Portfolio

Monday, December 9, 2019 10:05 AM

Name-Jack Davies

Student Number-1903254

Pathway- Pembroke Dock pathway

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Watch the register of language so that you maintain an academic tone	Constantly proof read my assignment. Keeping an professional standard throughout.
Targed/Target 2	Read more widely around the subject for future assignments.	I have used the reading list to improve my subject knowledge.
Targed/Target 3	Criticality must be developed rather than descriptive writing.	I have distinguished the difference between critical and descriptive writing.

Link to OneNote- https://uowtsd-my.sharepoint.com/:o:/g/personal/1903254_student_uwtsd_ac_uk/Ek13jyoE5odOilshgo0ovZMBUn9Nk6IzlRsFrLyWA-PkQg?e=KpvRbl

Guided Reading

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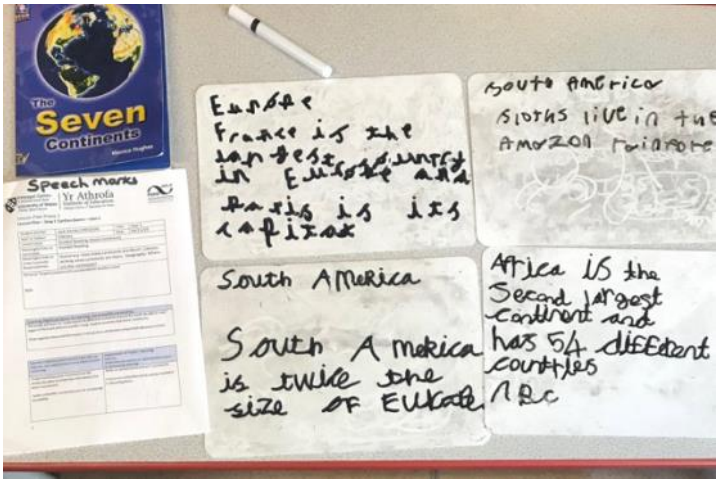
To test the Childrens understanding of the book "The Seven Continents" I used questioning. "Can you find me your favourite fact from a continent In the book". I expected the children to just go to the first page and gather a fact from that continent. However, the children even discussed what countries are in their chosen continent.

Attached is the lesson plan.

GR Lime 4th Nove...



Targets for going forward

Expand on the children's interests of continents and countries. Recap on the book next guided reading activity, also find a book similar to the previous one. For future activities, give the children time to go home or independent study and create a poster representing their continent of choice.

Skill slip

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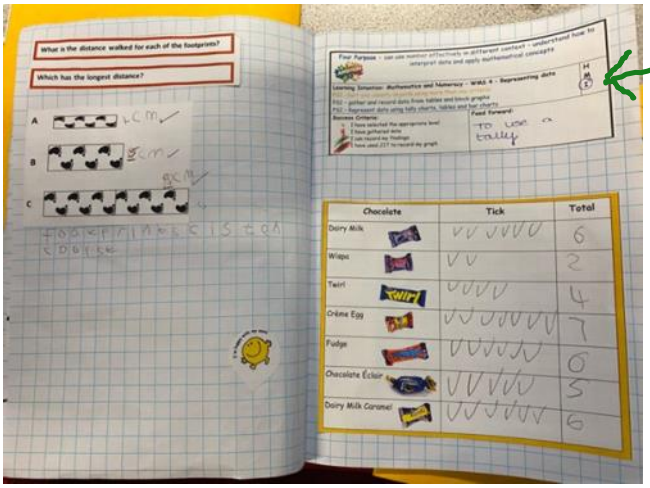
For every lesson that is recorded in books. Skill slips are used to evaluate children's learning.
To use the skill slips effectively, children peer mark their own work using RAG rating (Red, amber and green). Children RAG rate the success criteria which is situated underneath the progression steps on the skill slips. RAG rating helps the teacher distinguish pupils who are struggling with the topic and children who are understanding the topic.

Skill slips are used in foundation and key stage 2. The whole school using skill slips is a great idea as children know the school's process of evaluation as soon as they enter a new class. Often in schools evaluation techniques are changed each year which can confuse the children and cause a inefficient method.



The HMI rating is used to measure the teachers input in the children's work. I is valued as one to one help, M is valued as moderate and H is valued as independent.

