

Title Page

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Name: Tirion Parker

Student number: 1151735

Llwybr: TAR Cynradd

I spent a short amount of time completing my Professional Teaching Experience (PTE) in School S, teaching year 3 pupils. For my third pedagogical principal I chose to focus on - 'Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.'

Targets from the previous assignment:

	Target	What I have done in this assignment
Target 1	Referencing	Looked at how to Harvard reference again before completing the assignment.
Target 2		
Target 3		

Link to OneNote:	https://uowtsd-my.sharepoint.com/:o:/r/personal/1151735_student_uwtsd_ac_uk/Documents/Tirion%20@%20University%20of%20Wales%20Trinity%20Saint%20David?d=w28fd6b075d02435a84ec33a2b6799e4e&csf=1&e=ziRUYK
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Illustrative Example 1 (Gwers TGCh)

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During this lesson I built on animation work completed in a previous Information Technology (IT) lesson with a year 3 class. I focused on implementing teaching Cross-Curricular, with a focus on literacy. As I wasn't very familiar with the programme Just2Easy I did some research in my own time to practice and develop my skills before the lesson. During the previous lesson I had created a Christmas animation with the class as a whole before they completed their own animations individually. For this lesson the pupils had to correct their previous animations to ensure they flowed better before adding sentences to describe the animations. I chose to undertake this lesson as the pupils thoroughly enjoyed developing their animations in the previous exercise and it was appropriate for the age group (7-8 years old). The pupils were able to complete the whole task using the Just2easy programme with some creating more than one slide and extra sentences. This was a positive exercise as pupils were able to develop their animation skills whilst also developing story writing skills. However, I may need to ensure enough support is given to pupils who struggle to form simple sentences such as supplying sentence structures and word maps.

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

Bydd disgyblion yn dysgu i wneud y canlynol:

Bydd y disgyblion yn atgyfnerthu sgiliau animeiddio gan ddefnyddio jus2easy. Bydd y sgiliau yma yn dilyn ymlaen ac yn datblygu o'r wers flaenorol animeiddiad. Bydd y plant yn cael cyfle i datblygu sgiliau ysgrifennu brawddegau.

Illustrative Example 2 (Theme)

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A class of year 3 pupils had to write a Haicw about Remembrance Sunday or make a 3D poppy by following written and illustrative instructions. Two groups completed the Haicw while the remaining group completed the 3D poppies. Pupils had previous experience of writing Haicws and had an understanding of counting syllables. To begin we counted out the syllables of relevant words such as 'milwyr' and 'marw' by clapping. Although it appears to be a simple technique and a straightforward use of numeracy, it's an important skill to master.

While two groups were completing the Haicw the remaining pupils were executing the 3D poppies. Although this was an artistic task, utilising the pupil's creative talents, they had to use literacy skills also. For them to be able to complete the poppy they had to follow written instructions which required them to read and understand the information. Once they had completed the poppy, they were asked to write a message to the brave soldiers. The pupils appeared to thoroughly enjoy this task and wrote some effective messages. Due to the great work produced the class teacher used the poppies as part of the classroom display wall.

3D poppy written instructions.

Creu Pabi 3D

1. Cymerwch 12 dalen goch o sgwariau papur sidan. Rhowch nhw yn gyfartal ar ben ei gilydd a'u plygu gyda phlyg igam-ogam.
2. Cymerwch lanhawr pibell werdd a'i lapio ddwywaith o amgylch canol y papur sidan wedi'i blygu igam-ogam. Twistiwch y glanhawr pibellau i'w ddiogelu i'r papur sidan.
3. Ar bob ochr i'r papur sidan wedi'i blygu igam-ogam, pliciwch i fyny pob haen o bapur sidan i ffurfio pob petal. Ar ôl i chi blicio i fyny pob haen bydd yn ffurfio siâp blodyn.
4. Gan ddefnyddio'ch bysedd i symud y petalau papur sidan gwnewch le yng nghanol y blodyn

papur sidan gwnewch le yng nghanol y blodyn
lle gallwch chi gludo pom pom du mawr i lawr.
Gadewch i sychu.

5. Atodwch lanhawr pibell arall i waelod y
glanhawr pibell cyntaf wedi'i lapio o amgylch y
papur sidan i wneud coesyn hir. Lapiwch
lanhawr pibell arall o amgylch yr un hon i'w
wneud yn braf ac yn gadarn.

