

# Overview

Sunday, December 8, 2019 11:11 PM

## Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?

Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

[https://uowtsd-my.sharepoint.com/:o:/g/personal/1500792\\_student\\_uowtsd\\_ac\\_uk/EoIJSOzwDTRKir024e-zw4cBrJGvzryXD5kYeF\\_Ol3X-Ew?e=8A0Ejn](https://uowtsd-my.sharepoint.com/:o:/g/personal/1500792_student_uowtsd_ac_uk/EoIJSOzwDTRKir024e-zw4cBrJGvzryXD5kYeF_Ol3X-Ew?e=8A0Ejn)

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Pathway: TAR Cynradd

Targets from the previous assignment:

|                 | <b>Targed</b>                                                            | <b>Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn</b>                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Targed 1</b> | Sicrhewch fod yr holl gyfeirnodï'n bodloni arferion Harvard ac ystyriwch | Rwyf wedi darllen dros arferion Harvard a sicrhau bod y rhestr cyfeirnodï yn dilyn y strwythur cywir trwy darllen trwyddo yn fwy trylwyr.                                                                                                                                                                                                                                                                                                     |
| <b>Targed 2</b> | Ystyriwch safbwyntiau gwahanol yn fwy er mwyn cyfoethogi'ch ysgrifennu   | Rwyf wedi darllen ystod eang o fynnonellau a lyfrau gwahanol er mwyn ystyried safbwyntiau gwahanol o addysgeg effeithiol.                                                                                                                                                                                                                                                                                                                     |
| <b>Targed 3</b> | Dylech brawf-ddarllen eich gwaith yn fwy trylwyr i ddileu gwallau.       | Rwyf wedi sicrhau bod yr portffolio wedi cael ei cwblhau o leiaf 3 diwrnod cyn l'r dyddiad cyflwyno er mwyn sicrhau amser l darllen drow y gwaith yn drylw, gan ffocysu yn penodol ar dreigol yn gywir ar ol yr arddodiad.<br>Defyddiwd y llyfr ' Pa adroddiad' er mwyn ei chefnogi.<br>Rwyf hefyd wedi gofyn l un o'r myfyrwyr eraill l ddarllen dros fy gwaith hefyd er mwyn cael llygiad o berspective wahanol l chwilio am unrhyw wallau. |
|                 |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |

# Introduction

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For the purpose of this portfolio I will be focusing on three out of the twelve pedagogical principles outline by Donaldson (2015) which are:

1. Good teaching and learning means employing assessment for learning principles.
2. Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
3. Good teaching and learning creates authentic contexts for learning

I reflect on my professional practice during my first professional teaching experience which was based in nursery/ reception class within a primary school in Carmarthenshire. Evidence and references made from both the foundation phase in order to give a whole school perspective on how effective the pedagogical principles are being planned and implemented. Drawing on this experience I will then critically reflect on my experience in order to gain a deeper understanding on how effective certain assessment for learning strategies are; why teaching subjects cross-curricular is important and how children benefit from authentic learning experiences.

- CONSENT WAS GATHERED TO ALLOW PHOTOGRAPH OF THE CHILDREN TO BE INCLUDED IN THIS ESSAY\*

# Questioning

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## Lesson plan showing the use of questioning as AFL

| Amser                                                   | Gweithgareddau/Methodoleg/Cysyniadau Allweddol<br>(Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Tasgau Disgyblion<br>(Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)                                                                                                                                                                                            | Adnoddau<br>(Gan gynnwys gofyniad lechyd a Diogelwch)                                                                                                                                                          |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol) | <p>Siarad amdano reolau cyffredin am fel i gadw diogel ar y daith a disgwyliaidau er mwyn sicrhau taith lwyddiannus. Tasgu syniadau am ambell beth gall y plant edrych allan amdano ar y daith.</p> <p>Gofyn cwestiynau i'r plant ar y daith, annog i ddefnyddio ansoddeiriau disgrifio'r hyn a chasglwyd. Bydd hwn yn ehangu meddylfryd y plentyn ac ymestyn ei dealltwriaeth or fyd natur. Pwy cwestiynu pam? Ac annog chwilyfryd.</p> <p>Ymlynu pawb ar y carped ar ôl dychwelyd o'r daith natur er mwyn trafod yr hyn a gasglwyd.</p> <p>Modeli i'r plant sut i ddefnyddio book creator er mwyn 'adio' lluniau, geirfa a sain i'r llyfr electronig ar y cyd.</p> | <p>Plant i dangos beth gasglwyd i'r gweddill o'r dosbarth gan enwi a disgrifio'r gwrthrychau gan ddefnyddio ei swobys.</p> <p>Ateb cwestiynau'r athro er mwyn cael nhw i ddefnyddio yn greadigol a rhesymol. Asesu'r hyn a chofion nhw.</p> <p>E.e. Pam mae'r dail yn disgyn o'r coed? Pwy sydd yn bwyta a chasglu mes?</p> | <p>Casglu caniatâd pawb am y daith, gwneud asesiad risg, cofio mynd a bag cymorth cyntaf, gwybodaeth gyswilt brys a ffon yr ysgol.</p> <p>Bwcedi (yr hyn a chasglwyd e.e. dail, mes, brigau, moch y coed,)</p> |

A lesson adapted as a result of children answers which showed the task was too challenging and needed adapting so that they understood the new concept of coding a beebot better.

| Gwerthuso'r hyn y mae Disgyblion yn ei Ddysgu                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tystiolaeth o Ddysgu (gan gynnwys agwedd at ddysgu dros amser)) | <p>Roedd disgyblion o grŵp coch wedi llwyddo i weithio fel tîm a chyfathrebu efo eu gilydd gan wirio sawl cerdyn a pha gyfeiriad oedd angen iddynt hwy er mwyn symud i gyrraedd y gyrchfan.</p> <p>Wrth cyflwyno'r her yma, wrth ymateb o'i cwestiynnau oeddent yn glir nid oedd y disgyblion wedi deall yn syth felly penderfynodd addasu tasg er mwyn defnyddio nhw ei hunain i fod yr <u>beetbot</u> er mwyn iddyn deall y sgil newydd yn well.</p> <p>Er hyn oedd amcanion y dasg dal wedi cael ei chyflawni ac addysgwyd y sgil o 'godio' o'r llinyn cynhyrchu o fframwaith cymhwysedd digidol.</p> |
| Y Camau Nesaf ar gyfer Cynnydd                                  | I mewngofnodi y cyfarwyddiadau i mewn i'r <u>beebot</u> a hunan wirio fel grŵp unrhyw camgymeriadau ac ymarfer y sgil codio                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

