

Title Page

Thursday, December 12, 2019

9:40 AM

Name: Hollie Elise Jones

Student Number: 1900227

Pathway: PGCE Primary

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Increase the level of criticality in writing.	I have attempted to be more critical by using as much literature as possible and comparing scholars arguments to one another. I also used my own experience as a professional to criticise the literature against my own practice.
Target 2	Ensure to link reflections to the literature used earlier in the assignment.	I directly linked the literature to my own personal teaching experiences and reflections. I saw where my own experience fitted in with the literature and compared, contrasted and commented on how it was similar or different to what the literature said.
Target 3	N/A	

Link to OneNote:

https://uwotds-my.sharepoint.com/:o/g/personal/1900227_student_uwotds_ac_uk/Eh8hOftr0NJtbi9LuJdrdEBZVoHI3oBbYgO80-G8g2zLg?e=4udCvn

Example 1

Thursday, December 12, 2019 9:41 AM

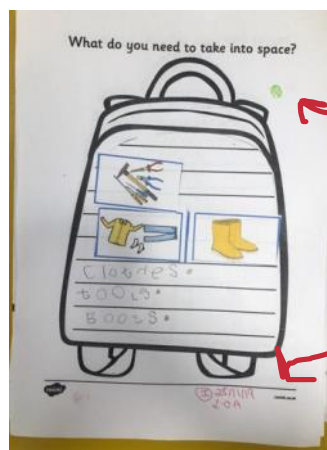
Topic: Space / The Moon

Lesson: Packing for the moon using Jill Murphy's 'Whatever Next' book as a 'hook'

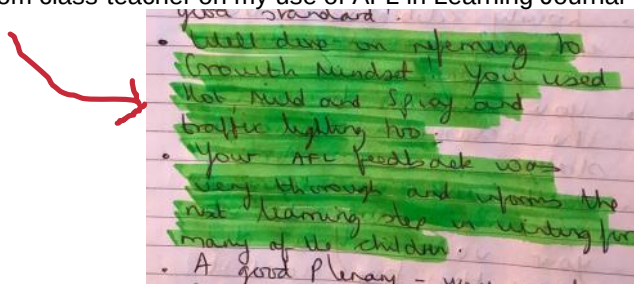
Children's work with traffic light self-assessment and my marking with using school's policy included.

AFL Section of Lesson Plan

Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Use of school's AFL on written work (S= support, SS= some support, I = independent). - Hedgehogs and Rabbits can colour traffic lights onto their written work. - Lollipop sticks during recap/ plenary. - Hot, Spicy, Mild- children to choose level of challenge and how many things they would take to space- (1= mild, 2= Spicy, 3= Hot)- encourage children to be in their correct learning zone by using the class' Goldilocks Zone concept.



Comments from class-teacher on my use of AFL in Learning Journal



This lesson, was again taught to a class of reception-aged children. To give some context to the AFL used in this lesson, the lesson focus was packing for the moon, to keep in with the theme of space / the moon. I read Jill Murphy's, 'Whatever Next' book which includes the story of a baby bear who creates a rocket to fly up to space one evening. Using this story as a prompt, the children had to imagine they were going to the moon also and had to pack essential items. This was a focus group and the children had to write into a backpack template what they would take and stick pictures next to it.

In reception, I felt it was often difficult to implement effective and various different AFL strategies due to their age and the fact that a lot of their work is oral or 'through play'. Therefore I chose a writing task when implementing these particular strategies as I felt it would be the easiest way to ensure it was done effectively. Firstly, the school's AFL marking policy must be included on every piece of written work, therefore that choice was already made for me. Though, I would use this regardless as I feel it's a good way for other staff members to know how that child got on with the activity in a simple way. Secondly, after learning about traffic lights in university, I also noticed that the week prior, my class teacher had begun using the traffic lights self-assessment system with her higher ability groups, so this informed my choice to include it in this lesson. Additionally, as a trainee teacher I am aware of the importance of growth mindset in all learners. When I began at the school my teacher introduced the concept of this through the 'Goldilocks Zone' (the 'just right learning zone' as she described). I wanted to continue building on this concept and encourage all learners to be aware of the right learning choices for them from young age. I felt that the use of these AFL strategies all worked and proved successful (see above learning journal comments from teacher). As a point to improve, next time I would not use both traffic lights and 'Mild, Hot' 'Spicy' choices in the same activity, just because I think the children were overwhelmed with the both aspects at once. Furthermore, whilst the traffic lights were successful, and most children marked their work with a colour I felt represented their ability appropriately. Some children simply marked the same colour as their friend because they did not understand the concept of red representing 'difficult'. Therefore, my marking of 'independent' on a child's work, conflicted with their marking of red because their friend did, so perhaps not always a true reflection. Next time, I would do a class explanation on the traffic lights system and if possible have each child individually to mark their traffic lights on by one so they aren't influenced by peers.

Example 2

Thursday, December 12, 2019

9:43 AM

Topic: Space / The Moon

Lesson: Storyboards / Story Sequencing

AFL and Plenary Section from Lesson Plan to Evidence AFL strategy used.

Plenary

15 mins approx

- Ask children what they've done/ learnt today through questioning to get an idea for next learning steps (**AFL approach: hands up**).
- AFL Faces (sad, happy or middle).

- Take part in class discussion in order to share what they'd learnt today (and yesterday as both lessons linked).
- Describe the concept of the AFL faces and model it to them (e.g "So, if Miss Jones felt she learnt lots about space today and yesterday, she would put it on the green, happy face etc...").

Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Use of school's AFL on story board work (S= support, SS= some support, I = independent). Self-assessment: • At the end of the day I will ask the children to place their pictures on either a happy, straight or sad face in regards to how much they felt they've learnt that day.

This lesson was also taught to a class of reception-aged children. Like the previous example, the theme was still space / the moon and I decided to use the same story 'Whatever Next' to teach a literacy lesson on storyboards and sequencing. The children had to firstly, use the big story board cards I made to put themselves in order out on the yard. We then came back into class, and in their books the children had to cut and stick the smaller storyboard cards in order.