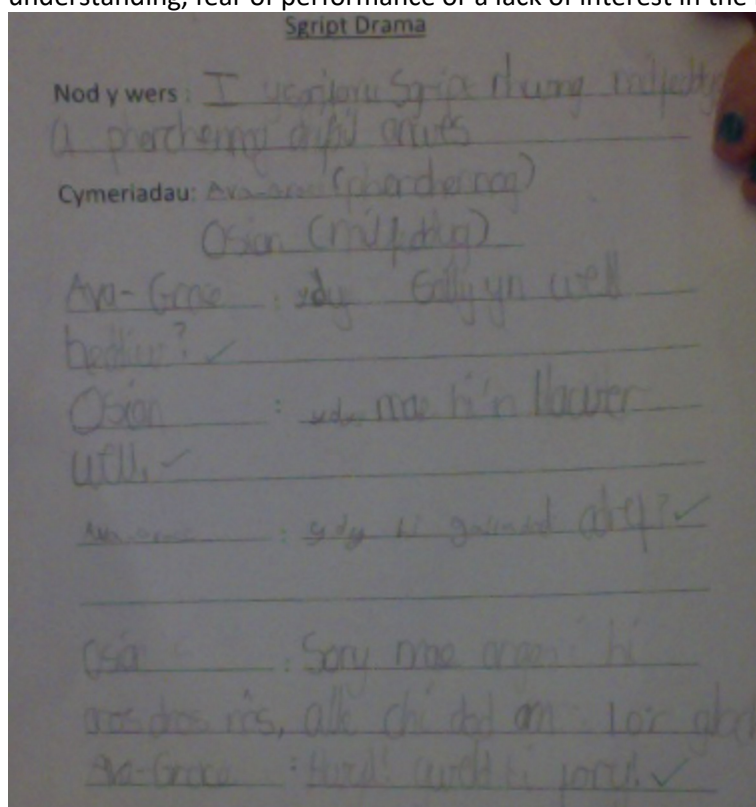


Illustrative Example 3 (Drama)

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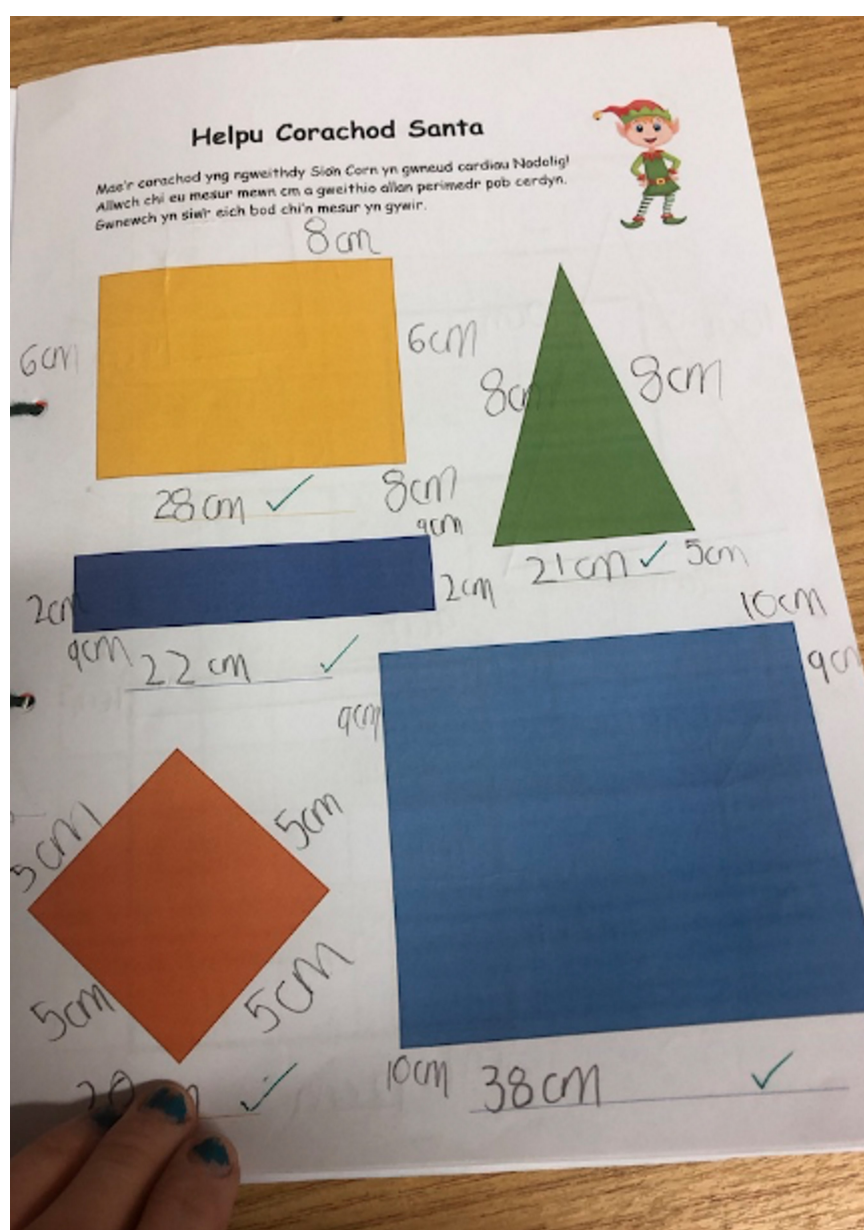
Pupils were taking part in a drama lesson, exercising their facial expressions and performing a script in front of their peers. To begin, the class warmed up by exercising different facial expressions such as happy, excited and sad, before going into pairs and writing a script. Once they had completed their scripts the pairs would have an opportunity to perform in front of their peers. I decided the class were going to complete this task as writing a script and performing are important and unique tasks to master. I decided to separate the pupils based on ability as I had a mixed class of 30 year 3 pupils. I aimed to pair one pupil who had the ability to write with a pupil that struggled with sentence formation and spelling. As I was circulating the class during the task this appeared to be effective as I could see both pupils confidently voicing their ideas and pupils helping partners put these ideas onto paper. Next time I will focus on the timing of the lesson. Pupils were given a good amount of time to write the script, but the performance time felt rushed. It's very important to allow time for feedback and I don't feel that I was able to do this effectively enough. Also, a small amount of the pairs found difficulty in finishing the script within the given amount of time. As I mentioned the pupils had plenty of time to complete the scripts therefore it's worth looking at why they were unable to finish. This could be due to a lack of understanding, fear of performance or a lack of interest in the lesson.