This lesson was aimed at 3 and 4 year old children within the nursery class. The activity focuses on children exploring within a forest and partaking in a range of activities. In order to develop the pedagogical principle of assessment for learning, I decided to use 'questioning' throughout the activity as a way of assessing the children's prior knowledge of the forest and made links to the concepts we learnt in class, which Welsh Assembly Government (20120. P.16) agrees questionings is the 'driving force' of AFL. I decided to use a range of open and closed ended questions in order to develop the children thinking and problem solving skills as they evaluated how the natural world works. Effectively the open ended questions provided more scope for them to express their opinion and promoted discussion compared to the closed questions. This analysis was very beneficial for me as a student teacher as it reflected the children's thought process and allowed me to understand how they came about their concepts. Husbands and Pearce (2012) states questioning children is a way of developing curiosity and becoming informed citizens as they answer questions too which supports Donaldson (2015) purpose. In order to develop this strategy further, I will ensure that I gain better understanding of the children prior knowledge in order to ensure every child develops their thinking skills (Hattie, 2010). By separating the children into groups it will also ensure that more confident children done answer for the quieter children.

# Feedback and Targets

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2017-20

Polisi Cwr...

## 3. Adborth o ansawdd uchel – ar lafar ac yn ysgrifenedig.

- Dylai sylwadau gydnabod yr hyn a wnaed yn dda a'r hyn sydd ei angen er mwyn codi safon y gwaith ymhellach.
- Dylai fod yn ganllaw i ddisgybl weld sut y gall wella i'r dyfodol
- Dylid rhoi cyfleoedd i ddisgyblion ymateb i unrhyw sylwadau.

## 4. Hunan-asesu ac asesiadau gan gyfoedion.

- Rhoddir pwyslais cwnyddol ar hvfforddi a aalluoai disavblion i

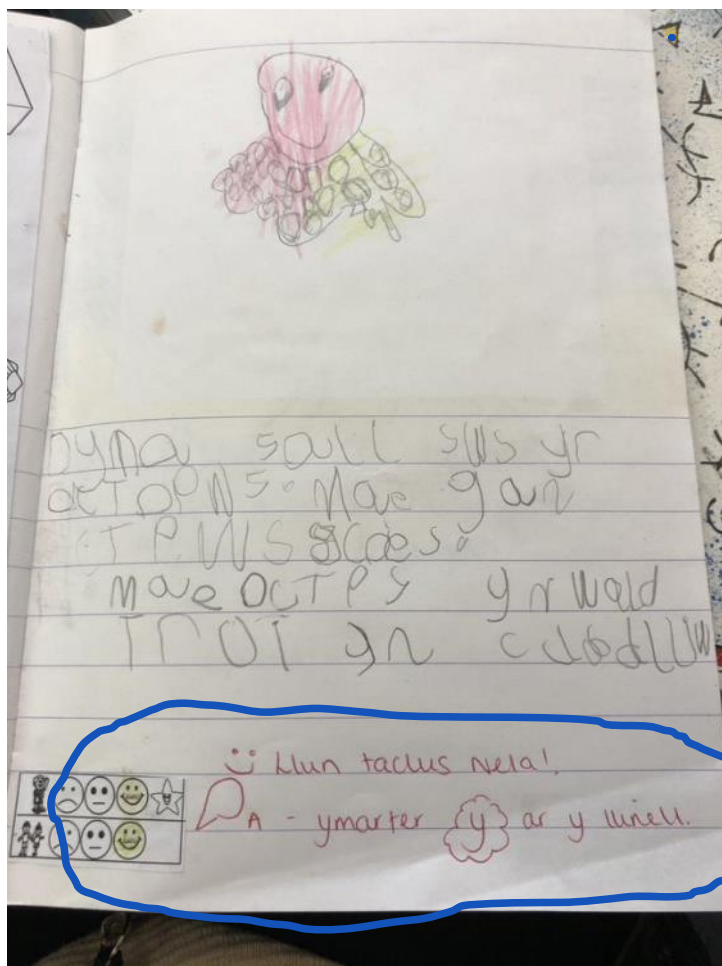
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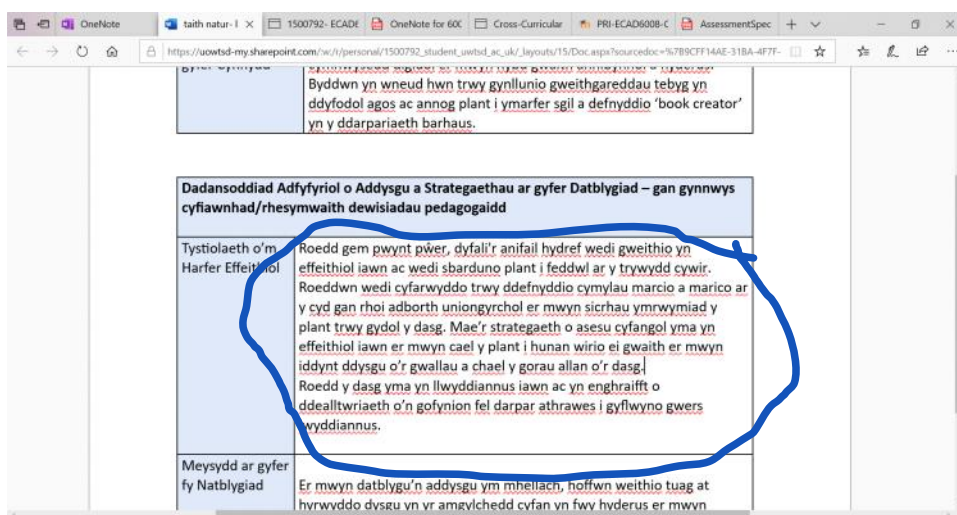


Evidence of a child's work marked according to the marking criteria, along with a coloured self-assessment showing their understanding of the feedback on the

task.