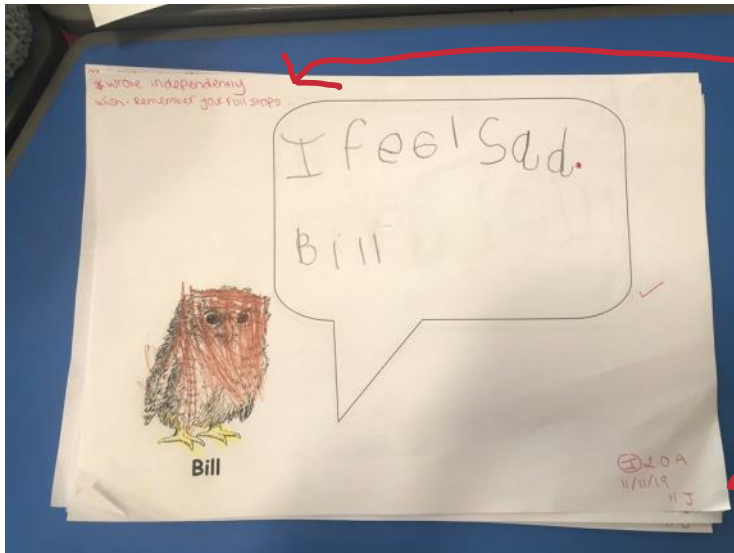
I chose to do a sequencing activity, as the children had not yet done one using a storybook so I felt it was a good opportunity to do so and there were lots of resources online. The school's marking policy was used, but in this lesson I decided to put the main focus of AFL in my plenary. In previous lessons, I would usually use the hands up or lollipop stick approach to do a class re-cap on the lesson and to share what the children had learnt. Whilst I still used the hands up approach, I decided to introduce a new concept as it was the end of the week and the end of the topic. I used the AFL strategy (see plans above) where at the end of the day, just before collecting their belongings to go home, on the table was a green smiley face, an orange straight face and a red sad face. The children were to put their own picture on the face that represented how much they learnt about the space/ the moon over the two weeks. I took the opportunity to model this in depth to avoid confusion due to their age. I chose this AFL strategy as I found it when researching different AFL strategies for Foundation Phase children and I was able to alter it to fit my own class (see reference below). Overall, the children enjoyed way of assessing their learning and were eager to tell me why they put their face on the green smiley, because they had learnt so much etc. One pitfall, was that, like the traffic lights, many children were simply putting their picture on the same face as their friends. To stop this confusion, next time I would make boxes for each face and have the children post their photograph into the boxes, this would eliminate the copying aspect.

AFL research reference: Cambridge Assessment International Education (2019) *Getting Started with Assessment for Learning*, Available at: <https://cambridge-community.org.uk/professional-development/gswafl/index.html>. Accessed 15th December 2019.

Example 3

Thursday, December 12, 2019 9:44 AM

Topic: Owl Babies
Lesson: LLC (writing)



Use of the 'star and a wish' AFL strategy and the school's own marking policy.

This lesson was taught to a reception class, where the week's focus had been the story Owl Babies. The focus of the lesson was to use the story to write a sentence about how the baby owls felt when their mother left them alone in their nest. The starter included a discussion of possible 'feelings' and words we could use to describe how they felt. This was followed by a group focus task where the children independently (where possible) wrote their sentences.

The AFL strategies used for this lesson was again the school's marking policy or 'I' for Independent and 'L.O.A' for learning objective achieved for example. Despite the use of the school's policy, I took this writing task as an opportunity to try out an AFL strategy we had learnt in university, 'two stars and a wish'; though I altered it to '1 star 1 wish' to fit the age.. Due to how little writing work reception-aged children do, I felt I was using the same AFL strategies over and over, so this was an opportunity to try something new. Overall, I feel this strategy was quite ineffective for the age range and somewhat pointless for reception. Due to the nature of the work and how little writing they do it was hard to pick points to write about. At reception, any form of independent writing is deemed a success because of how little ability children have at age 4/5 years old, therefore I felt this AFL strategy isn't suitable for the age. Additionally, reception children cannot read much yet, so AFL methods like this that are written feedback based I think would be more suitable for key stage 2, therefore I will re-try this in my year 6 class next term.

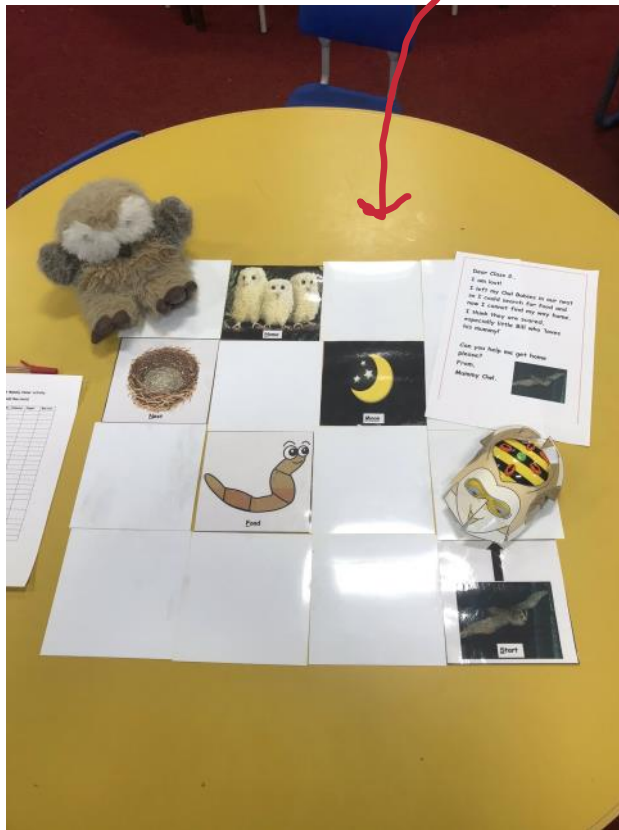
Example 1

Thursday, December 12, 2019 9:41 AM

Topic: Owl Babies Book

Lesson: Bee-bot / Coding / 'Get Mummy Owl Home'

Bee-Bot activity



Lesson Plan with Cross-Curricular responsibilities included


University of Wales
 Trinity Saint David


Institute of Education
 Addysg i Gymru Education for Wales


PDPA
 Partnership Design Plan for Learning Professional Development

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Hollie Jones	Class:	Reception- Class 2
AoLE or Subject	Science and Technology	Date:	14/11/19
Lesson Focus:	Focus Text – ‘Owl Babies’ Encourage children to understand directional terminology and simple coding to get Mummy Owl back to her nest.		
Meaningful links to Curriculum	2008 Curriculum: • LLC- carrying out 3 step instructions • Understanding of the World- knowledge about, distance, routes and directions 2022: • Science and Technology- coding / algorithms (instructions etc)		
Meaningful links to: Cross Curricular Responsibilities	DCF: Use of Bee-bots (coding) and iPads to video their bot moving Numeracy: Counting how many squares the Bee-bot has moved etc LLC: Carrying out 3 step instructions and take part in discussions with peers		