Illustrative Example 1 (Thumbs up, in the middle and down)

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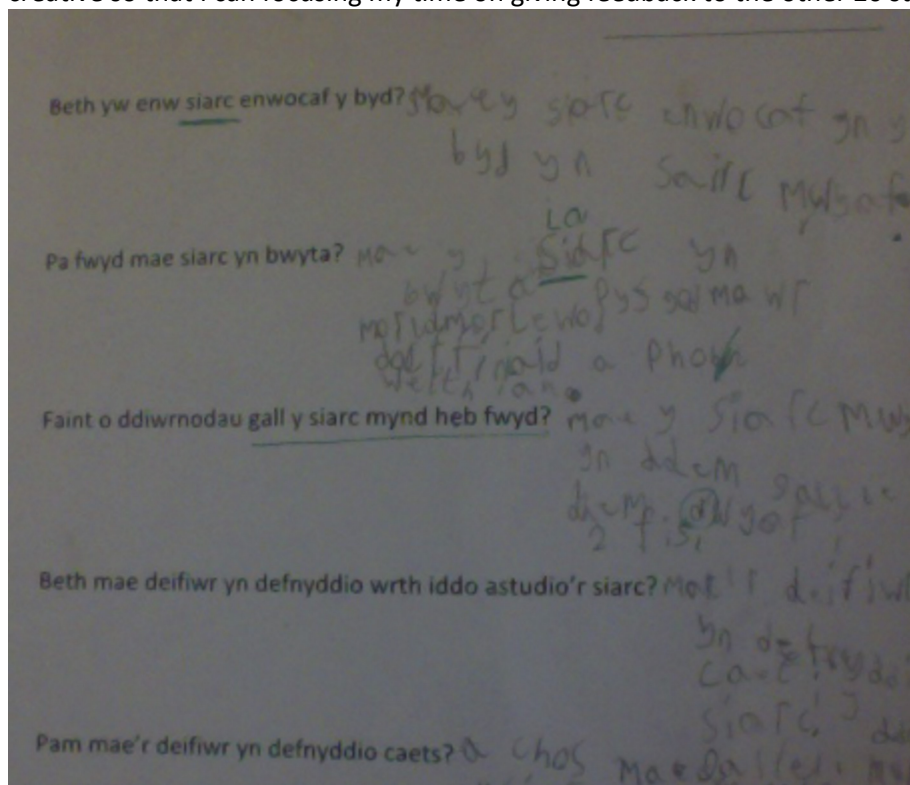
I taught a mathematics lesson where the pupils had to listen to an introduction on shape perimeter before completing relevant worksheets. During this lesson I used the AfL technique thumbs up, in the middle or down depending on pupils understanding of the subject. I used this AfL technique more than once, firstly to determine pupils understanding and secondly after explaining the task for a second time once a pupil identified she didn't understand the task by showing a thumb in the middle. I found this technique to be effective as the pupil who identified as needing further explanation went on to complete the task successfully. I chose this technique of AfL as it's widely used throughout the school and therefore familiar for the pupils. It's also easy for the pupils in this age group to understand its purpose.