Maths skill slip 18th ...

Mathematics

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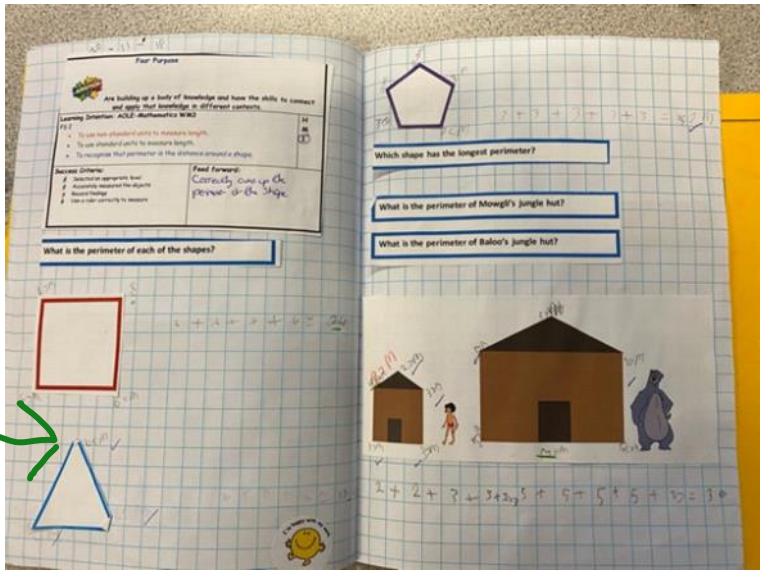
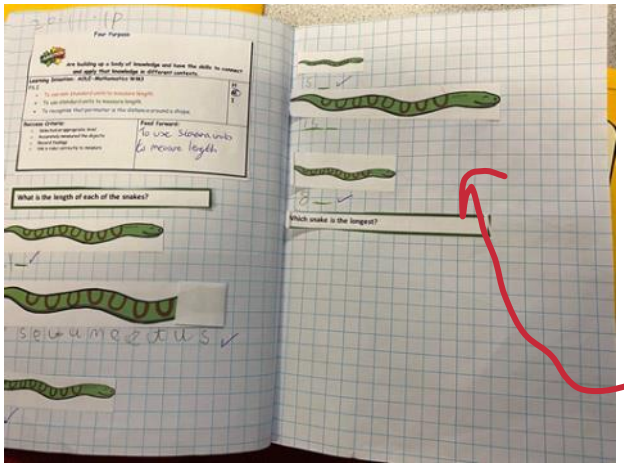
Measuring length 2

During my time at foundation phase, we focused on perimeter and measuring objects.
The children evaluated their own learning and chose a suitable level for their learning.
Bronze focused on using cubes to measure objects, silver focused on using rulers to measure objects (in standard form) and gold focused on the new topic of perimeter.

Here is an example of the perimeter work for the gold level. The piece of work is focused on an overall topic for the class which is The Jungle Book.





Here is an example of the work bronze and silver accomplished. Bronze and silver have the same activities, however bronze uses non-standard units whereas silver use standard units.

Welsh lesson

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- The school uses Tric a Clic to help improve their overall welsh throughout the school. the key questions used are basic everyday questions like "How are you?" and "What is your name?".

To link cross curricular to the welsh language, I decided to use digital competency to film the children while they were answering key questions in welsh. A key area of the whole school curriculum is to use iPad in lessons. Through professional discussion my mentor told me 80% of jobs have not even been created yet for these children once they progress through the education system.

" **More than 8 in 10 middle-skill jobs (82%) require digital skills, a 4% increase since 2014.** These working skills developed from the need to better both the customer and operational side of all businesses."
(Technologies and Technologies, 2019)

Welsh lesson

Attached is the lesson plan from the welsh activity. Overall the children thoroughly enjoyed the lesson. A key reminder for next time is to discuss consent of the children at the start of the lesson, rather than asking the children just before they are going to film.

Every morning we use "spin the wheel" to answer key phrases in welsh. Two pupils each week are chosen to spin the wheel and ask children in the class the questions. A key point to remember about the wheel, one question Is replaced by a brand new question every 1-2 weeks to progress the Childrens' learning.

