

ECAD 6009

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Overview

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Assignment title: 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.

Student name: Lowri Ellison

Student number: 1901652

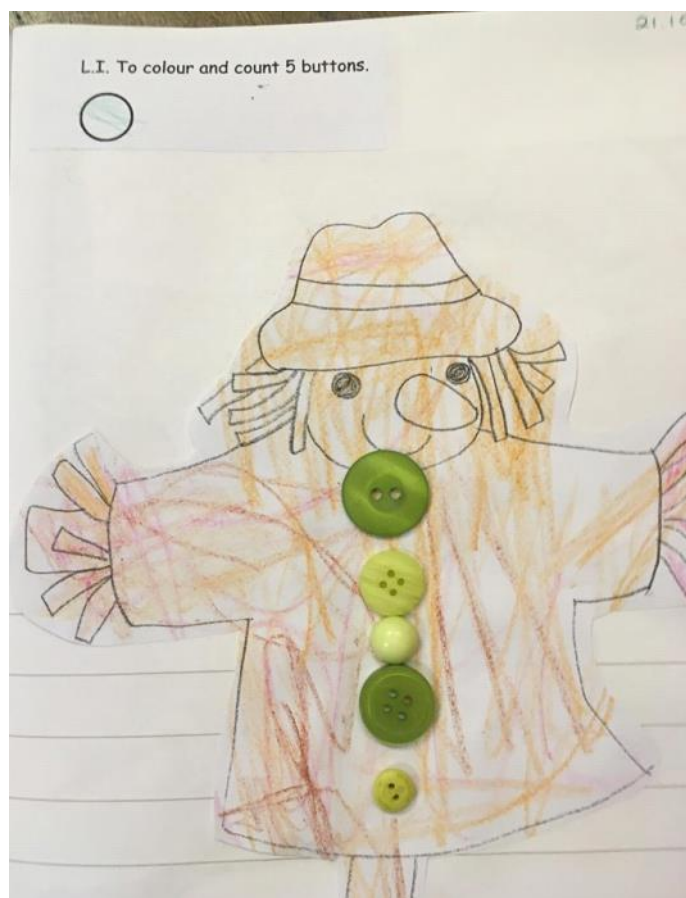
Pathway: Primary PGCE

Link to one note assignment: https://uowtsd-my.sharepoint.com/:o:/g/personal/1901652_student_uwtsd_ac_uk/EsH1fmFKsy5Ag0kZ80lBuKABueRBt-ablTkHuOSK-R_LGQ?e=eW3yjL

Illustrative example 1: AFL

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Every Friday morning the reception class I was in would participate in SPOT time. This meant that they would go through all the tasks they had carried out in their book and discuss whether they found the tasks difficult, okay or easy. It would be continuously explained to the children that green meant easy, yellow meant okay and red meant difficult. The children would then colour in the circle above the task with the colour they felt best described the level of difficulty.

I felt that this was a good strategy to use, however I think that this process should be carried out as soon as the children have finished the tasks in their books as by the time they have reached Friday they may have forgotten how they found each task. By doing this after each task, children may provide us with more accurate responses. This view is supported by Pappas (2015), who suggests asking questions throughout a task to determine a learners understanding whilst the content is fresh in the learners mind. As a result of this, when undertaking in SPOT time with my next class on placement, I will encourage them to colour code their work as soon as the task is completed, providing me with real time feedback.

Illustrative example 2: AFL

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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Say to the children we are going to be blending our sounds today. Say the word we are going to do is 'mat'. Say the word mat slowly, sounding out each sound slowly "m" "a" "t".	Listen well. Sound out 'mat' in unison.	
Teaching & Core Learning	Ask the children which sound comes first. Sound the sounds out separately "m" "a" "t" until the children guess correctly. Ask a child who guessed correctly to come to the front holding "M". Repeat with the next sound. Once all three sounds have been correctly identified ask the children to come up to the front of the class and hold each sound but place them in a random order. Ask children what the first sound is. Ask the children who is holding this sound. Ask the children where the child holding the sound should be standing, in the front, middle or end.	Listen intently to the sounds the teacher is saying. Identify the first sound in the word, followed by the next. Identify who is holding the correct sound. Place the children who are holding the sounds in the correct order, spelling out the word 'mat'.	Sound cards

This lesson plan shows a read write inc session I taught my reception class. The children are very engaged during read write inc, as they play an active role in the lesson, rather than sitting and listening to me explain blending to them. Highlighted in the example is my use of questioning where I encourage problem solving.