Illustrative Example 2 (Marking work during and after the lesson)

Friday, December 20, 2019 10:48 AM

For this Welsh lesson pupils had to read and understand a passage from a factual book. Firstly, I read the book with the class, highlighting the meaning of difficult and new words. The pupils were then given handouts of a passage from the book and a series of related questions to answer. All answers could be found within the passage. While the pupils were completing the work, I circulated the class to implement the AfL strategy of marking and giving feedback. The reason I chose this strategy is because pupils would have found the answers in the passage therefore I would have the chance to correct errors such as punctuation and letter formation. During this task I had all 3 groups completing written work. In the future I will have the third group focusing on something more creative so that I can focus my time on giving feedback to the other 20 students.



Illustrative Example 3 (Questioning)

Friday, December 20, 2019 10:51 AM

During this mathematics lesson with year 3 pupils I focused on maths pen. The Assessment for Learning (AfL) technique I chose to focus on was questioning as it seemed the most appropriate for this particular lesson. The pupils would need to answer questions as a class, such as reciting 2, 5 and 10 times tables. They would answer questions as individuals on the carpet using the 'lollipop stick' strategy, where I as the teacher would choose pupils to answer at random. If a pupil found themselves unable to answer a question, they would have the option of asking a friend for help. I found this to be a positive strategy as it encouraged the pupils to develop their thinking skills but also listening skills. I also found that I was better equipped to move at the pace of the learners. However, I feel that I need to be more aware of pupils who continuously pass questions to friends to answer as they possibly lack confidence or understanding. Finally, the pupils were asked to respond to questions by writing down their answers on their own individual white boards. This was successful as I could clearly see those who were struggling to answer correctly. 'Use assessment for learning to accelerate progress' (Donaldson, 2015). I believe that this is something I have succeeded to achieve during this lesson. Once I was able to determine those who were struggling, I was able to rectify them and explain how to correctly answer the questions. Moving forward I believe it would be beneficial to introduce 'Think, pair, share' as a questioning technique.

Addysgu a Dysgu Craidd	Defnyddio'r bwrdd gwyn o flaen y dosbarth i dangos esiamplau o gwestiynau a sut i ddatrys nhw. Gwneud hyn fel dosbarth cyn iddyn nhw ateb cwestiynau pellach yn annibynnol e.e. talgrynnu i'r deg agosaf, adio dau rif; <u>D U</u> 1 2 + 3 6 4 8 Gofyn amrywiaeth o gwestiynau i'r disgyblion ateb yn annibynnol ar ei byrddau gwyn. Gadael digon o amser i bob plentyn cynnig ateb. Darparu adborth a thargedau wrth arsylwi ar waith y plant. Canmol amrywiaeth o ddisgyblion o bob gallu. Os yw'r plant yn gweld agwedd o'r fathemateg pen yn galed. Ail wneud er mwyn sicrhau dealltwriaeth pawb. Dangos esiampl arall ar y bwrdd gwyn mawr a datrys y broblem fel dosbarth eto	Ymateb i gwestiynau mathemateg a rhifedd fel dosbarth a helpu datrys problemau ar y bwrdd gwyn o flaen y dosbarth. Dosbarthu bwrdd gwyn a phen i bob plentyn. Pob plentyn i eistedd wrth y byrddau ac i ateb amrywiaeth o gwestiynau e.e. newidiwch 315c mewn i bunnoedd (£).	Plant: Byrddau gwyn a phen bwrdd gwyn. Athro/Athrawes: Bwrdd gwyn mawr. Dangos amrywiaeth o esiamplau, dulliau datrys problemau a'r atebion cywir
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Illustrative example 1 (Art lesson)

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This was an art lesson focusing on imitating a famous artists style of work. I chose to focus on Andy Warhol as an artist as his work is colourful and aesthetically pleasing for children age 7-8 years old. I began by introducing the artist and showing examples of his work. The pupils were then separated into three groups where they each had to complete the work using different materials. The one group had to complete the work in oil pastels, the other watercolours and the final group using squares of coloured paper. The pupils were then given the opportunity to practise creative thinking by mirroring Andy Warhol's work using an image of their choice. They could successfully do this by choosing an image similar to what Andy Warhol would choose such as an inanimate object or a famous person or they could mirror his skill of repeating the same image in different colour schemes. I need to ensure pupils have the opportunity to practise creativity but also benefit from learning the focus of the lesson. Some pupils missed the mark with the images they were creating. One pupil in particular painted a scenic picture of a house which failed to mirror Andy Warhol's artistic views. Moving forward I will still allow the pupils to explore their creativity but within better guidance. If I had informed the pupils to imitate his work from a choice of fruit, named brand of food or famous person, I believe none would have lost aim of the task.