Reflection of an activity highlighting the effectiveness of co-marking and giving children feedback.

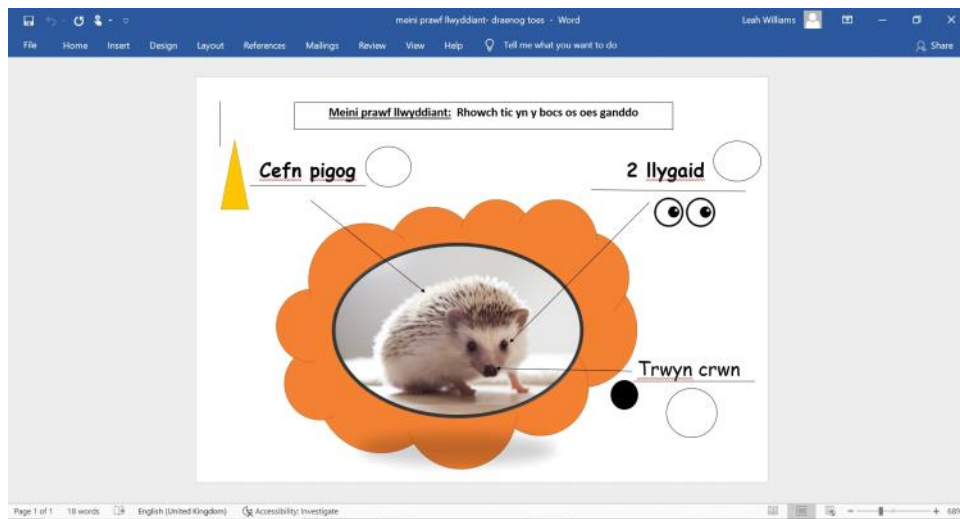


Another form for AFL is the use of 'feedback and targets', following the observation week and schools policy, I found the children reacted better when the teacher co-marked their work with them present. As seen within the evidence, at the bottom of the page, I would mark the children's working following the marking clouds which the children are very familiar with. The children recognise the 😊 symbol as something they have done well and the cloud as a target they need to develop further. I aimed to mark the children's work with them after each task as the activity was fresh in their mind, I would commonly ask them to comment on one thing they thought they did well and what they think they could practice more of and I would only write down targets that we both

agreed on. I found this worked very well for the age group (3 and 4 years olds) as it ensured they understood how they could make progress and develop for the future and become ambitious capable learners. Following this, the children would also be encouraged to make any recommendations made in the cloud again in a green pen as this represents that they have practiced what they needed to improve on. In welsh this stands for ' gwyRDD gwella'. By marking the work alongside the children, it also ensures that a teachers marking load is kept on top of, as this can sometimes be very daunting. The only downfall with this method of AFL is that it can be time consuming at the end of each activity and the complexity of a classroom does mean that situations arise whereby it is not always possible to mark directly with the student all the time. However, I do aim to overcome this by ensuring i mark alongside the children at least once a week adopt other AFL strategies such as group/ peer feedback when appropriate.

# Using 'What A Good One Looks Like'- WAGOL

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The third piece of evidence referring to the AFL pedagogy is the use of using good examples, also known as What a Good One Looks Like 'WAGOL'. I decided to use this method of teaching as it provided pupils with a benchmark of that is expected of them and is more understood by nursery class pupils than a written success criteria. Within both the activities shown above, a specific technique was needed to be followed in order to meet the outcome, e.g painting using dots which creates an aborigine effect which was very beneficial as we were studying Australia. By using this method of AFL it allowed children to work more independently and allowed them to self-reflect by having an example to follow. However, one of the main downfalls of this method it limits children's creativity. Despite following the same colour pattern being a skill in itself, for the next steps, as the children would have already learnt the skill I would encourage them use the same technique to paint something else that represents Australia.

# E-book Lesson Plan

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## Cynllun Gwers Cam 1

### Cynllun Gwers – Cam 1 Cynllun Gwers



|                                                                                                                  |                                                                                                                                                                                                                                                        |           |                 |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|
| Darpar Athro                                                                                                     | Leah Williams                                                                                                                                                                                                                                          | Dosbarth: | Meithrin Derbyn |
| Maes Dysgu a Phrofiad neu Bwnc                                                                                   | Gwybodaeth a dealltwriaeth y byd<br>Technoleg Gwybodaeth                                                                                                                                                                                               | Dyddiad:  | 08/11/19        |
| Ffocws Gwers:                                                                                                    | Taith natur o amgylch yr ardal leol i gasglu a thynnu lluniau o dail a phethau'r hydref er mwyn rhoi yn llyfr electronig.                                                                                                                              |           |                 |
| Cysylltiadau ystyrlon â'r Cwricwlwm                                                                              | Fframwaith cymhwysedd digidol, llinyn cynhyrchu.                                                                                                                                                                                                       |           |                 |
| Cysylltiadau ystyrlon â:<br>Chyfrifoldebau trawsgwricwlaidd                                                      | Ll- Cyfathrebu efo ei gilydd a weithio mewn par i gynhyrchu llyfr electronig o'r hydref trwy ychwanegu geirfa a sain.<br>Mathemateg- bydd y plant yn gallu cyfri cyfanswm y gwrthrychau a chasglwyd, cymharu maint a thynnu sylw i batrymau ar y dail. |           |                 |
| Diben: yn ddysgwyr uchelgeisiol a galluog sydd yn gallu egluro syniadau a chysyniadau y maent yn dysgu amdanynt. |                                                                                                                                                                                                                                                        |           |                 |

#### Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):

Bydd disgyblion yn dysgu i wneud y canlynol:

Bydd y plant yn cael cyfle i arsylwi ar fyd natur yn ystod yr hydref a chasglu pethau gan ddefnyddio ei synhwyrau i'r disgrifio ar lafar. Erbyn diwedd y dydd bydd y plant yn creu llyfr electronig allan o'r lluniau a chymerwyd o'r hyn a welwn.