Illustrative example 3: AFL

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<u>Marking Codes</u>		<u>Levels of involvement</u>
↑ - over achieved	I - independent	1 - no activity
↔ - achieved	S - completed with support	2 - interrupted activity
↓ - under achieved	D - discussion took place	3 - mainly continuous activity
	M - merit *	4 - continuous activity with intense moments
Any other comments:	NT - next time	5 - sustained intense activity

Here is the marking scheme used to assess the foundation phase's work at my placement school. On the assessment sheets, arrows are used to describe whether the child has over achieved, under achieved or are at their expected level. Letters are also used to describe how they carried out the task. For example, if the children completed the majority of the task independently an 'I' will be written on their sheet. Lastly, numbers are used to explain their levels of involvement, ranging from 1 to 5, with one representing no activity.

I find this marking scheme extremely beneficial as it doesn't require lots of written text and is less time consuming, allowing the teacher to assess groups of children at the same time.

Illustrative example 1: Cross curricular responsibilities.

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<u>Ardal Darllen</u> / Reading Area	<u>Ardal Darganfod</u> / Discovery Area <i>Shadow puppets</i>	<u>Ardal Mathemateg</u> / Mathematics Area <i>Size ordering Diwali pictures Can you add 9 heads to <u>Ravana</u>?</i>	<u>Ardal Cerdd</u> / Music Area	<u>Ardal Corfforol</u> / Physical Area
<u>Ardal Adeiladu</u> / Construction Area <i>Can you build Rama and Sita's palace?</i>	<u>Ardal Chwarae Rôl</u> / Role Play Area <i>Can you retell the story of Rama and Sita using puppets?</i>	<u>Wrth y bwrdd</u> / Table top <i>Can you thread beads to make a necklace for Sita?</i>	<u>Ardal Gwneud Marciau</u> / Mark Making <u>Ardal</u> <i>Pencil control Mehndi patters</i>	<u>Ardal Creu</u> / Creative Area <i>Can you draw a Diwali picture on the whiteboard using JIT? Make class story book</i>
<u>Ardal Tywod</u> /Sand Area	<u>Ardal Dŵr</u> / Water Area	<u>Ardal Peintio</u> /Painting Area <i>Can you paint Rangoli patterns?</i>	<u>Ardal Toes</u> / Dough Area <i>Using playdo can you make a henna? Can you add pearls to <u>Sita's</u> necklace?</i>	<u>Ardal Byd Bach</u> / Small World Area

During my placement in a reception class, I planned a week of enhanced provision, focusing on the theme of the Diwali light festival. I made sure that I had planned a variety of things which covered cross-curricular responsibilities. For example, to expand the children's numeracy and digital competence skills I asked them to sort Diwali pictures using a set criteria which was from smallest to largest. I also created a resource based on the story of Rama and Sita where they had to add 9 heads to create a god Ravana, who had 10 heads in total. In the role play area there was a focus on literacy as the children were asked to retell the story using the puppets of the characters from the Rama and Sita story.

Through thematically planning the enhanced provision it has allowed me to easily integrate different areas of learning, allowing the children to link their literacy, numeracy and DCF skills, encouraging the use of cross-curricular responsibilities.

Illustrative example 2: Cross-curricular responsibilities.

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Print and save icons.



Through using JIT during Diwali week, the children from reception class developed their digital competence skills as they learned how to save their own work and send it to the printer by identifying the correct icon and clicking it. The children also decided for themselves which equipment to use, for example they decided which size brush and colours they wanted for certain parts of the picture. Also, some higher ability children were able to find the first initial of their name and were able to type it in using the keyboard. The best pictures were collected and then used to create a class book of the story of Rama and Sita. We then retold the story using the children's own pictures.

Here is where the pupils select their brush size.

Illustrative example 3: Cross-curricular responsibilities.