Illustrative example 2 (Science)

Saturday, 4 January 2020 20:10

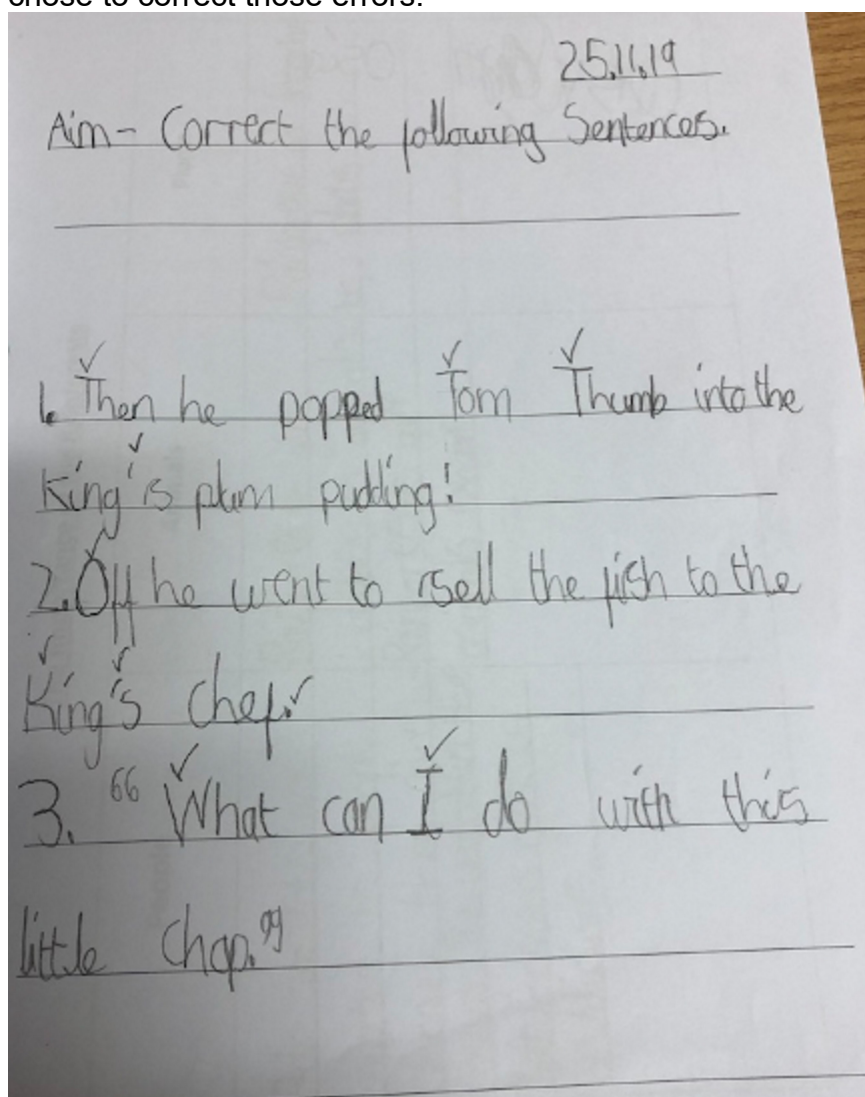
The importance of rainforests was introduced as a topic during a science lesson. The students were asked to critically look at why Rainforests are important for humans, animals and plants and the negative impact humans are having on them. During the opening part of the lesson the pupils were made aware of certain products we utilise from Rainforests such as rubber but also the products we destroy the Rainforests to make way for such as cocoa and cattle. I chose this topic because it's a subject that encourages critical thinking as it's relatable and effects all pupils on some level. Most of the pupils would have eaten a chocolate bar, used a tyre and sat on a wooden chair. Rainforests appeared to spark a positive response from the pupils as they were very keen to voice their interests and opinions. Moving forward I feel that the task could have been adapted in a way which the pupils could further explore problem solving. Although as a class we discussed ways to reduce our negative impacts on the Rainforests, with the pupils showing creativity in their approach to solving the problem, I hadn't provided an appropriate worksheet for them to express these ideas. In the future I need to ensure that I am fully prepared for pupils to voice their opinions and problem solving with regards to very important and relevant topics. Looking back, I am able to see the pupils engaging and displaying a positive response to the topic and would like to ensure I am fully prepared for this in the future.

The Importance of the Rainforests		
People	Animals	Plants
Rain forests are important to people because they give us Oxygen. The wood in the Rainforests give us medicines.	Rainforests give habitats to animals to plants. Rainforests give animals Oxygen.	Rainforests are important to plants.