This activity was based over a whole day whereby children had the opportunity to explore a woodland area (outdoors) whereby they communicated and partook in a variety of activities with myself and their peers verbally and written (little emphasis on reading due to the age group). The numeracy element was introduced as I asked the children to collect coloured leaves (red, brown, yellow, green, orange) and colour sort them matching the correct coloured hoop, we also made patterns using the coloured leaves and sticks, following this we counted how many birds we saw/ different types of leaves/ acorns etc. Once we returned to the setting, we all gathered together and discussed what they enjoyed about their day and what they didn't find as much fun. During this time we also looked and counted all of the different things we collected. (The children also took photographs of things they found on the ipads throughout the day). Following this the children then went into mixed ability groups/ pairs to create an ebook showing off the things they found by adding, pictures, sound and words onto the book.

Feedback from the children was that they thoroughly enjoyed the whole day, and all CCR were met. By using technology to finish the day and create a book of their experience it reflected all of the things they learnt which links to the AFL pedagogy and allowed them to look back and creatively share their opinions to their peers as every book was different. By carrying out this activity following CCR it allowed children to make connections to real life situations which links to values of authentic learning. (Cohen, 1994).

# BeeBot Lesson Plan

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## Cynllun Gwers Gam 1

### Cynllun Gwers – Cam 1 Cynllun Gwers

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                  |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------|
| Darpar Athro                                                                              | Leah Williams                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dosbarth: | Meithrin/ Derbyn |
| Maes Dysgu a Phrofiad neu Bwnc                                                            | Technoleg Gwybodaeth                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dyddiad:  | 21/11/2019       |
| Ffocws Gwers:                                                                             | Symud y draenog sydd ar ben y <u>beebot</u> i gyrraedd eu ffrindiau.                                                                                                                                                                                                                                                                                                                                                                                      |           |                  |
| Cysylltiadau ystyrlon â'r Cwricwlwm                                                       | Fframwaith cymhwysedd digidol- codio<br>Datblygiad Mathemategol<br>Gwybodaeth a dealltwriaeth y byd- thema'r hydref.                                                                                                                                                                                                                                                                                                                                      |           |                  |
| Cysylltiadau ystyrlon â:<br>Chyfrifoldebau trawsgwricwlaidd                               | Llythrennedd/ <u>Literacy</u> - cyfathrebu ar lafar ac yn ysgrifenedig efo partner neu grŵp er mwyn datrys problem ac defnyddio terminoleg geirfa 'ymlaen, nol a throi, draenog, dail, wiwer, bwgan brain, pwmpen'. (Thema yr Hydref)<br>Rhifedd/ <u>Numeracy</u> - cyfri'r camau i symud y <u>beebot</u> i ddatrys problem, dysgu cyfeiriadau syml.<br><u>TGCH/ Digital Technology</u> - mewnbwnni'r symudiadau mewn i'r <u>beebot</u> felly codio syml. |           |                  |
| Diben: yn ddysgwyr uchelgeisiol, galluog sydd yn ymhongar ac yn mwynhau datrys problemau. |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                  |



#### Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):

Bydd disgyblion yn dysgu i wneud y canlynol:

Erbyn diwedd y sesiwn byddwn yn gallu datrys problem a mewnbwnni gamau codio beebot er mwyn iddi 'r draenog cyrraedd eu ffrindiau.

Accessibility: Investigate



| Amser                                                             | Gweithgareddau/Methodoleg/Cysyniadau<br><b>Allweddol</b><br>(Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)                                                                                                            | Tasgau Disgyblion<br>(Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)                                                                                                                                                                                                                                                                                                                            | Adnoddau<br>(Gan gynnwys gofyniad lechyd a Diogelwch)                                                                                                                         |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cyfnod agoriadol</b><br>(gyda chysylltiadau â dysgu blaenorol) | Cyflwyno'r beebot gan dynnu sylw at symud ymlaen, nol (Estynedig- troi).<br>Eglurwch bydd angen cyfiri camau'r grid- gwasgu botymau priodol i symud yr beebot.<br>Gwneud enghraifft ar y cyd.                                                        | Bydd y plant yn deall gofynion y dasg a chael cyfleoedd i ofyn cwestiynau.<br>'Secret Squirrel!' - plant i ysgrifennu cyfarwyddiadau syml i ateb yr enghreifftiau a dangos yr athrawes i asesu dealltwriaeth.                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Beebot,</li> <li>Iluniau o wiwer, cadno, mes, tylluan, dail.</li> <li>Mat grid 15cm</li> <li>Chalk</li> <li>Symbolau arwydd</li> </ul> |
| <b>Addysgu a Dysgu Craidd</b>                                     | Gofyn cwestiynau agored i gael y plant i feddwl a datrys problem ei hun.<br><br>Modeli eirfa a brawddegau iaith gywir.<br><i>Mae'r draenog yn symud dau gam ymlaen,</i><br><i>Mae'r draenog yn symud un cam yn nol. Mae angen i'r ddraenog troi.</i> | <i>Grŵp coch- gweithio mewn pâr</i><br><i>Grŵp Gwyrdd a Melyn i weithio fel grŵp a chymryd tro.</i><br><i>Dechrau gan ffocysu ymlaen a dol yn unig (Ymestyn- i droi).</i><br><br>Defnyddio'r cardiau arwydd i gyfiri a meddwl am sut bydd yr beebot draenog yn mynd i gyrraedd ei ffrindiau gan roi carden yn pob bocs.<br>Mewnbwnni'r cyfarwyddiadau i mewn i'r beebot.<br>Asesu- a oedd y draenog wedi cyrraedd?<br>Ie- symud ymlaen i weld ffrind arall. | <ul style="list-style-type: none"> <li>Beebot,</li> <li>Iluniau o wiwer, cadno, mes, tylluan, dail.</li> <li>Mat grid 15cm</li> <li>Chalk</li> <li>Symbolau arwydd</li> </ul> |

Welsh

Accessibility: Investigate

Accessibility: Investigate

This lesson plan outlines the Cross Curricular Responsivities (CCR) outlined by the Welsh Government (2015) within the new curriculum. Planning this particular activity cross-curricular ensured I developed the children's literacy skills (oral and written) by communicating with their peers in a pair or group in order to solve the problem and help the hedgehog find his friends by writing down the instructions to get there on a white board. I also ensured that the vocabulary and sentence structures were on topic and relevant to the theme 'The Autumn'. Prior to this lesson I also carried out an activity on the carpet role modelled correct sentence structures for the more able group. The children numeracy skills were also enhanced during this activity as they worked out how the directions and how many steps the hedgehog needed to take to find his friends. The coding of the beetbot was relatively new skill for the children, however this was simplified by allowing the children to work collaboratively with each other. Prior to this lesson, the children were also shown how to use the beebot by pupils from year 2, this coincided with Vygotsky theory, learning off the more knowledgeable other.