This lesson based on a 'Bee-Bot' coding activity was taught to a reception class. The week that this lesson was taught, the class had been using the story 'Owl Babies' by Martin Waddell as a focus point for the week's theme of owls and the term's topic of 'When I Fall Asleep'. The children really connected with this book, especially with the concept of Mummy Owl leaving her babies behind in the nest and due to this connection and building on prior work on this text from the beginning of the week, this inspired this particular lesson. The activity was teacher-led (by me) in focus groups, when the other children took-part in another activity with the T.A or enhanced provision activities. Due to the fact that this lesson was towards the end of the week and that the children were very familiar with the texts narrative

and characters. I began the lesson with a 'hook' by writing and reading a letter from Mummy Owl to Class 2 (see in photograph above) asking them if they could help her get back home to her babies. Using the story and this letter, this immediately brought in the cross-curricular responsibility of LLC as they had to help me read the letter and discuss as a class what they could do. The main activity, included using the Bee-Bot (with an owl jacket on) and a Bee-Bot mat (see photographs and lesson plan above). The children had to code the Bee-Bot in different directions in order to reach different destinations on the mat, most importantly the 'home nest'. Not only did the use of the Bee-Bot allow the children to meet the cross-curricular responsibility of DCF, but they also had to use their numeracy skills in order to count how many squares the bot had to move to reach a destination. Taking part in group discussions to carrying out three-step instructions (e.g move forward, back and to the side) allowed the children to hit yet another part of the LLC curriculum. Therefore, overall this lesson was able to hit all three of the cross-curricular responsibilities; DCF, LLC and Numeracy due to what the activities entailed.

I chose to use the Bee-Bot as a main focus to an activity as I had been struggling to think of different ways to incorporate DCF into reception class lessons. Due to the age of the children, anything other than the iPads had been too difficult for them in terms of DCF (as informed by the teacher). The inspiration to use Bee-Bots had come from two avenues; both school and university. In university we had a session on DCF and the use of Bee-Bots and how they're a good and fun way to incorporate coding into a lesson for younger children. Additionally, on my first week in placement the children had the Bee-Bots out on the carpet as part of their 'choosing' time. I noticed that the children did not know how to use the bots properly and were pushing them around without coding. So, when the concept of 'Owl Babies' arose, the idea of a 'Get Mummy home' activity through Bee-Bot use came to me as a perfect opportunity to teach the children how to properly use the bots, while keeping in with their owl theme. Overall, the activity was successful as I felt most children came away knowing how to use the bots using at least one simple instruction. Also the next day I put the same activity out as enhanced provision as the children said they enjoyed it so much, which meant the cross-curricular responsibilities were able to carry on. A pitfall of the activity would be that, the children were so eager to have a go, some children were getting lost in the activity and while I was trying to encourage them to count the squares themselves and read the destinations on the mat etc, they were too focused on moving the bot and struggled to share. To resolve this, next time I would either have smaller focus groups or create a bigger mat with more than one bot so more children could go at once.

Example 2

Thursday, December 12, 2019 9:43 AM

Topic: Diwali

Lesson: Food Tasting

Subject	- <i>Humanities</i> (people, places & beliefs aspect). Current Curriculum: - Knowledge and understanding of the world & personal, social development, well-being and cultural diversity.	Thursday 7th November 2019.	
Lesson Focus:	Diwali- Festival of Light Develop knowledge and understanding of another culture (Hinduism), through food tasting and topic-focused craft activities.		
Meaningful links to Curriculum	This particular lesson on 'Diwali' will link to the 'Personal & Social Development' part of the (2008) curriculum as it will allow children to develop an awareness of different cultures, views and beliefs. It also links to the (2022) curriculum of Humanities as it will provide learners with the opportunity to explore key celebrations in the wider world.		
Meaningful links to: Cross Curricular Responsibilities	Languages, Literacy & Communication (LLC): Oracy- Learners will use words, phrases & simple sentences to express what foods they liked and disliked and justify the answer (why?) Writing- Learners will record / mark in response to a stimuli (the food they are tasting). Numeracy: Learners will count how many items of food they will taste and how many they like/dislike DCF: Learners will watch a DVD on the whiteboard to introduce the theme of Diwali and take photographs of themselves tasting the food.		
Teaching & Core Learning	Teacher focused activity with group: - Pupils complete this task in their focus groups. Four different foods that would typically be eaten during Diwali will be on the table, the children will use their senses to smell and taste the foods. This task will not only encourage their knowledge about other cultures, but children will be encouraged to describe the foods and justify their likes/ dislikes (encourages oracy- LLC). - After each food tasted, children will record whether they liked/ disliked it via a tick-sheet and choose their favourite (this will be used in a later lesson).	- Children will taste the foods and orally describe the smell, taste and why they liked/ disliked it. Will encourage higher abilities to use more than one adjective to broaden vocabulary. (LLC- ORACY) - I will encourage all children to recognise the phonic sound of each food if possible (e.g mango- 'mmm'). Children will complete tick-sheet (data recording- (NUMERACY). Differentiation- higher abilities will be able to perhaps write the name of their favourite food with modelling, lower abilities will just tick the picture. - Children will also count (NUMERACY) in both English and Welsh how many foods they tasted, how many they liked and disliked too. - Children will take photographs of each other during this task using the iPads (DCF)	

Name: _____

Diwali Food Tasting

Did you like the food?...



Diwali Food Tasting

Did you like the food?:-

Numeracy - Food Tasting
'tick-sheet'

This lesson was taught to a class of reception-age children. The focus of this particular week in class was the idea of celebration and the connection between our celebration of Bonfire Night and the Hindu celebration of 'Diwali - Festival of Light'. Teaching a celebration, I found it easy to meet cross-curricular responsibilities as there is so much to cover, therefore it gave me room to fit the responsibilities in, without it being 'forced'. This lesson, was again a teacher-led activity by myself where the starter included watching a DVD about Diwali and a class discussion to introduce the concept to the children. The main activity was based on tasting and describing the food traditionally eaten during the Diwali celebration. The children had to use their senses and oracy skills to smell and taste the food and describe why they liked or disliked it (LLC- see lesson plan above). After trying each food, the children's numeracy skills were encouraged as they had to complete a tick-sheet to record data for their next lesson on pictograms and count how many foods they liked (see tick-sheet picture above).