Illustrative example 3 (English)

Saturday, 4 January 2020 20:17

During this lesson I taught a group of year 3 and 4 pupils English. As English is introduced as a new subject in year 3, pupils are separated according to ability, resulting in some from year 3 transferring up to year 4 for the lesson and some from year 4 transferring down to year 3. Those who only know very basic English leave the class to work with the assistant teacher. Due to this there were only 16 pupils present during this lesson. The class were given three wrong sentences that they were asked to correct. They had to critically reflect on the sentence and use their English language grammar and punctuation skills to solve the errors. As I corrected the sentences the pupils had to mark their own work. However, in the future I will ask pupils to mark a partner work instead of their own. This I believe will encourage pupils to have a better understanding of the work. By reading and marking other pupils work they are able to strengthen their subject knowledge. Other pupils are able to view the sentence differently, discovering an error that they could not locate. Time for discussion between partners needs allowing so that pupils can communicate about how they solved the problems and why they chose to correct those errors.



Myfyrdod Beirniadol

Thursday, December 19, 2019

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Context of PTE

I spent a short amount of time completing my Professional Teaching Experience (PTE) in a rural school in County Carmarthenshire. Whilst the pupils are taught completely through the medium of Welsh in the Foundation Phase (FP), English is introduced as a subject and during science lessons in Key Stage 2 (KS2) (Estyn, 2017). I will keep the school's identity and those of pupils and teachers confidential during my reflection in line with (BERA, 2018) guidance. My time was spent as a teacher in Key Stage 2 (KS2), namely year 3. I began by teaching 30% of the lessons during the first week, building up towards teaching 50% of the lessons by the end of my PTE. Whilst undertaking this experience I taught a wide range of lessons including geography, music, mathematics and Welsh. During this assignment I will be looking at what the literature says about three of the pedagogical principles and examples of how I implemented these whilst teaching. I will also look at ways in which I can improve my use of these pedagogical principles in order to be a more effective teacher in the future.

Effective teaching can be defined as that which can lead a pupil forward to succeed in the future (Coe et al, 2014). Moving forward in the world of education there is a larger emphasis on teaching Cross-curricular in order to understand and plan for life after education has come to an end. 'Mae set o gymwyseddau a sgiliau sy'n sylfaen i bron pob math o ddysgu ac sy'n hanfodol er mwyn gallu cymryd rhan yn llwyddiannus a hyderus yn y byd modern.' (Donaldson, 2015). The three Cross-Curricular teaching fields include literacy, numeracy and digital competency. Over the last decade technology has developed rapidly and therefore an understanding of the technology environment is imperative towards ensuring a high quality of life for the pupil and further development of the community (Zulian, D. Zulian, M, V. 2015). This information strengthens the argument that digital competency is very important towards ensuring pupils progress during and after finishing in education.

However, digital competencies rely on using a form of digital technology. In Wales each local authority decides how much funding is allocated per pupil. Due to digital competency being compulsory for all pupils the schools will need to supply the correct facilities for this to be carried out successfully. The amount of money schools in Wales receive per pupil are under strain and reducing already (Jones, C. 2019). This begs the question as to how local authorities and schools will find the money in order to fund this area of the curriculum. Digital Technology is always evolving, resulting in teachers needing to constantly update their subject knowledge. If their subject knowledge is outdated, then those pupils that they're teaching will receive the same outdated information resulting in pupils that aren't fully prepared for life after education. The information updates that teachers receive would again depend on funding for support such as courses and training but also teachers adapting and learning information themselves in their free time.

Assessment is a way in which teachers can gather information about a pupil's progress to decide what steps need to be taken for them to continue to progress (Education, 2020). There are many ways in which we can carry out assessment such as observing, discussing, or looking at written work, in school or from homework (Black, P. Wiliam, D. 1998). During my time undertaking my PTE I would concentrate on Formative Assessment (FA) as I was only spending a short amount of time teaching in School S. Assessment becomes formative assessment after the information gathered has been developed to help the pupil progress (Black, P.