Mental Maths

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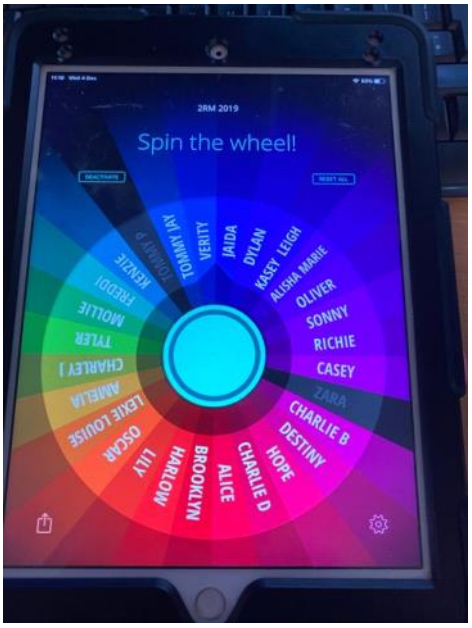
Mental maths was the warm up used straight after lunch to introduce mathematics.
Mental maths consisted of four different levels which used single digit sums all the way up to three digit answers. Children decided which level to be on and often tested themselves on a higher level.

Here is an example of one of the mental maths used.

Mental Maths 1.1

Using literacy, the children had to recognise the titles and link it to the sums. Recognise addition will mean adding and multiplication will mean times.

Digital competency was used throughout mental maths. Children would be able to answer on ipads using notes.



A teacher's iPad was also used to decide who would answer the question in front of the class. Children loved the idea of a spinner deciding who would be picked and often create a fan fare to go with the spin of the wheel.

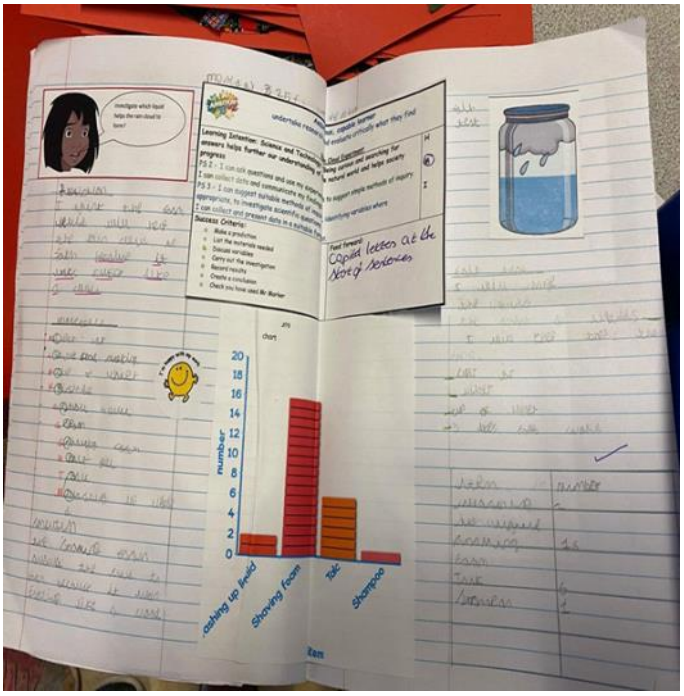
Science

Monday, December 9, 2019 10:23 AM

For my science lesson, we looked at the possibility of making a raincloud in a jar. The idea of this science lesson came from the overall topic of The Jungle Book.
Before the experiment took place, I introduced the children to keywords for science such as fair test and their prediction. Children wrote their predictions and their idea of a fair test in their books as evidence. After the experiment, I asked the children to look back in their books and discuss their overall thoughts of the experiment.

Science PP

All of the science lessons used this PowerPoint as a guidance.



Independent group i...

For the independent group, there was a QR code which could be scanned by an IPAD to access games and information around the jungle theme.

For the results of the science experiment, children used a HWB app to create a graph. The graph consisted of the four items used to attempt to make a raincloud and the amount of food colouring drops it took to create the rain fall effect.The more drops= the most effective formula to make a raincloud.

LSA science tasks (1)

I gave the LSA different activities to test the children's problem solving skills. Overall, the children loved this and definitely enjoyed the egg basket challenge the best!! (As it was the most messy activity out of all of them!!