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Teaching & Core Learning	Ask the children which sound comes first. Sound the sounds out seperately "m" "a" "t" untill the children guess correctly. Ask a child who guessed correctly to come to the front holding "M". Repeat with the next sound. Once all three sounds have been correctly identified ask the children to come up to the front of the class and hold each sound but place them in a random order. Ask children what the first sound is. Ask the children who is holding this sound. Ask the children where the child holding the sound should be standing, in the front, middle or end.	Listen intently to the sounds the teacher is saying. Identify the first sound in the word, followed by the next. Identify who is holding the correct sound. Place the children who are holding the sounds in the correct order, spelling out the word 'mat'.	Sound cards
Plenary	Ask the children which sound we have created. Ask how many sounds are in the word. Count in unison. Say 'm' 'a' 't' seperately, followed by the word 'mat'.	Recognise that they have formed the word 'mat'. Count how many sounds are in the word. Identify there are three. Say 'm' 'a' 't' seperately, followed by the word 'mat'.	

This example shows my lesson plan for my reception class on read write inc, focusing on blending. My use of questioning facilitates thinking and problem solving. I also touch upon numeracy as I ask the children how many sounds there are in the word.

Illustrative example 1: Building on prior knowledge.

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One week I taught the whole of my reception class maths on the carpet, focusing on repeated patterns. Firstly, I started off a repeated pattern and then I asked the children to come up to the front and continue the pattern for me. I started with two colours and challenged the higher ability to do three. It soon became apparent that when the children came to the front to finish the pattern, they had great difficulty connecting the multi-link blocks as it was time consuming. Therefore, to build upon the children's knowledge, multi-link blocks were added to the enhanced provision and the children were provided with these repeated patterns to follow to enhance their fine motor skills.

Illustrative example 2: Building on prior knowledge.

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Lesson Plan – Phase 1	
Evaluation of the Learning Experience	
(include references to QTS)	
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The children were engaged in the lesson and were able to follow patterns that were made of two colours such as red, yellow, red yellow. Using three colours to create the patterns proved to be much more challenging as even the higher ability groups struggled, therefore the children should stick to two colours until they are confident enough to move on. Once children were free to make their own pattern using beads, only a small majority of the children, mostly from a higher ability group, were able to create a two coloured repeated pattern. The children also had great difficulty threading the beads.
Next Steps for Progress	Incorporate activities that include threading beads in the enhanced provision in order to develop the childrens fine motor skills. Repeated patterns should be a main focus in the enhanced provision at the maths corner

One week I taught my reception class maths every day, focusing on repeated patters. In this particular lesson the children were split in to their ability groups of around 3-5 pupils per group and were asked to create a repeated pattern using beads. It soon became apparent that the children were struggling to thread the beads, therefore they were added to the enhanced provision the following week. The following week the enhanced provision focused on Diwali and the story of Rama and Sita, therefore beads were incorporated by asking the children to thread a necklace for Sita. There was no specific criteria such as that they needed to create a repeated pattern, they were simply instructed to thread any colour or size beads they wanted to create a necklace in order to simply focus on developing their fine motor skills.

Building on previous knowledge the children recount the story in their own words.

Threading beads was a focus of the enhanced provision the following week in order to build on childrens' prior learning.

<i>Ardal Darganfod/ Discovery Area</i> Shadow puppets	<i>Ardal Mathemateg/ Mathematics Area</i> Size ordering Diwali pictures Can you add 9 heads to <i>Rayana</i> ?	<i>Ardal Cerdd/ Music Area</i>
<i>Ardal Chwarae Rôl/ Role Play Area</i> Can you retell the story of Rama and Sita using puppets?	<i>Wrth y bwrdd/ Table top</i> Can you thread beads to make a necklace for Sita?	<i>Ardal Gwneud Matsiau/ Mark Making Ardal</i> Pencil control Mehndi patters
<i>Ardal Dŵr/ Water Area</i>	<i>Ardal Peintio/ Painting Area</i> Can you paint Rangoli patterns?	<i>Ardal Toes/ Dough Area</i> Using playdô can you make a henna? Can you add pearls to Sitas necklace?

Illustrative example 3: Building on prior knowledge.

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Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The children found the activity very easy. All students were able to show me the correct amount of fingers once the dice was rolled. As they found it too simple, once the dice was rolled and landed on e.g three, I then challenged the children by asking them how many more they needed to make 5 to link it to the following focus task which was finding number bonds to five.
Next Steps for Progress	Use two dices next time and ask the children to add the two numbers together.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The maths screen was set up beforehand. Engaged in professional dialogue with the teacher beforehand. Thought on my feet and challenged the children.
Areas for my Development Personal Targets for Progress	Always think of a challenge when writing all lessons, incase children are able to complete the task quickly and easily.