William, D. 1998). FA and the steps moving forward are more successful if pupil and teacher are aware of the progress and achievements made (NFER, 2020). This highlights the importance of giving feedback to the pupil when and where possible. Whilst teaching you will spend numerous hours marking work and applying the schools marking policies in order for pupils to receive feedback on the work they have completed. Ideally the teacher will have time to mark pupils work during lessons. This form of AfL is effective as the teacher is able to detect and correct pupils' errors such as incorrect letter formation during a lesson. The pupils have an opportunity to learn from their mistakes and ensure these same errors aren't repeated throughout their work, therefore ensuring pupil progression. However, this AfL technique holds its limitations as it can only help the pupils progress once they have received the feedback. Providing feedback only helps the pupils if 'it closes the learning gap' and they have made progress on the previous feedback they had received (Welsh Assembly Government, 2010). If the teacher is constrained by time limitations to mark all pupils work during the lesson, then not all are going to benefit from the marking. Feedback needs to be given immediately for it to be as effective as possible (Welsh Assembly Government, 2010). When a teacher takes the pupils work home for marking, they lose that opportunity to give verbal and written feedback at the time of the task. However, the teachers are still able assess the work and gather relevant information for their use regarding how the pupils can progress in the future. Another form of AfL is questioning which in itself contains many techniques a teacher can adopt such as 'Think, pair, share' or 'Ping-pong questioning'. Similarly questioning is only as effective as the way in which teachers respond to the answers (Northern Ireland Curriculum, 2007). If a pupil answers the questions incorrectly and the teacher doesn't explain the correct answer and how to achieve this then the pupil won't have the opportunity to develop and learn from their mistakes. Although the approach differs, the importance of effective feedback remains as important for the AfL to be efficient in developing pupils' progression.

Following my evaluation of the literature I can see the importance of implementing each and every one of the pedagogical principles in the process of ensuring effective teaching. The literature highlights the positive implications following these principles can have on teaching but also that they do have their limitations. Teaching Cross-Curricular is imperative towards ensuring pupils succeed, however holds financial barriers as discussed. AfL techniques are effective for both the teacher and the pupil as a form of assessing progress in order for the pupils to succeed throughout education and in the future. However, this too holds its limitations as the teacher needs to apply the correct technique at the right point. If the teacher is giving ineffective or no feedback at all then the benefits of AfL become limited.

During my PTE I used the technique thumbs up, in the middle, or down as a form of AfL. This can be seen in AfL Illustrative Example (IE) 1 where I have explained how it was implemented. By using this FA technique, I was able to have knowledge of the pupils understanding of the topic and task. If a pupil was unsure of the task and had shown thumbs in the middle or facing down as I discussed had happened in the given example, I was then able to respond with a further explanation. Following advice from my class mentor I introduced this AfL technique during the second week and proceeded to implement it during every lesson thereafter. Due to this method of AfL being used I was able to identify pupil A who didn't understand the task as she gave a thumb in the middle. I was then able to explain the task to the class again before carrying out the AfL technique a second time. This time all the pupils gave a thumbs up and pupil A proceeded to complete the task successfully. The opening time on the carpet is a very important part of the learning for the pupils. If a pupil is unclear about the topic or how to complete the task they will then struggle to move forward with the remainder of the lesson. Using this technique may also be useful towards understanding how appropriate the work is for a class and your delivery of the lesson. For example, if a number of pupils show a thumb in the middle or down,

as a teacher you are able to look at why this could be and what you can change to ensure better understanding next time.

However, this technique didn't always show a true reflection of how the pupils understood the topic and task. At times all the pupils would show a thumbs up when asked about their understanding, suggesting they understood the topic and task. Despite this I found that once I was circulating the class some didn't understand and were unable to complete the task although they had given a thumbs up when asked. In my opinion some pupils are reluctant to show their lack of understanding in front of their peers and therefore copy their reaction to the AfL. Also, some pupils, especially those in the Foundation Phase (FP) may not truly understand the reason they are showing thumbs up, in the middle or down. I believe in order to be an effective teacher; you must adopt numerous different AfL techniques during the course of a lesson.

Another form of AfL that I used was questioning the pupils as can be seen in AfL IE 3. During the opening section of the lesson I would ask a number of questions to engage the learners. These questions would help develop their listening and talking skills. I would also gather the students back on the carpet at the end of the lessons to discuss what they had learned and if they needed any further guidance. This is a technique that I used more towards the end of my PTE as I had better experience of lesson timing. This proved to be successful as pupils appeared to be more relaxed and engaging.

Donaldson had concluded that AfL should be used to advance progress (Donaldson, 2015). I feel that I was able to accomplish this to an extent during my PTE, especially through analysing pupils work. I was able to complete this during and after the lesson had concluded through the marking and giving feedback of work. I believe and the literature suggests giving feedback during the lesson is the most effective way of marking students work as the pupils can correct mistakes and prevent making the same mistakes continuously throughout their work, resulting in progression. As can be seen in AfL IE 2, I had the opportunity to mark most pupils work during the lesson and therefore they received the feedback while completing the task. A reason for myself having the time to mark work during the lesson could be due to the fact there were 2 teachers and 1 teaching assistant including myself in the classroom at the time. The extra help and support of the teachers gave me an opportunity to carry this out. I understand that this is not a normal circumstance for teachers to be in and that I was very fortunate on that particular day for the extra help.