Science Lesson 1

Science Lesson 2

Science Lesson 3

science lesson 4

Use of Kahoot Quiz

Monday, December 9, 2019 10:25 AM

The kahoot quiz can align to all three principles discussed in this OneNote.
Kahoot is an online quiz which is created by the teacher and can be played
Individually or as a group. Children answer the questions using computer tablets
Once all children have answered the question, the correct answer will appear on their computer tablets as well as the interactive whiteboard.

Kahoot was used in a maths lesson to evaluate the children's knowledge of time including digital and analogue. The results are then displayed on the screen to show the teacher and pupils alike who come out on top. From my own experience with Kahoot in PTE 1, this can cause major uproar in the classroom environment. What is key to mention is the classroom size. For kahoot, I used a focus group as well as a whole class activity. The focus group was far easier to control, whereas the whole class struggled to log in to kahoot.

Here is the link to the lesson plan for kahoot

Week 2 - Maths Dig...

Nomintating roles for the groups

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Expert roles were given to the children who felt they were very confident in the activity.
Experts would have the job of helping the other children if they were stuck or didn't understand the activity.

The four purposes of the Curriculum are constantly on display for the children. Children would wear these lanyards to represent a purpose and would answer questions relating to this purpose. I as a student teacher would ask questions and often children would ask each other questions about the four purposes.

Expressive Arts

Wednesday, January 1, 2020 11:29 AM

For expressive arts, children were asked to draw and paint a jungle art based on the famous work of Henry Rousseau. Before the children started the drawing they were shown a WAGOL (What a good one looks like). This gave the children some ideas of what to draw and what would be their main animal. Direct teaching was used at the start of the lesson to guide the children through the steps of the drawing. However, for the painting, I did not give them any guidance. Different shapes, paints and paintbrushes were given to the children to create their jungle background.

Here are the lesson plans for expressive arts

Expressive Arts Draw...

Painting Lesson Plan

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Children were able to choose realistic jungle background colours e.g. sky as blue and the ground brown. Children used banana skin, lollipop sticks and sponges to try out different textures onto the drawing.
Next Steps for Progress	Progressing onto the drawing of the animal for the jungle. Discussing the climate of the jungle. Looking at the sky in particular, is it always sunny in the jungle?. Question the pupils about the overall climate of the jungle.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The WAGOL worked well with the children, discussing the colours of the jungle. Overall children enjoyed painting and behaviour levels were good. Children engaged with questions asked by myself about the sort of trees,waterfalls and animals seen in the jungle. which give a great understanding into what they was going to do next.
Areas for my Development Personal Targets for Progress	Need to go into more detail about the artists who make jungle art. Explain what the textures of the different materials will be good for (Do not let the children start without testing all of the materials e.g banana skin and sponges). For tomorrow's group try a more independant approach where i do not paint a picture with them and monitor the group's paintings instead.

The whole idea of using jungle art was part of the whole topic study which was The Jungle Book.

Children were given the freedom of picking any animal, some of the animals which they believed were in the jungle was astounding!!

Critical Review

Monday, December 9, 2019 10:15 AM

The professional teaching experience was taken place in foundation phase in a school in South West Wales, the school will be named "School X" throughout this piece of writing. School X has over 620 children according to my (Mylocalschool.gov.wales, 2019) registered in the school with over 2 classes for each age group ranging from foundation age all the way to year 6. Furthermore, 30% of the pupils are eligible for free school meals and the ratio of teacher to a child is 1:23. Information about the school was taken from the (GOV.WALES, 2019) website.

School X is currently trailing and discussing with the Welsh government about the new curriculum meaning the school is a pioneer school. The new curriculum introduced by Donaldson (2015) will take full effect in 2022 and will hopefully have a massive impact on not just teaching in schools but the overall Welsh Curriculum and how it is run. Furthermore, one of the main areas of the new curriculum looks at the involvement of children in making decisions and deciding what they want to learn. School X, for example, has trailed this option and given the children the ability to pick an overall topic like Harry Potter and make sure all subjects are linked to this topic. Termly, the overall topic of discussion is changed and as always, the children will pick the next topic to discuss.