I chose to do 'food tasting' as an introduction to Diwali lesson purely because myself and the class teacher agreed that this would be a great hook into the topic. As the majority of children in the class were only four years old, I wanted to ensure that they fully appreciated that different countries have different cultures etc from themselves. After researching online what other schools had done when teaching Diwali, I discovered that food tasting seemed to be a popular and successful choice. I felt it was a good opportunity to bring in multiple cross-curricular responsibilities liked LLC and numeracy, without the children realizing. Overall, I felt the lesson was quite successful as most children seem engaged, enthusiastic about trying the food and were able to re-call some fact about Diwali at the end of the day. Though, if I were to teach Diwali again I would do a few more input lessons before trying the food, I would possibly do food tasting as a topic end, just because I felt afterwards that the children knew about what food they eat, rather than the basics and true meaning behind Diwali. Additionally, due to the nature of the activity (trying food), I forgot to bring the iPads out for the children to take photographs of themselves trying food, therefore, the DCF aspect of the lesson was lost.

Example 3

Thursday, December 12, 2019 9:43 AM

Topic: Phonics (LLC)

Lesson: Practicing old sounds and introducing 'ng' as new sound

Trinity Saint David | Addysg i Gymru / Education for Wales

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Hollie Jones	Class:	Reception- Class 2
AoLE or Subject	LLC- Languages, Literacy and Communication	Date:	2/12/19
Lesson Focus:	Introduction of new phonic sound 'NG' and practicing prior learnt sounds using Jolly Phonics.		
Meaningful links to Curriculum:	LLC: - Phonic sound recognition / orally blending sounds to form CVC words - Reading- phonic strategies to decode simple words - Taking part in activities along side others with interaction Physical Development: - Fine motor skills (cutting out & using index finger 'Peter pointer' to point to each sound / letter). Personal & Social Development: - Working with partners / paired learning		
Meaningful links to: Cross Curricular Responsibilities	- Languages, Literacy & Communication - DCF- Hairy Letters / Jolly Phonics app on iPads, phonics game on whiteboard for enhanced provision & powerpoint		

Lesson plan, including cross-curricular responsibilities (LLC & DCF)

This lesson was taught to a class of reception-age children. The focus of the lesson included above was LLC, specifically phonics and the introduce of a new sound 'ng'. Though the main activity primarily focused on only one cross-curricular responsibility (LLC), for this phonics lesson the DCF aspect came with the lesson's enhanced provision activities. In order to hit the LLC cross-curricular the children took part in a phonics focus group activity, where they practiced the new sound through a 'look, cover, think, say' task. They worked in pairs to begin recognizing the sound and how it fits into longer words, for example 'sing'. Often, it is difficult to bring cross-curricular links into reception lessons as phonics for example is so important to the foundation of their learning, that it must be taught correctly and not hindered by 'shoe-horning' in cross-curricular links. To avoid this problem, I ensured that the lesson's enhanced provision activities included a cross-curricular responsibility, in this case DCF. The children were advised that if they were to go on the iPad that day, that they were only to go on either Jolly Phonics or Hairy Letters in order to practice their sounds and letter formation.

I chose to pick these specific apps on the iPads as the children were familiar were them and would be able to independently and Jolly Phonics is the programmer the whole school's Foundation Phase uses for phonics. Again, the teacher told me prior to this lesson that the children were struggling with letter formation and asked if I could provide some enhanced activities that would encourage them to practice. I saw this as a perfect opportunity to bring DCF into the lesson, rather than the children practicing on paper with a pencil, like they were used to doing. I do feel that this was an effective way to bring some cross-curricular links into a phonics lesson without forcing them. Throughout the lesson I did see many children enthusiastically using the apps I had told them too. Though, a pitfall was that some children were using other apps (nothing to do with phonics) and some children did not get the opportunity to use them at all, due to the number of iPads etc in class, which meant they had missed out on the DCF aspect of the lesson. Therefore, next time I would create a tick-list of names and give the children 'time-warnings', so that each child in class would have the opportunity to have atleast one go of the iPads throughout the lesson.

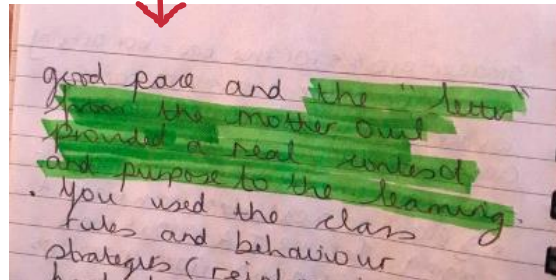
Example 1

Thursday, December 12, 2019 9:42 AM

Topic: Owl Babies Book

Lesson: Bee-bot / Coding / 'Get Mummy Owl Home'

Evidence of Authentic Learning through a letter to the class and comments in my learning journal.



Dear Class 2...

I am lost!

I left my Owl Babies in our nest
so I could search for food and
now I cannot find my way home.

I think they are scared,
especially little Bill who 'loves
his mummy!'

Can you help me get home
please?

From,

Mummy Owl.



This lesson was taught to reception children who had been focusing on the story Owl Babies that week. As mentioned in the cross-curricular responsibilities section, this lesson was called 'Get Mummy Home'. As the children had been focusing on this book all week, the activity for this lesson included the use of Bee-Bots to practice their coding and team work skills, in order to get mummy back to her nest exactly like in the book. I was able to create an authentic learning context for this lesson by writing class 2 a letter from mummy owl as a hook. Before the children went to lunch I sat them on the carpet and described how shocked and excited I was to have received a letter from mummy owl in the book. Using tension and worry in my voice I read the letter out (included above) and described how it was their mission to help her. Due to the familiarity with the book the children seemed pleased and excited with the task ahead.