By teaching this activity cross curricular it allowed children to develop a deeper interest as it was linked to the theme and development their engagement straight away as it was seen more as a game and less of a formal lesson, which supports the vision of the new curriculum. Whilst learning a new coding skills, they were unaware that they were also developing their numeracy and literacy skills too. Research suggests that 'fusion' and teaching cross circularly allows children to apply knowledge from one are to another, however, one of the main disadvantages of this is that some student struggle if they have insufficient prior learning; which did reflect in this activity as I needed to spend additional time carrying out this activity with the lowered grouped children.

# Animation

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Font Paragraph Styles

Cynllun Gwers Cam 1

Cynllun Gwers – Cam 1 Cynllun Gwers



|                                                                                 |                                                                                                                                                                 |           |                     |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------|
| Darpar Athro                                                                    | Leah Williams                                                                                                                                                   | Dosbarth: | Meithrin/<br>Derbyn |
| Maes Dysgu a Phrofiad neu Bwnc                                                  | TGCH                                                                                                                                                            | Dyddiad:  | 18.11.19            |
| Ffocws Gwers:                                                                   | I gyflwyno sgil newydd o'r <u>strand</u> cynhyrchu <u>FfCD</u> :<br>Animeiddiad o fewn y thema o dan y môr.                                                     |           |                     |
| Cysylltiadau ystyrion â'r Cwricwlwm                                             | Fframwaith cymhwysedd digidol: Llinyn Cynhyrchu Archwilio a defnyddio gwahanol gydrannau aml-gyfyngol mwyn dal a defnyddio animeiddiad                          |           |                     |
| Cysylltiadau ystyrion â:<br>Chyfrifoldebau trawsgwricwlaidd                     | Ll- (Darllen a wrando) Dilyn cyfres o gyfarwyddiadau ac (Llafar) ateb/ gofyn cwestiynau, (Ysgrifenedig) enwi'r dogfen.<br><u>Rh-</u> Cyfeiriad, lliwiau, rhifo. |           |                     |
| Targedau Personol (Cysylltiedig â SAC ac wedi eu nodi mewn adolygiad wythnosol) |                                                                                                                                                                 |           |                     |

lsh Accessibility: Investigate 

|                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meini Prawf Llwyddiant (wedi eu cysylltu'n glir â phob Amcan Dysgu ac yn gysylltiedig â phroses a/neu gynnyrch dysgu)                                                                                                                                                                                                    | Asesu Dysgu'r Disgyblion<br>Tystiolaeth<br>(Beth sydd gan y dysgwyr i'w ddweud/ysgrifennu/gwneud/cynhyrchu i ddangos yr hyn a ddysgir)                                                                                 |
| <ul style="list-style-type: none"> <li>Bydd y disgyblion yn gallu galw eu chof ar i ddeall sut i fynd ar JIT trwy wasgu botymau priodol fel yr amlinellwyd yn ystod y wers.</li> <li>Chwilio a Dewis un anifail y môr i ychwanegu at y cefndir</li> <li>Symud yr anifail ar bob ffrâm i nofio i un cyfeiriad.</li> </ul> | <ol style="list-style-type: none"> <li>I ateb a gofyn cwestiynau ar ffurf lafar i dangos dealltwriaeth o'r cydrannau allweddol.</li> <li>fideo animeiddiad o anifail y môr sydd yn symud mewn un cyfeiriad.</li> </ol> |

Similarly to the other activities, this activity is based on the digital competency framework (DCF) as myself and the teacher planned around our strengths. My class mentor focused on mathematics as that is her specialised subject, therefore I took the lead on the DCF as I had familiarised myself with it and carried out research and explored different programs to support it. Despite the activity being technology lead, I understood the importance of ensuring each activity was taught cross curricular and

developed aspects of the children literacy and numeracy skills also. As this was a new skill for the children, they did find it quite challenging. I role modelled the purpose of each symbol as well as the method of how to create an animation, leaving the exempla on the board for them to refer back to at any point. I planned to carry out the activity within their groups of ability however I soon realised that these groups were too big and changed it to groups of 2/3 pupils in order to ensure each pupil got my attention and understood the how to create an animation, which worked effectively as the majority of the pupils produced a successful animation. The more able children also went online to search for other sea animals to animate (with my support). However, during the closure of the activity whereby we reflected on the activity, I realised I didn't sure the specialised terminology related DCF. They understood the concept of animation but not the word itself and therefore understood I needed to expand on the literacy element of the activity.

# Trip to the forest

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This activity is a good example of how effective authentic learning can be for children. By carrying out activities in the outdoor environment rather than a classroom, the children were instantly enthused as it sparked their curiosity. As a teacher, providing authentic experiences to children is vital as many come from different social background and might not have experienced these opportunities before. As the activity was carried out in the outdoor environment they were exposed to the natural elements of the world, the children were able to use their sense to explore things first hand for themselves therefore making the learning and experience more memorable. The children had the opportunity to develop an aspect of every Area of Learning (AoL); literacy as they communicated and expressed themselves on paper, numeracy as they practiced their colours,

counting, patterns and directions, digital competence as they took photographs, knowledge and understanding of the world as they were exposed to the frost and sun, they saw the leaves falling off the trees which allowed them to understand the concept of autumn, personal and social skills as they took turns, shared cooperatively, followed safety rules and so on. The learning opportunities this authentic experience gave for a child is second to none. Brain-based research shows that using all senses maximises the learning experience. Research also supports this and suggests authentic experiences help children learn more than any resource. However, one of the main disadvantages of this type of rich activity is that it isn't always possible to arrange a trip as it can be costly and take away from the daily routine of the classroom. Not all parents see the benefits of an organised trip, the risk assessments carried out by the headteacher and teacher are also time consuming as they involve significant prior planning.