There are twelve pedological teaching principles that are linked to the new curriculum. For the focus of this writing I will be focusing on three of these principles. The following principles chosen for this writing are

1. Good teaching and learning means employing assessment for learning principles.
2. Good teaching and learning regularly reinforces cross-curricular responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them.
3. Good teaching and learning means employing a blend of approaches including direct teaching.

All of the twelve principle can be implemented in various ways depending on the classroom environment and teacher styles. Firstly, I will be discussing assessment for learning principles and effective strategies to achieve this principle.

"We must not make the mistake of making success criteria relate merely to completing the lesson. Instead, the major role is to get the students engaged in and enjoying the challenge of learning." (John Hattie,2012)

Hattie (2012) argues that the current assessment for learning involving success criteria is failing. Hattie (2012) suggests the strict and straight to the point assessment questions do not show a clear overview of the children's educational standards. Teachers must understand children's pace of completing work, the clear objective of the lesson shouldn't be completing the activity. The purpose of the success criteria should indicate the different skills which have been learnt/used through the activity. Finished work does not have a direct impact on the quality of work. As Hattie (2012) indicates the challenges/criteria are to keep the children engaged and focused not solely on completing the activity. A direct relationship between the teacher and children where in partnership create a success criteria can keep the children engaged and give the children a clear focus on the activity.

Black et al (2003) suggests activating the learners as owners of their own learning which could possibly include self-assessment. For Black et al (2003) research, over 300 children were involved in 20 classes in primary schools in Portugal. The aim of the research was to distinguish if self-assessment can have an increasing impact on a child's performance and educational standards. Over the first few weeks of the investigation, children had to measure their own work to a WAGOL (what

a good one looks like) and distinguish the differences between the two pieces of work. In the end, due to self-assessment, the children completed the thirty-eight-week project of work in just over twenty weeks. However, Black et al (2003) reiterates that this is just one piece of research into self-assessment. Hundreds upon hundreds of other studies will have to take place to give a clear indication of the overall outcome of self-assessment .

Pedological principle 2 focuses on cross curricular skills and the opportunities it gives to the children in the classroom. Cross curricular lessons involve one curricula in more than one educational subject. Cross curricular activities are a main talking point due to the movement to a new curriculum for Wales in 2022.

"To ensure that learners develop high levels of competence in these skills and have frequent opportunities to develop, extend and apply them across the curriculum, the National Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF) will continue to be available. "(Hwb.gov.wales, 2019)

The government firmly believe the use of cross curricular skills across all lessons will improve skill sets to a high level. Teachers must be effective in their use of cross curricular subjects to help gain the highest level of education for that child. However, is the main skill which is what the lesson is supposed to be about failing due to the use of cross curricular skills? From my own experiences In schools, cross curricular skills are vital to the improvement of the children's education.

Rowley and Hooper (2009) indicates main subject lessons are failing. In an art context, children are struggling to recognise the overall aim of the lesson, this is to do with visual learners. In Rowley and Hooper (2009) research, they discovered the different elements needed to create an efficient learning environment for the child. Furthermore, the child in question needed to recognise link between other subjects and the main subject to proceed in completing the activity. Rowley and Hooper (2009) suggests cross curricular must be implemented in the planning stage of teaching. Having a clear overview and objective of what subjects you would like to implement into the lesson is effective to becoming a quality teacher.

Lastly, discussing the effects of different teaching approaches including direct teaching. Vincent-Lancrin et al (2019) suggests teachers should use critical thinking to develop Childrens' thoughts through education. Furthermore, Vincent-Lancrin et al (2019) argues that critical thinking is a key area for jobs of the digital age. The digital age represents the introduction of the computer and the many jobs which involve technology to this day. Following Vincent-Lancrin et al (2019) suggestion of critical thinking in schools, he also suggests the training of social skills, creativity and technical skills. From a student teacher standpoint, I firmly agree with Vincent-Lancrin et al (2019). As a teacher, you must have some knowledge/practice in many different areas to become a "good teacher". The new Welsh Curriculum for 2022, illustrates this by the various cross curricular skills which must be introduced in each lesson. Likewise, the introduction of new brands of subjects including Expressive Arts and Humanities.

However, Rosenshine (2008) suggests teaching should be a cognitive system rather than an influx of different developments. Rosenshine (2008) cognitive system uses three steps to an effective lesson.