I chose to write a letter because I had noticed how much this class connected with things that did not always necessarily come from myself or the teacher. For example, at the start of the week when they took part in the writing task, at first the children were struggling to tell me how they would feel if they were Bill. As soon as I brought out a Bill puppet and asked them to tell Bill or be Bill, their answers were excellent. Therefore, I realized how important this was to create something authentic and meaningful so that the children would connect with and engage. Overall I felt this was a successful method to create authentic contexts, as included above my class teacher wrote in my learning journal that I created real contexts and a purpose. The children seemed genuinely amazed and shocked that mummy owl had specifically sent them the letter, which made my job as a teacher easier as they were completely willing to engage. Next time, to make the lesson even more authentic, I would try out the Morfo App, which allows you to bring cartoon characters to life through movement and talking to really take things further.

Example 2

Thursday, December 12, 2019

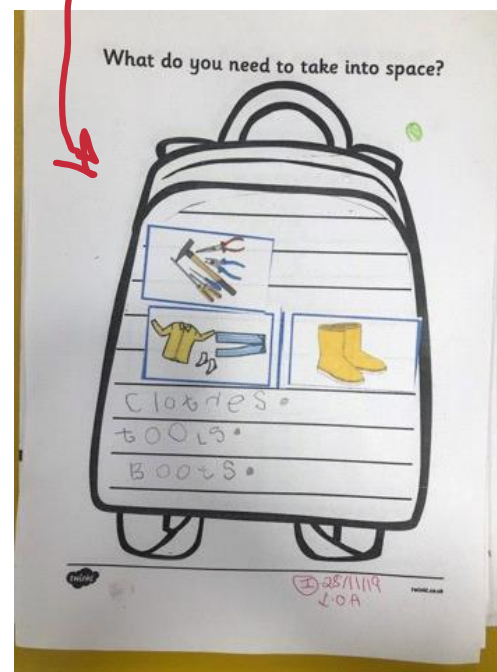
9:44 AM

Topic: Space / The Moon

Lesson: Packing for the Moon

Lesson Plan to Evidence Authentic Contexts

Opening phase (with links to prior learning)	<u>Approx 20 mins</u> - Briefly ask what they already know about the moon/ space etc - Read Jill Murphy's, 'Whatever Next' as a hook and to introduce Baby Bear. - Ask children what happened in the story? - Will ask one child to come and put the Baby Bear mask on at the front and the class have to pretend that they are advising 'baby bear' (classmate) what is appropriate to pack for the moon, this prompt will make their learning authentic. - To extend this authentic context we will do a count-down and BLASTOFF as a transition from classroom to the moon, when blastoff is complete they will be on the moon (authentic contexts). Explain to the class that you are now Baby Bear who's shot up through his chimney and landed on the moon. You have a small backpack with you (like the ones they bring to school), what have you packed for a few days stay on the moon? - Prompts- What have you packed? Remember it may be cold on the moon... You may get hungry... I'm not sure if school shoes will help you get through those moon rocks... You may see some interesting things, will you want to take photographs? - Hands-up approach first to give opportunity and then lollipop sticks if some children are not contributing. - Ask children WHY they believe their item would be useful for the moon? - If children are getting off track by suggesting items like an Xbox for example, get them back on track by asking 'would we need an Xbox on the moon? Would it work on the moon? Perhaps I need something to take pictures with etc...
--	---



This lesson was taught to a reception class, who had been focusing on the moon and space. The authentic learning contexts were apparent in both the starter and main activity. The starter included reading Jill Murphy 'Whatever Next' as a hook into the desired activity. After the story I asked for a volunteer to come and put the bear mask on and as a form of 'hot-seating' the children had to tell 'baby bear' (character from story) what he should pack for the moon. I then explained that we as a class were heading to the moon and that we needed to pack a small bag (like their school bags- authentic). We did BLASTOFF! And after the countdown we were then on the moon, lots of children really bought into the idea and imagined they were on the moon. Using this authentic context, the children took part in a focus activity where they packed for the moon just like baby bear.

Creating authentic contexts is absolutely vital, especially amongst younger children if you want them to engage. Firstly, again I chose a form of mask as our previous lessons on Owl Babies where I had used a puppet was very successful in creating a purpose for the children. At the start of term I had attended a 'creative curriculum' course with my teacher, where the guest speaker taught us methods on how we can create authentic contexts in the classroom. He said imagination is the best tool and if you are able to get the children to really believe they

are in a destination by describing what they see, hear and smell their engagement levels will be phenomenal. Therefore, this inspired my lesson and allowed by to create the most authentic context possible. Next time, to create more authenticity I would firstly show the children more images and videos of the moon so they could get a really good insight of what to imagine.

Example 3

Thursday, December 12, 2019 9:44 AM

Topic: Space / The Moon

Lesson: Weighing and Baking Star Biscuits

Weighing and Star Baking Activity



During this week the class of reception children were still focusing on space and the moon. My teacher advised that she would like me to teach the concept of weight and 'heavier and lighter' to the class, while keeping in with the week's theme to ensure the learning is still authentic. Therefore, on this day I decided to teach a straight-forward lesson on a balance scales and classroom objects. Though, to ensure this lesson remained authentic, I told the children that that afternoon they would be baking star biscuits and that weighing is a very important part to ensure our biscuits bake properly. This allowed the children to become engaged instantly and made the lesson on weight authentic and meaningful, as the children believed that if they did not take-part then they wouldn't be able to successfully bake their biscuits.

I decided to link these two lessons together, firstly because of the advice from my class teacher. She explained that the class often do not engage well in 'maths' based tasks like this, so suggested that I find a way to make it meaningful for them. After doing some research, I discovered an easy 'star biscuit' recipe for young children on Twinkl and realized that the connection between the two would not only make the weight lesson meaningful, but allow the concept of weight to 'stick' as knowledge. Overall, I believe I was successful during this lesson in creating an authentic context as it was clear that the children enjoyed and took pride in creating something to take home, using the skills they had learnt in class. Most of the children were very willing to get involved in the weight activity, because they knew it was relevant to later tasks. Next time, to make the link between space and weight stronger, instead of using classroom items I would use things related to space like, a rock, toy spaceship, stars etc.