# Melting Activity

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This evidence clearly reflects the purpose of authentic learning for children, following the voice of the child, one child asked how ice melts. Therefore I planned several activities whereby the children were able to explore different things that could melt ice, i.e. watching it melt in the sun and as shown above, adding pipets of water to a block of ice and chiselling it with a hammer. This activity was very beneficial for the children to understand the concept of how ice melts as they were able to explore and experiment themselves which coincides with Piaget theory of cognitive development and Bruner as their learning is led by discovery and building on schemas. This type of lesson would not have been as effective, memorable or as inspirational for the children if I would have shown them a video off YouTube on how ice melts. Therefore, as stated by Strong et al., 2001 and Grimmett and Neufield, 1994 this activity reflects the definition of authentic learning as it engaged the children in real-world scenarios that developed their skills and knowledge.

# Recycling activity

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| Amser                                                             | Gweithgareddau/Methodoleg/Cysyniadau Allweddol<br>(Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)                                                                                                                                                                                                                                                                                                                                                                                                                                         | Tasgau Disgyblion<br>(Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)                                                      | Adnoddau<br>(Gan gynnwys gofyniad lechyd a Diogelwch)                    |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Cyfnod agoriadol</b><br>(gyda chysylltiadau â dysgu blaenorol) | <p>Chwarae gêm efo'r plant - beth sydd yn y bag ac enwi'r gwrthrychau a defnyddio iaith ddisgrifiadol a sbarduno chwilfrydedd... er mwyn cael nhw i gysylltu beth sydd gan bob gwrthrych yn gyffredin.</p> <p>Cyflwyno i'r plant bwysigrwydd ailgylchu ar effaith ar y byd yn enwedig y môr.</p> <p>Gofyn i blant i fod yn dditectifs ac edrych a chwilio am defnyddiau sydd wedi cael eu guddio o gwmpas y dosbarth ac didoli yr hyn ddarganfuwyd mewn i pethau ailgylchu/ pethau sbwriel.</p> <p>Rhannu meini prawf llwyddiant a gofynion y dasg didoli i'r plant</p> | <p>Bydd gofyn i'r plant i wrando ac ateb ar gwestiynau a phwnt pŵer yr athrawes a dyfalu beth sydd yn y bag.</p> <p>Edrych am wrthrychau eraill sydd yn gallu cael eu hailgylchu.</p> | <p>Gêm pwynt pŵer</p> <p>Bag</p> <p>Cardiau fflach</p> <p>Chwyddwydr</p> |

As this activity was based recycling and looking after the environment, which supports Donaldson (2015) purpose of creating Ethical, informed citizens who are ready to be citizens of Wales and the world. The reason I decided to use the children as 'detectives' to discover materials that could be recycled and not is so that they could see real life objects such as cardboard boxes, newspapers, clothes, glass bottles, plastic containers etc is that items are seen all around them in their day to day lives in order to add to the authenticity of the activity and allow them to make connections to the real world. Using photographs of these objects would not have been as beneficial or relatable for them. Through encouraging children to work in a team environment and problem solve by being detectives it sparked their curiosity the moment they walked through the classroom door as they noticed some objects hidden in the room already, as a result of this I noticed that the students listened better and were eager to begin the activity which is not usually the reaching they shown after seeing their exercise books. I also believe by following this pedagogy it boosted the children motivation to understand and interact to the changes of the world as it was based on recycling, which is extremely important to instil as the children are the future of this world and develop their higher order of thinking. (Reeves et al., 2002; Chickering and Gamson, 1991; Siraj-Blatchford, 2013).



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# Critical Reflection

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The portfolio focuses on the planning and implementation of three out of the twelve pedagogical principles outlined by Donaldson (2015) within the recommendations of the Successful Futures Review. A critical reflection of my Professional Teaching Experience (PTE) will be made in order to gain a deeper understanding on how effective 'Assessment for Learning' (AFL) strategies are; the importance of Cross-Curricular Responsibilities (CCR) and how children benefit from authentic learning experiences. My PTE was based in a mixed nursery and reception class within a primary school in Carmarthenshire; Following guidelines by the British Education Research Association (BERA) (2018) the name of the school and pupils have been kept anonymous in order to adhere to confidentiality (GDPR, 2018).

The first pedagogical principle analysed will be 'Good teaching and learning involves using assessment for learning principles'. According to Gardner (2012) assessment is the process of 'gathering, recording, interpreting, using and reporting information about a child's attainment and achievement in developing knowledge, skills and attitudes'. However, Clarke (2002) states that assessment is only effective when it involves early and constructive feedback to learning so that they know what they have to do to improve and have time to make any changes and progress. Black and William (1998) and Assessment Reform Group (2002) reflect the importance of AFL and suggest different assessment methods; however, this portfolio will be focusing on the use of questioning, feedback and the use of 'What a Good One Looks Like' (WAGOLL) examples.

Despite this, Macintyre (2000:99) criticises the effectiveness of AFL and states it simply adds to the complexity of a classroom by sustaining 'high quality oral and written communications' such as feedback. However, since then, Donaldson (2015) has placed a great emphasis on AFL within the new curriculum and believes integrating AFL into daily routines of teaching and learning will transform education and provide more successful lessons where children are benefiting and becoming ambitious capable learners. (Black et al., 2003 and James et al., 2007).

One of the methods of AFL I found beneficial was the use of effective questioning. This allowed me to quickly assess the children's understanding of the topic prior, throughout and at the end of the activity, which Hattie (2012, p.42) and Husbands and Pearce (2012) agrees is effective. This helped me to monitor the progress and assess the children's critical thinking skills and determine whether they understood the task. As can be seen within the evidence, I used a range of open and closed questions which research shows is effective as questioning allows children to feel a part of a lesson as they contribute and therefore raises their confidence and wellbeing when talking in front of their peers. However, I did notice sometimes that the same children were offering answers during group activities. As the PAP progressed and I became more familiar with the children's characters and abilities; I aimed to overcome this by ensuring everyone had an equal opportunity of answering by using the 'lollipop method' to pick children's name out of a box, which ensured that they were concentrating and listening intently as they were unsure who's name would be pulled out. I also divided children into smaller groups which ensured every child had my attention during a specific task, the quieter characters were more confident in smaller groups too. However, I do recognise that sometime I did not always wait a minimum of 9 seconds for a child's answer, which William (2009) states is vital as it allows children to process and think. Therefore, going forward into my teaching practice, I will ensure that I do this so that they feel better listened to.