1) Reduce the difficulty of the task during initial practise-state the lesson goals and what the objectives are of the lesson.

2)Use scaffolds and guidance to support students during initial practice- check for student understanding.

3)Provide supportive feedback-provide check lists.

Rosenshine (2008) believes all children work at the same level and same pace. From own experiences in PTE 1 this is clearly not the case.For example, from my own experiences in PTE 1,

some children struggle with the warmup and getting the overall gist of the lesson. Rosenshine (2008) cognitive strategy will be insufficient if there is a mix up with any part of the three steps. There are clear differences between the new Welsh curriculum and Rosenshine (2008). Rosenshine (2008) theory firmly backs direct teaching and one subject point throughout the lesson. Whereas, the new Welsh curriculum looks at an array of areas and are all intertwined into one lesson.

Another key point to argue just like Vincent-Lancrin et al (2019), Rosenshine (2008) theory is solely based on good teachers/teaching. If the teacher does not explain the steps correctly or misunderstands the lesson format, you are certainly onto a bad lesson. For future reference, Rosenshine (2008) should look at other formats to challenge his own cognitive system. Questions should include Why is the student understanding in step 2 and not all steps? Why is the supportive feedback only at the end of the system? Lastly, are the children involved in the assessment process or is it all teacher based?

Linking to the illustrative examples and readings from the literature review, I will be explaining areas of improvement from PTE 1. Firstly, looking at the use of assessment for learning in lessons.

Guided reading was one of the first lessons I planned in foundation phase PTE 1. Actually, a very challenging section to plan due to the shear amount of activities which can be arranged from this. I decided to use a book called "The Seven Continents" which was a non-fiction book (linking to real life contexts). Furthermore, I recognised during my observations the vast number of children which did not know anything about geography. I should point out, the group which I used this book with were classed as the higher ability reading groups. Furthermore, as planned beforehand I asked the children to read the book first and then find their favourite continent in the book. However, the children didn't just go to the first page and pick that continent. They re-read the book over again and then chose their continent. From a teacher's perspective, this was great to see as they actually enjoyed reading that book so much, they wanted to re-read it again. To gather assessment for learning, the children were then asked to write down on a whiteboard their favourite fact from that continent. As seen in the illustrative example for guided reading, the children picked 3 different continents. The main area which needed to be improved from this activity was the evaluation of the assessment. As recognised in the literature review, Hattie (2012) states an effective success criteria involves children and teachers alike. Instead of myself, marking the work and not really giving the children any clear feedback. Use a joint success criteria at the start of the lesson which you can fall back on when marking the work.

For mathematics lessons, we mainly focused on the idea of measurement and perimeter. Children had the opportunity to test their knowledge/ability in flipped learning lessons. Flipped learning involves brand new subjects with no previous knowledge of it. As planned, different tables in the classroom were labelled bronze, silver and gold. The levels were there to test the children and self-assess their own standard of learning. Black et al (2003) illiterates the idea of self-assessment and how It has a substantial effect on the child. However, I discovered the children often picked a level which was deemed as too easy for them and often stayed on that level. For progression, I must have the LSA and myself to question the children's reasoning to why they are on that level.

For the focus activities which involved measuring snakes and huts (due to the overall topic about The Jungle Book), the children were asked to self-assess their work using Mr man stickers. Mr man stickers give the teacher an understanding of how the children feel about the piece of work. Often in foundation phase, I discovered a minority of children will not express their feelings in front of the class. To help combat this we used Mr man stickers which would explain their feelings towards the work (as illustrated in the mathematics example on AFL). To progress even further, I believe the children should also write a comment about the piece of work. To help gauge not only their opinions of the work but to study their overall writing abilities, punctuality and vocabulary. Children are the most honest people in the world, if they don't like something In the lesson they will tell you straight

away.

Cross curricular skills were also implemented in the warm up of maths lessons. During mental maths where children decided their own level of learning, children were offered to complete their workings on a computer tablet or whiteboard depending on which they preferred. As digital competency is a key figure in the new Welsh curriculum for 2022, it must be implemented wherever possible.