Critical Reflection

Thursday, December 12, 2019 9:42 AM

The context in which these pedagogical principles were experienced was during Professional Teaching Experience (PTE) in a primary school setting. The primary school is in a small village and has approximately 187 pupils in attendance, as of 2018 (My Local School, 2018). Due to the location of the school, the number of children who are eligible for FSM (free school meals) is around 21.4% in comparison to the Welsh national average of 20% (My Local School 2018 % Estyn (2016). Despite the school's surrounding deprived area, it is still able to keep their yearly attendance figure as high as 94.1% and continue to hold a 'green' award for the level of support they provide for their pupils (My Local School, 2018). The school's last Estyn report was taken in 2016, where its overall performance was deemed 'good' (Estyn, 2016). The focus of this writing is to reflect on personal teaching experience and explore how we can implement three out of the twelve pedagogical principles from the proposed 2022 curriculum into our own classrooms. The pedagogical principles that will take focus of this reflection will be, Assessment for Learning (AFL), Cross-Curricular Responsibilities (CCR) and Authentic Learning Contexts (Donaldson, 2015). Furthermore, along with reflection, I will explore the prominent literature on all three principles to discover how professionals and scholars feel about the use of these principles in modern day teaching and learning.

Good teaching and learning means employing assessment for learning principles (Donaldson, 2015).

Assessment for learning strategies (AFL) is a major part of teaching and became one of the main focuses during my professional teaching experience (PTE1). After formative assessment was first founded in 1971 by Bloom, Hastings and Maddaus who suggested that summative assessment should not be the only way to evaluate a learner's performance and instead assessment should be an ongoing part of the teaching and learning process (Bloom et al, 1971). Much later in the literature, leading scholar on AFL, Dylan Wiliam (2011) agrees with Bloom's proposal that formative assessment makes for more successful learning. He believes that children who are taught using effective AFL strategies are more likely to learn content in 6 months, in comparison to what would usually take one year (Wiliam, 2011). The importance of AFL in teaching is clearly presented with Professor Donaldson's inclusion of it as one of the 12 pedagogical principles for the new curriculum. 'Successful Futures' states that for successful teaching and learning, regular and meaningful feedback that can provide next learning steps, helps raise standards overall (Donaldson, 2015).

Considering what was suggested by above scholars, during PTE1 I ensured to include many AFL strategies in my lesson plans and while teaching. AFL allows the learners to play an active role in their own learning and presents teaching as more of a partnership between the children and class teacher (Hargreaves et al, 2014). I ensured that the children were actively involved in their own learning through the AFL strategy of questioning in my own lessons. WAG (2010, p.16) determines that questioning is the 'driving force' of AFL and high-quality questions from us as professionals, catalyse high-quality answers from our learners. Therefore, during PTE1 I always prioritised the plenary as being just as important as the starter and main activity. Using questioning as tool to formatively assess children's learning during the plenary allowed me to gauge whether the lesson was successful and whether the children learnt something new, achieving the learning objective (Beadle, 2012). Clear from my lesson plans, I ensured to always include open-ended

questions as a form of AFL as, (Cremin & Arthur, 2014) argue that open-ended questions allow the learners to develop and offer their own critical opinions, rather than striving for a 'right' or 'wrong' answer. While Wiliam (2011) argues that quality questioning is vital to AFL as it makes learners think hard and secondly provides teachers with next learning steps. Wragg (2002, p.79) disregarded this when revealing a case study that showed only 10% of the questions asked by teachers, *"actually caused new learning"*. This is justified by Didau (2014) who explains that if a child answers a question correctly, it does not necessarily mean they have learnt any transferable skills. I somewhat agree with Wragg and Didau's proposals as during PTE I often felt pressured to get good quality answers from the children as I was being watched by the teacher and wanted to present a successful lesson. I often found myself either, choosing the same children who I knew would provide me with a quality answer, or adjusting the question to something easier, so the child could answer correctly. This proves Wragg's theory that while questioning is vital to find out how much the children learnt; we must be careful to not use this as the only form of AFL as from personal experience it does have faults.

At first, during PTE1 I found AFL quite difficult and often daunting. Due to teaching in a low ability reception class, I often forgot how little knowledge four and five-year-old children have and how much we must simplify things like AFL for it to work. Although I understood the concept of AFL following lectures in university and own research, I found that in 2009, Cowan conducted a case study that found that most student teachers did not have the correct knowledge on AFL to implement it correctly (Cowan, 2009). I would propose, that at the beginning of PTE1 my lessons correlated with Cowan's research as despite the wide range of AFL strategies I was aware of, I discovered that implementing them into Foundation Phase was extremely difficult. Moreover, once I developed a better understanding of my learners and how the class environment worked, I was able to plan for more effective AFL. Towards the mid-point of PTE1 I can determine that my AFL strategies began to become more varied from plenary questioning alone, to successful peer and self-assessment, which my reception class had done little of in the past. Apparent in my learning journal and lesson plans, I discovered the success of self-assessment in reception, especially the traffic light system. At first, I discovered that often children would 'copy' the same colour traffic light as their friends. Though, in Foundation Phase, AFL techniques like this need to be gradually developed and practised over time (Sargent, 2013). Once, I realised that the true meaning of AFL at this stage was not purely just for teacher's benefits but for, *"activating students as owners of their own learning"* (Wiliam, 2011, p.8). This allowed me to become more confident in the AFL I was using in lessons and took away the perception that I needed to use every unique and creative AFL strategy in order to teach a successful lesson.

Moving forward to PTE part 2, my class will be of year 6 pupils. Therefore, to improve the use of AFL in my own practice, I need continue to test out new strategies to see which one will fit my class best. Due to moving from F.P, I need to research AFL strategies that are more suitable for year 6 and will truly measure the level of learning from lessons I have taught. I will do this by finding a relevant padlet and case studies on Estyn that have tried and tested effective AFL strategies.

Good teaching and learning regularly reinforces Cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them (Donaldson, 2015).

Cross-curriculum responsibilities (CCR) is not something largely new, as the concept has been around since the 1960s when Plowden (1967), theorised that children's

learning does not fit into categories or subjects. The thematic approach has been used by primary schools prior to Professor Donaldson's, 'Successful Futures' (2015) report, including the use of the Literacy, Numeracy Framework (LNF) in the current 2008 curriculum. Though, Wales' new 2022 curriculum has revised the concept of CCR and devised 3 main responsibilities which are Numeracy, Literacy, Languages and Communication (LLC) and Digital Competence (DCF) (Donaldson, 2015).