Whilst I was undertaking my PTE I was conscious of reinforcing Cross-Curriculum Responsibilities (CCRs). I feel that I was successful in including numeracy and literacy during my lesson planning and teaching as can be seen in CCRs IE 1, 2 & 3. However, one third of the CCRs is the use of digital technology. As can be seen in CCRs IE 1 I taught a few Information Technology (IT) lessons during my time in School S, including coding and animation. During this lesson I built upon animations they had created during their last IT lesson. Once the animation was completed the pupils had to utilise their literacy skills when writing sentences describing the animation. Some pupils were able to complete more than one slide, resulting in a short story being written. Nonetheless, I failed to incorporate digital technology into my other lessons. The most effective teachers show a clear understanding of the field that they are teaching (Coe et al, 2014). In order for the pupils to succeed during their education, it is the teacher's responsibility to stretch their understanding of what they are teaching. If the teachers do not spend time bettering their understanding and information, the pupils will not receive the best education possible. During my PTE and upon reviewing my progress, I feel that I need to better my digital technology information in order to be an effective teacher and give pupils the best education. During my future lesson planning I will be more aware of including digital technology and therefore implementing this pedagogical principle fully.

As I touched upon earlier, I implemented teaching cross-curricular using literacy and

numeracy in numerous lessons as can be seen in CCRs IE 2. During this lesson I built upon a basic skill of counting syllables within words. This is a skill that is taught from the beginning of the pupils' journey within School S, starting in the nursery class through breaking simple words down. The skill is introduced using an imaginative technique of talking like a robot which is suitable for the age group 3-4. As the pupils' progress through the years this skill is reinforced and built upon using alternative age appropriate techniques. For this task the focus groups were asked to complete a Haicw about remembrance Sunday. This proved to be successful as the pupils completed the task using syllables correctly and imaginatively. I had provided flash cards with word ideas such as 'marw' and 'milwyr'. Below the words I had written the number of syllables each word contained. Next time I would provide the flash cards but without the number of syllables as this prevents the pupils from developing their skills as effectively. During the same lesson another group of pupils were completing a more creative task of making a 3D poppy by following written and illustrative instructions. Once they had completed their 3D poppy, they then had to utilise their literacy skills and that which they had learnt during the lesson to write an appropriate message for the soldiers to attach to the poppies.

Finally, I chose to focus my attention on completing the pedagogical principle 'teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.' (Donaldson, 2015). The reason I chose to critically reflect on my implementation of this principle is because I believe I have related well to aspects of it during my PTE but could possibly improve these practices for the success of my future teaching experiences. During an English lesson I asked a small group of pupils to correct some errors made in three sentences I had written as can be seen in PS, Crt, Ct IE 3. This would force the pupils to critically think about the sentences in front of them and encourage them to solve problems. Moving forward I believe that it would be beneficial for the pupils to mark their peers work as opposed to their own. Knowing that you will have your work marked by other pupils could trigger a sense of pride to better the quality of your own work.

Pupils showed a keen interest in learning about the importance of the Rainforests during a science lesson. I believe it's a subject that is relevant and important to the development of creating 'informed and ethical citizens of Wales and the world' and 'healthy and confident individuals' (Donaldson, 2015). This lesson allowed pupils to explore our negative impacts on the Rainforests as humans but also looking at why these actions are sometimes necessary and the benefits of these. Pupils were encouraged to critically think about why Rainforest were important to humans, animals and plants as can be seen in example PS, Crt, CT IE 2. What I wasn't prepared for in this lesson was the level of critical thinking and the amount of problem-solving ideas pupils put forward.

To conclude I will continue to use a variety of AfL techniques. As the literature has suggested and I have discussed, these techniques are imperative for recognising pupils understanding and ensuring their progress. I feel that I could make better use of the way I question pupils by using alternative techniques such as 'Basketball questioning' and 'Think, pair, share'. By implementing these questioning techniques, I will allow the pupils more time to process and answer questions themselves. The pupils will have better opportunities and encouragement to develop their thinking skills. This practice would incorporate two of the pedagogical principles as the pupils would also tackle problem solving as individuals but also as part of a partnership.

"Teachers' professional development affects the teaching they do in the class and will be able to increase the quality of students' learning" (Brendefur J. L, 2016). Moving forward I will continue to develop my knowledge of effective teaching by referencing back and using the information I have learned from my lectures. I will

strive to implement
these practices within my future lessons.

2858 words

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