During the planning process, I tried to be organised and plan some of the questions I felt would help assess whether or not the outcomes of the activity were being met in

advance, However I only used the planned questions within my lesson plan as a guide as I found that communicating effectively and giving children direct feedback led to other questions being asked as I was actively involved within the learning process and felt children gained better understanding of the topic. However, after observing and talking to my class mentor within the first week; in order to improve this strategy further I now recognise the importance of adapting questions so that children of all abilities understand more clearly and therefore challenge them accordingly as the question will be specifically directed to their knowledge and understanding. As you can see from the 'BeeBot' lesson; By implementing this strategy of 'effective questioning' it allowed me to follow the voice of the child and adapt the activity accordingly. The 'melting activity' also demonstrates this as the children showed curiosity and asked questions on 'how ice melts?', therefore lead the learning as we researched the questions together and experimented; which in hand stimulated the children interest and moved the learning forward at the children pace.

During the 'observation week' I saw the benefit of marking the children's work alongside them and giving direct feedback as it allowed children to understand what steps they needed to take in order to improve, which the Education Endowment Foundation (EEF) (2018) states has a 'very high' impact on pupils learning. Fredrickson and White (2004) highlights the importance of children having a say in their learning by understanding their targets. Following Brookfield (1995) reflective model and looking back on my professional development of providing 'feedback' to children, I would say it was very effective as the children understood where they are now, where they need to be and how to get there. However due to the complexity of a classroom, it is difficult to give immediate feedback after EVERY lesson due to other children needing my attention and time. Therefore, at the end of each activity I aimed to give children individual feedback when possible, or failure to do so, group feedback was given. In order to develop this pedagogy further, in PAP 2 I will continue to give feedback to children directly to allow them to understand and become self-aware of their mistakes and improve, by marking alongside the child it will also allow them to ask questions and gain clarification and make progress attainable.

However, Coe, R, Aloisi, C., Higgins, S. and Elliott Major, L. (2014) and Saddler (1998) note, feedback should only be assessed based on the success criteria of the activity and not the child as a whole, therefore I realised that the children's feedback was influenced by the type of questions I gave them. Reflecting back on the activity, I shared the learning outcome in advance of the lesson so that they knew what was expected of them. However, after planning an activity that didn't go so well, I quickly realised the importance of using examples to reinforce understanding and reflect my expectations as a teacher; which my mentor advised is essential. I found this method of role modelling and using examples also known as 'What A Good One Looks Like' (WAGOLL) to be very beneficial when introducing new skills; Saddler (1998) also agree that this builds better relationships between teachers and pupils as they share a common understanding. I also found it allowed children to develop their confidence and independence as they had a benchmark to aim for which allowed them to compare their work to and self-monitor to ensure progress. However, one of the main criticisms of this technique is that it limits creativity, therefore to progress I will use this method of AFL in balance with other strategies.

This pedagogical principle has been paramount in developing my professional development experience and has helped use questioning as a means of differentiating activities. The use of WAGOLL examples has also allowed me to inspire and motivate individuals to become confident and independent individuals who are able to self-reflect and learn from their mistakes and value feedback in order to make progress. To develop further, I will aim to continue with the strategies mentioned above and experiment with other AFL strategies such as 'self and peer assessments' as I go into my second teaching experience with year 4 pupils.

The second pedagogical experience focused within this portfolio is the effectiveness of Cross Curricular Responsibilities (CCR) including Literacy, Numeracy and Digital Competence Framework (DCF); which has been the biggest changes within the new curriculum for Wales and Estyn expectations. (Donaldson, 2015; Dauncey, 2015). The Welsh Government (2015) states the new curriculum places a great emphasis on all taught subjects being cross curricular in order to create successful and confident individuals within a new digital world. According to Ananiadou K. and M. Claro, 2009:

'Cross-curricular teaching is teaching that involves a conscious effort to apply knowledge, skills and competencies to more than one subject area simultaneously with the rationale of forming autonomous citizens'

During my experience of PAP 1, I had several opportunities to plan cross curricular activities as the school are experimenting with different strategies supported by the new curriculum. (Donaldson, 2015). Despite the curriculum placing an equal weight on all three CCR, I did however have more opportunity to plan activities based on the digital competency framework as the other teacher specialised in mathematics and didn't feel as confident operating technology. Which, Virginie Timmerman (2017) states is one of the obstacles of the introduction of the DCF, is that teachers feel insecure with the unfamiliarity of the 'Strands' and therefore lack confidence implementing the new DCF (Allen, 2012).

As a result of this, I collaborated with my class mentor in order to share our expertise as the digital framework is a subject, I have familiarised myself with and researched in great depth. This did mean that during my first teaching experience, most of my activities were technology led and had aspects of numeracy and literacy interlinked as this was the focus for the term in order to support the school's development plan (Haylock and Cockburn, 2017). Therefore, as seen within the evidence, I planned an activity for the children to develop their digital skills under the 'producing strand' whereby they had to create an 'e-book' on the iPad to add picture, sound and words/sentences to show what they found on their trip to the forest; with links to mathematical skills as they would describe the objects they found by their features. E.g red leaf, seven sticks etc. Supported by Gao (2009) this activity was very effective and a perfect example of the importance of CCR as it allowed the children to make connections between factual subject knowledge and pedagogical skills that based on real life situations by being able to place concepts into perspective. Which links with Piaget theory on the importance of building on a schema and linking information with experiences (Hayes, 2010).

One of the main advantages I found of planning and implementing this pedagogical principle is that it allowed the children in my class, some of whom struggled with certain subjects e.g Maths benefited from this style of learning as they weren't put off by the stigma of a 'maths or English lesson'; which supports Barns (2012) theory. I feel the children had more enjoyment out of the lessons as a whole as the learning was driven by their strengths and interests and still enhanced their knowledge (Ofsted, 2002). This reinforced the children's understanding as the skills and knowledge gained through subject teaching all contribute to the techniques needed to solve problems, make discoveries, and communicate with others. Reflecting back, this was seen within the activity as the children used their prior knowledge to meet the outcome of the task, however it does mean children with little prior learning struggled. During my first couple of weeks during PTE I did also find adopting this method meant it was difficult to assess the children's progress as a good level of understanding from all three of the subjects needed to meet the outcome of the task (Shirley, 2007).