CCR is successful in making learning between many subjects coherent and relevant to our learners (Kerry, 2015). Making these links between subjects, allows our learners to become used to transferring their skills to many other aspects of their learning and into real life contexts (Kerry, 2015). According to Ofsted's (2010) suggestions for good practice, we as professionals like Kerry argues above, need to ask our children what interests they have so we can relate learning to their lives, rather than rote teaching individual subjects. I found this to be particularly true during the entirety of PTE1 in a class of reception children. When I used all 3 CCR's to compile a lesson based on the story Owl Babies (a book which the children had connected to earlier in the week), I realised how important it was to take in our class' interests, as prior to this the children showed no enthusiasm about coding and bee-bots, but when I related it to something interesting, they thrived. Additionally, this lesson which incorporated all CCR's, showed me first-hand how children were transferring their numeracy and literacy skills easily, into a predominantly DCF lesson. My experience links to a case study, carried out by Estyn (2018) which looked at how all aspects of a primary school's environment was impacted when they decided to implement more cross-curricular approaches. The case study shows how pupils were more engaged in their learning as a result of CCR teaching and furthermore they found the overall well-being and independence of learners had improved, with many showing a better attitude towards learning (Estyn, 2018). This case study disregards some scholars' views like Hayes (2010) who argues that pupil choice which is a common feature of cross-curricular teaching, often allows children to avoid subjects that they would usually dislike or struggle with. Though, PTE1 has shown me that cross-curricular teaching, especially in Foundation Phase, often distracts some children from the idea that they are being taught a specific skill. Many children in my class would not participate or struggle in stand-alone maths or literacy lessons for example. Though, when I taught a food tasting on Diwali which required the literacy skill of oracy and many numeracy skills like counting and completing a data tick-sheet, those same children were very willing and did not struggle.

Although, cross-curricular teaching is sometimes difficult to plan for and teach, without it feeling 'forced'. Hayes (2010) proposes that cross-curricular teaching can be insufficient in effectively teaching the fundamental and key skills of certain subjects. Implying that this teaching style can 'water down' the vital basics of education with more 'flashy' teaching and lessons (Barnes, 2007). At the start of PTE1, I found this to be true and when I began planning, I felt like I was forcing cross-curricular responsibilities into lessons where they did not belong. For example, phonics in reception is vital to their whole early development and when I first taught phonics I attempted to over-load the lesson with numeracy and DCF. I quickly discovered that this hindered my lesson and took away from the focus, which was to learn phonic sounds and how to form letters. By the end of PTE1, I realised that some subjects are easier to link-up than others, and it was in-fact okay to sometimes teach stand-alone lessons like phonics, in order to get the best learning from my class. Additionally, by the end of PTE1 I had realised that cross-curricular teaching is not most effective unless you know the learners when planning (Hattie, 2012). Therefore, as a student at the beginning it is difficult because you are unsure how much the inclusion of CCR will confuse the children. Though, when we have our own classes in the future, we will be able to become more impactful by cross-curricular

responsibilities.

As mentioned, prior, to move forward and improve on my implementation of cross-curricular responsibilities, in PTE part 2 I will ensure not to force all three principles into lessons where they are not needed. I will research more techniques and ways in which I can implement them through my next Cornerstones topic of 'potions'; though I do believe, as my next class will be year 6 and they have been taught basics, CCR may be easier to implement effectively. Lastly, I will broaden my knowledge of how to include more DCF in lessons, more than just the use of PowerPoints and classroom iPads, to ensure my learners are ready for the modern, digital world.

Good teaching and learning creates authentic contexts for learning (Donaldson, 2015).

One of the pedagogical principles in the 2022 curriculum is that good teaching should create authentic contexts, so children can see that what they learn in school is also relevant to the wider world (Donaldson, 2015). 'Successful Futures' suggests that schools should be encouraging authentic learning for pleasure, rather than purely for performance and suggests good practice should include inviting outside visitors into school to present real life contexts (Donaldson, 2015).

The concept of authentic learning is relatively new, though literature from as far back as 1995 does argue that authentic contexts are vital as it puts learners in the most realistic settings possible (Grabinger & Dunlap, 1995). These scholars argue that if students can relate to something that they are being taught, then more learning and participation is likely to occur (Grabinger & Dunlap, 1995). Despite the dated literature, we can agree that even in 1995 these scholar's theories are justifiable as, Estyn (2017) also stated that, contexts that are meaningful and exciting will deepen their understanding and stimulate high-quality responses. At the beginning of PTE1 I struggled with this hugely, not only because I did not know my class yet, but I generally struggled with relating the curriculum to a reception class. Though, with research and guidance from my teacher I quickly improved at providing authentic contexts (clear from comments in my learning journal) when I realised that the learning needed to be personal to my class and relate on their level rather than on mine. Therefore, during the mid-point of PTE1 the above literature linked with my own practice when I taught a coding lesson. I used a story they had connected with previously and wrote a letter from the main character directly addressing not myself, but the class, making the task meaningful to them as individuals. Furthermore, it is argued that authentic contexts not only need to be meaningful, but dynamic and child-led with a hands-on approach (Estyn, 2019). According to Pearce (2016) if a lesson is not directed with the above approaches, then learning will be forgotten, making the entire lesson 'pointless', therefore it is absolutely vital to provide authentic contexts as we as teachers do not have time to lose vital learning. During PTE1 I had read Pearce's article above and used it to improve my own practice during a lesson on weight. My class' topic had been 'space', but my teacher wanted me to incorporate a morning lesson on weight and quickly I knew that the class would disengage with a maths lesson if I did not make it authentic and relate it to their wider topic which they had been enjoying. Therefore, I purposely planned a baking star biscuits lesson for the afternoon and told the children that the weight lesson was vital for them to know how to bake their biscuits. I was able to make the lesson meaningful, using real-life skills in the classroom which proved for an authentic context overall. I feel my practice here was good as part of authentic learning as the children were able to develop skills that they can use, far beyond the classroom (Pearce, 2016).

Looking at a case study conducted by Estyn (2018) which explored ways in which authentic learning contexts improved 497 pupils' performance overall. The study found that implementing authentic learning methods into lessons was effective in raising both numerical reasoning and literacy skills overall as the children found it easier to apply a skill in a relatable context (Estyn, 2018). Interestingly, the study revealed that this strategy raised overall writing performance amongst boys as they enjoyed writing about something that had meaning to them (Estyn, 2018). Similarly, I found this to be the case in my own class with boys who struggled to write independently. To combat this struggle, I taught a packing for the moon lesson where the children had to pretend they were going to the moon, and had to write down what they would pack (I used a story as a stimulus). Thought firstly we pretended to get dressed in a space suit and counted down to blast-off to prepare. Surprisingly, this small 'imagining' technique was successful with the boys in my class who produced excellent work because they enjoyed writing about space, rather than something they were uninterested in.