Every lesson planned in “school x “ has to be split up into a LSA task, teacher focus and independent learning. The idea was proposed due to the issue with children not having enough focus time with the teacher. With the use of independent learning, cross curricular skills are used every single day. Whether it is researching on a computer tablet, handwriting in books or completing various maths tasks suitable for their level. Rowley and cooper (2012) identified the need for cross curricular skills and “school x” is certainly implementing this method. At first glance, I found cross curricular learning very hard to implement into my lessons. However, over time with the help of fellow professional dialogue with student teachers and mentor the process became easier to identify the skills which could be implemented. Linking back to the LNF framework, gave me far more ideas of where I can implement different subjects such as literacy and numeracy in for example an art lesson.

Lastly, discussing the areas of progress through a range of teaching techniques including direct teaching.

Role-playing was a key area in which “school x” wanted in the classroom. Every literacy and numeracy lesson involved an activity expert. An activity expert is a child who is very confident in this field and are willing to help other children if they are stuck on a question. To recognise the activity expert, they must wear a ribbon with expert in a bright bold writing. I not only used the expert role in literacy and numeracy lessons, I also used the role through independent learning. Children would discuss in their small focus groups who they believe should be expert. Furthermore, as a teacher this is great to see as the children are deciding for themselves who should be the “teacher role “in the task. However, as time progressed in PTE 1 issues started to occur. There were children who were leaders more so than others especially in independent learning. I found this very tricky to solve and asked fellow mentor to guide me through a process in which might work. We come up with a plan of discussing with the children before they branched out to independent learning. Overall this helped raise children's confidence as different children were being picked as experts each week. Furthermore, we saw a trend in children's dialogue and behaviour significantly rise which overall gave a far greater experience to the children than ever before.

For one maths lesson, I decided to use an online quiz called “kahoot” to challenge the pupils. Using a blend of independent and direct teaching, the children were told to answer the questions on the interactive whiteboard using computer tablets. Overall, the sheer joy on the children's faces was great to see and the overall enjoyment of the lesson felt fantastic. However, when the leader board came up at the end of the quiz with only three children's names on it, the classroom drastically changed. I noticed a few of the children were upset due to the leader boards and quickly decided a plan to move forward. I decided to ask the children who were upset a question using analogue clock. As the questions progressed, I recognised the confidence in the children who were upset 5 minutes ago suddenly change, this is where the direct teaching was key in the approach. Without the blend of independent to direct teaching approach, I firmly believe the lesson would be spiralling out of control.

As Expressive arts is a key area of the new curriculum coming 2022, I knew I had to improve my knowledge on the subject. Therefore, with the overall topic looking at The Jungle Book, I instantly remembered what I completed in art many years back in primary school. The lesson was split into two parts (one looking at the drawing of a jungle art and the second looking at painting the jungle

art). Furthermore, as I wanted the children to express themselves and be creative, I gave them all a WAGOL of a famous jungle art creator who is Henry Rousseau. The WAGOL was key to the success of the lessons as it gave a platform for the children to work on. I would like to add that I did not discuss with the children on what they should introduce into their paintings, instead I let them discuss between themselves what animals should be in the jungle art. To my amazement, the children not only picked animals from the jungle they also gave reasoning for their answers. Linking to Vincent-Lancrin et al (2019) who suggests critical thinking is key in schools. I decided to lay out different textures and fabrics including foam shapes which could be used to represent the background of the jungle art. The children started to analyse the textures and began to decide which ones to use on their jungle art. Overall, the lesson was a resounding success and the children were keen to do more lessons on expressive arts in the future.

The key part to future development for my teaching career is solely based on the new curriculum. I must refer to the frameworks for each subject and find the correct progression step for the year group I teach. Furthermore, as discussed previously, my knowledge on some subjects such as expressive arts is very minimal. To become a "good teacher" I must delve deeper into reading around the subject and test myself by introducing more lessons on that topic in my school. As discussed with my mentor, I'm often too critical of my own performance. Therefore, I need to notice/recognise not all lessons are going to work. Some lessons may take longer than the actual time given.

Lastly, the pace of the lesson. I often find myself working 1-1 with some children as they are struggling to finish the activity on time (which results in loss of playtime). Often the case, the lower ability children struggle to keep up with the pace of the lesson and often become frustrated because of this. I must create a worksheet that is effective and understandable for the children who struggle with pace. Furthermore, I must understand the activity does not have to be completed as a sign of a good lesson.

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