The Literacy element of the activities within the evidence enabled children to expand their vocabulary, reading and writing skills as they discussed ideas, answered questions, wrote words and sentences. As the majority of the literacy skills were based on the iPad, the children were better engaged as they weren't sat at a desk

writing. This showed children that there are opportunities to develop literacy all around them as they read road signs, mark make in sand and verbally discuss their findings which was encouraged by actively learning in the outdoor environment.

As a result of attending numeracy training, I now understand the importance of developing early numeracy skills which will enable them to be confident in handling maths in later life. i.e using the beebot helped enhance their directional language, coordinates and programming skills all of which will benefit them in adulthood. The children's literacy skills also supported them effectively within the activity as the children had to communicate effectively and problem solve and learn from their mistakes and understand the reason why the beebot wasn't reaching their programmed designation and try again.

According to Byron, T (2010) The digital framework's main purpose is to change attitudes related to technology. The new curriculum suggests that this will be overcome by enhancing children's understanding of technology as it encourages children to research, plan, brainstorm, evaluate and solve problems in creative thinking. Which Crick highlights as vital economic skills for the future, especially as research shows that 80% of future jobs do not exist yet due to technological change and infrastructure. By using technology and the internet in the classroom it allowed me to expand the children's knowledge by showing them images and video of real-life things such as the leaves on the tree falling during autumn. All my ICT activities were planned and implemented according to the age range; therefore, as I understand the importance of children in the early years becoming confident using technology as it follows them all through their education and life. However, I did find a lot of preparation went into teaching ICT led activities as the children were unable to log in to their HWB accounts independently, which could not be helped due to their age, therefore next time I will log into the children HWB for them ready prior to the lesson beginning to ensure them sufficient time to carry out the task.

To summarise, planning cross curricular lessons can be time consuming and require in depth knowledge of the children's prior knowledge in order to develop them further and build on their schemas by making connections to other subjects. Therefore, going forward, I will spend more time before the second phase of my PTE observing, looking through children's books and getting to know the children before planning any CCR activities in order to ensure they are as beneficial as they can be to their learning. By developing this pedagogy of cross-curricular teaching I will also plan more group activities as research suggests this will develop the children confidence as they communicate and support each other.

As a student teacher I first realised the importance of authentic learning after hearing the quote 'Tell me I forget, teach me and I remember, involve me and I learn' which supported by Rousseau and Dewey allowed me to understand the benefits of providing children with rich authentic experiences within an educational learning environment. Research states giving children experiences boosts their intelligence more than resources. Therefore, during my first PTE I planned as many activities as possible whereby children learnt through 'first-hand experiences' which was very beneficial for the age group as they primarily learnt through play. Boss (2007, p.126) states children will develop naturally if they are given a 'suitable environment' which I felt I did by following the voice of the child and placing as many natural and authentic resources (As seen in the evidence, ice/ leaves whereby they can touch, feel, smell and contextualise the objects) in the areas as possible in order for them to make better connections to the real world (Cohen, 1994). The Plowden Report (1967) also stresses the significance of children's learning through direct hands on experiences, 'rather than through abstract propositions by teachers as content without purpose is only trivia' (Revington, 2019).

Article 12 of the UNCRC and following the voice of the child were both upheld within the activity as the reason I planned the melting activity was based on one child's curiosity. By allowing the child to explore this question of 'Why and How does ice

melt?' it motivated him as he led his own learning and therefore made the experience more memorable and enjoyable as it was of interest to him. This method of teaching was very beneficial, as Herrington and Herrington (2008) suggests we as teachers do not fall into the 'pedagogy of poverty' where we repeat the same teaching strategies and activities and make learning fun.

All three pieces of evidence within the portfolio had an element of discovery and problem solving, which constructivist Bruner and Piaget believes is the best way for children to engage and build on their schemas to develop their knowledge on how things happen as it blends theory with practice. The recycling activity allowed children, who have a natural drive to learn about the world around them, and in hand helps them to become informed citizens (Donaldson, 2015) and explore matters that will impact and instil their values and principles for the future.

The trip to the forest allowed children to reconcile their learning of 'the autumn' which we had been looking at in the classroom, by planning this trip it effectively allowed the children to deepen their concepts and develop a higher order of thinking as they questioned why and how things happen in the outdoors. This experience was made authentic by being based in the outdoor environment as it engaged their senses to the natural elements of the world which the classroom cannot offer. The UNCRC article 31 supports the children's rights in the outdoor play in education, along with opportunities of physical education (Dyson, 2016; Whitehead, 2010).

However, when reflecting back on the activity I did notice one of the main disadvantages of authentic learning is that it is not always possible to create authentic lessons every time, for example the trip to the forest required extensive prior planning and risk assessments being carried out, along with the budget restraints. However, I have learnt that authentic resources don't always have to be expensive as ice, leaves, real fruit and vegetables all provide rich experiences for the children compared to the plastic re-usable resources and aren't expensive, therefore I will continue to research into the benefits of Nicholson loose parts theory and work alongside parent and the community in build a bank of authentic resources for the children.

After evaluating my lessons during PAP1, it was clear to see that children remembered and learnt better through activities and expertise that provided authentic learning that from paper work exercises as they were able to re-iterate what they learnt, answer questions and showed more curiosity and confidence in leading their learning as they all said it was 'fun'. As a result of this, and research into the benefits of authentic learning, I will continue to develop this pedagogical principle during my second PTE.

To conclude this critical reflection, I believe I have demonstrated that I am successfully able to implement effective assessment for learning strategies by providing children with supportive feedback that allowed them to progress. I feel the new pedagogical principles outlined in the new curriculum for wales, that place a greater emphasis on providing children authentic experiences. I feel I was able to fully support the child as a whole and follow the voice of the child which resulted to the children becoming more engaged in their learning. Reflecting back on my first teaching experience has allowed me to understand my own strengths and weaknesses and has enhanced by professional development.

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