I found my implementation of authentic learning to be far improved towards the end of my PTE part 1. Though, one pitfall I found was, incorporating this strategy into every lesson was time consuming and as teachers we must cover a certain amount of the curriculum in a short time unfortunately (Crouch, 2017). As Mick Waters (2013) quoted that learning is, "*bringing the world into range*", moving forward I need to start bringing more of the outside world into my lessons to increase authenticity levels further. I will do this by firstly researching how to bring authentic contexts into a year 6 class. I have briefly thought of some methods in relation to my 'potions' topic and felt it would be good for the learners to make their own products and potions such as bath bombs or cakes and sell them in a school fete, to bring in the outside world and enhance entrepreneurial skills.

Reference List

Thursday, December 12, 2019 9:43 AM

- Barnes, J., (2007) *Cross-curricular Learning 3–14*. London: Sage.
- Beadle, P., (2012) *Book of Plenary: Here Endeth the Lesson*, Carmarthen: Crown House Publishing.
- Bloom, B. et al. (1971), *Handbook on Formative and Summative Evaluation of Student Learning*, New York: McGraw-Hill Book Co.
- Cambridge Assessment International Education (2019) *Getting Started with Assessment for Learning*, Available at: <https://cambridge-community.org.uk/professional-development/gswafl/index.html>. Accessed 15th December 2019.
- Cowan, E., (2009) 'Implementing Formative Assessment: Student Teachers' Experiences on Placement', *Teacher Development*, 13(1), pp.71-84.
- Cremin, T., & Arthur, J. (2014) *Learning to Teach in The Primary School* 3rd ed. London: Routledge.
- Crouch, D., (2017) 'Getting Real with Authentic Learning'. Available at: <https://edu.stemjobs.com/a-simple-guide-to-authentic-learning/> (Accessed 21st December 2019).
- Didau, D., (2014) 'Why AFL Might be Wrong, and What to do About it'. Available at: <https://learningspy.co.uk/myths/afl-might-wrong/> (Accessed 17th December 2019).
- Donaldson, G. (2015), 'Successful Futures'. Available at: [file:///C:/Users/home/Downloads/Donaldson%20Report%20-%20Successful%20Futures%20-%20Independent%20Review%20of%20Curriculum%20and%20Assessment%20Arrangements%20in%20Wales%20\(1\).pdf](file:///C:/Users/home/Downloads/Donaldson%20Report%20-%20Successful%20Futures%20-%20Independent%20Review%20of%20Curriculum%20and%20Assessment%20Arrangements%20in%20Wales%20(1).pdf) (Accessed 15th December 2019).
- Hargreaves, H., Gipps, C., Pickering, A., (2014) 'Formative Approaches', in Cremin, T., & Arthur, J. (ed) *Learning to Teach in The Primary School* 3rd ed. London: Routledge.
- Estyn (2016), *Llanhari Primary School Report*. Available at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Llanhari%20Primary%20School.pdf>. (Accessed 15th December 2019).
- Estyn (2018) 'Learning Through Play in a Real-life Context'. Available at: <https://www.estyn.gov.wales/effective-practice/learning-through-play-real-life-context> (Accessed 21st December 2019).
- Estyn (2018) 'Preparing to Implement the New Curriculum Through Involving Pupils'. Available at: <https://www.estyn.gov.wales/effective-practice/preparing-implement-new-curriculum-through-involving-pupils> (Accessed 20th December 2019).
- Hattie, J., (2012) *Visible Learning for Teachers: Maximising Impact on Learning*. London: Routledge.
- Hayes, D., (2010) 'The Seductive Charms of a Cross-Curricular Approach', *Education* 38(4), pp.381-387.
- Kerry, T., (2015) *Cross-Curricular Teaching in the Primary School: Planning and Facilitating Lessons* 2nd ed. London: Routledge.
- My Local School (2018), *My Local School Report*. Available at: <http://mylocalschool.gov.wales/School/6742151?lang=en>. (Accessed 15th December 2019).
- Ofsted (2010) 'Learning: Creative Approaches That Raise Standards'. Available at: <https://dera.ioe.ac.uk/1093/1/Learning%20creative%20approaches%20that%20raise%20standards.pdf> (Accessed 20th December 2019).
- Pearce, S., (2016) *Authentic learning: what, why and how?* E-teaching April 2010, available at http://www.acer.org.au/acer/ACEL_docs/Publications/e-Teaching/2016/e-Teaching_2016_10.pdf (Accessed 21st December 2019).
- Plowden Report (1967) *Children and their Primary Schools. Report of the Central Advisory Council for Education (England)*. London: HMSO.

- Sargent, M., (2013) 'Assessment for Learning in the Early Years'. Available at: <http://earlyyearsclassroom.com/a4l-article.php> (Accessed 17th December 2019).
- Waters, M., (2013) *Thinking Allowed on Schooling*. Carmarthen: Independent Thinking Press.
- Welsh Assembly Government (2010), "How to Develop Thinking and Assessment for Learning in the Classroom". Available at: https://www.gwegogledd.cymru/wp-content/uploads/2018/04/How_to_develop_thinking_and.pdf (Accessed 17th December 2019).
- Wiliam, D., (2011) *Embedded Formative Assessment*, Indiana: Solution Tree Press, p.8.
- Wragg, E.C., Brown, G.A., (2002) *Questioning in the Primary School*, London: Routledge, p.79.
- Estyn (2019) 'Matching the Curriculum for Wales to School Values and Teacher Aspirations'. Available at: <https://www.estyn.gov.wales/effective-practice/matching-curriculum-wales-school-values-and-teacher-aspirations> (Accessed 21st December 2019).
- Estyn (2017) 'Active and Experimental Learning'. Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Estyn%20Active%20and%20experiential%20learning_E_Accessible.pdf (Accessed 21st December 2019).
- Grabinger, S., Dunlap, J., 'Rich Environments for Active Learning in Action: Problem-based Learning', *Research in Learning Technology*, 5(2), pp.5-17.