were meant to be being punished didn't mind not doing <u>dodgeball</u> again. This was probably due to the negative experiences they had had during that lesson. It is so important to ensure children have a fun, positive experience within PE, that if all PE lessons are negative for any pupils this may stop children from being active, healthy adults in the future.
Conclusions and Actions "What are your possible solutions to the issue identified?" "What could be done next?"	The main issue could have been rectified by starting with a focus such as throwing and passing, including things to consider and watching someone doing it properly so role modelling an athlete. Then doing drills to reinforce this and different skills needed to do the game successfully, allowing for peer and personal reflection points within the game. This can only improve the <u>behaviour</u> as the main focus won't be all about winning it will be about improving the skills and process and therefore stopping the whole class

	competition. Other things that could be considered is choosing children who are able to pick out different areas to improve to support the improvement of class peers. Finally, when it started getting heated it probably needed to have been made into smaller groups to separate the two competitive children that heated up the whole environment. This reflection will be really important in the future to ensure that aims and success criteria is important in all areas of learning not just the typical maths and literacy.
Transformed experience	



Assisted Reflective Conclusions (ARC) model

Date: 2/10/19

Critical incident (focus): The children were sat down for a total of 85 minutes, they became very fidgety and found any reason to get up and wander around the classroom. This may have been due to the task or the length of time sat in one spot.

Experience	
Feelings "What are your feelings regarding the experience?"	I felt like there were many issues with year 3 children sitting down for 85 minutes. The teacher said she doesn't normally do it like that but she needed to show them the pictures of the wealthy houses. However, these pictures could have been printed and the children could have gone round in little groups and written down a word or small sentence to describe something in the room to consider, then feedback to the class / teacher.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	It impacted on the children's engagement and their ability to take in the information. Students at undergraduate level can only take in 20 minutes of information so children in year 3 are much less than that so to stand and talk at them for so long would not have been helpful to their learning. This may have impacted the children's engagement in their written work as they had already sat down for so long and not been overly engaged in the task prior to writing about it.
Evaluate and Analyse "What could be kept the same to ensure effective teaching and learning in the future?"	The open questions could be kept the same as it ensured that the children who were taking part had to think properly about their answers and open questions are important to advance understanding. However, there were many different ways that could have led to the children taking part in the lesson more than just sitting and listening as it meant lots of the information probably wasn't retained.
Conclusions and Actions "What are your possible solutions to the issue identified?" "What could be done next?"	A picture of different areas of the house could have been placed on each table in the class and then a plain piece of paper next to it. The children could have gone round in groups of 3 / 4 and they could have added words, sentences or things to think about for each room. This could all have been fed back by the final group, once everyone had been around each picture. This will allow for full engagement, ensuring that

	they read all of the information provided by the previous groups and there will be less sitting about. This is an important consideration, especially in year 3 so early in the year as they have only just come up from foundation phase which has lots of free choice activities.
Transformed experience	