This example shows that the children found the lesson I had originally planned for them to be simple, therefore I challenged them on the spot and asked them for number bonds to five. My class mentor was impressed that I did this, however I have learned from this experience and will always try to have a back up plan in mind, rather than thinking on my feet.

Critical reflection

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Assessment for learning

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Pedagogical principle: Good teaching and learning means employing assessment for learning principles.

Self-assessment is a key aspect of the reflective elements within assessment for learning. This was done during SPOT (student perceptions of teaching) time with my reception class as shown in example 1. The benefits of this self-reflection model include, increasing the children's use of reflective thinking and making them less dependent on the teachers' approval, ensuring that they are much more self-aware of their own accomplishments (Grigg, 2010). Linking to Donaldson (2015) this method encourages children to take responsibility for their own learning. Whilst I believe that this is a good idea, my reception class didn't understand the aim of the task and coloured the spot on the page in with their favourite colour out of the three instead, despite the aims being explained to them numerous times. I also found that by the Friday afternoon where SPOT time took place, the children had forgotten all about the tasks they had carried out throughout the week. Therefore, the views they were providing on their work were not accurate. As a result of this, during my next placement I will try and encourage students to self-assess their work as soon as the task has been carried out, whilst the content is fresh in the learners mind, providing a more accurate response as recommended by Pappas (2015).

Due to my next placement being in year 5, I will not only ask the children how they found the task, but I will also expect them to mark their work against a success criteria. Research suggests that children's anxiety at teachers marking their work increased with age and they also felt uncertain on whether they had done what the teacher had asked (Pollard et al., 2000). To combat this, the success criteria will be created with the students at the start of the lesson as Grigg (2010) found that learners uphold their own ways of measuring success such as, providing the right answers, writing a sufficient amount of lines or keeping their work neat. This way both myself and the students will have the same expectations.

Woolfolk et al., (2008) points out that questioning is a fundamental component in teaching, used to stimulate interest and assess understanding. Fisher (2005) stated that practitioners should use open questions to facilitate discussion and promote problem solving. Whilst I used multiple open questions in my lessons, my mentor noted that I didn't allow the children enough thinking time. Research by Cohen, Manion and Morrison (2012) suggest that by increasing the wait time up to 15 seconds for an open-ended question and 3-5 seconds for a closed question, it increased respondents' confidence. However, Fisher (2013) points out that closed questions are just as important as open-ended as they also allow the teacher to assess the children's understanding of a task. These are used in example 2 where the children are asked which sound they could hear first. I then proceeded to ask the children which child is holding the correct sound and where in the order they should be. I also allowed a great amount of thinking time as previously recommended by Cohen, Manion and Morrison (2012). However, Grigg (2010) also points out that teachers should avoid '*answer-pulling syndrome*' (p.323) through drawing children towards particular answers or ideas. In order to evaluate their knowledge and understanding accurately, their answers should be reached independently. Fisher (2005) suggests that this can be done by asking fewer, but better questions which leave room for discussion. This was done in the lesson highlighted in example 2, as I

asked the children to use their ears to listen to the sounds and to identify the correct sound on the card. Therefore, I limited my questions and allowed the children time to find the answer themselves.

During my placement I marked children's work using the schools foundation phase marking scheme as shown in example 3. I found this method beneficial as it wasn't time consuming and allows teachers to assess groups of children at the same time. Criticisms of this theory include that children are marked on whether they have over-achieved, achieved or under achieved. However, it is unclear what the teacher deems as achieved, as this carried a different meaning for each student. If their expectations were based on their ability grouping, then Gardner's (2008) theory of multiple intelligence has been disregarded. Gardner (2008) believed that children may be exceptional in one subject but poor at another. Therefore, children's level of achievement should not be linked to their ability grouping. Additionally, it may be limiting to compare a child's progress with a goal already in mind as once the child reaches this goal, the teacher will deem it as overachieving and will be less likely to challenge the student further. This idea is supported by Merton (1996) who highlighted that teacher expectations can create self-fulfilling prophecies. For example, if the teacher holds a certain viewpoint on the student, such as that they will be a low achiever, they indirectly treat this student negatively and will not challenge them. This will then confirm the possibly false (but now true) expectation. The same process applies to children the teacher inadvertently views as high achievers.

Drawing back to example 3, this method of formative assessment shows the practitioner the students' progress during a particular task and how they can improve to reach a certain goal. Clarke (2001) uses an analogy of children as plants and explains that measuring the plants growth rate only tells us where they're at but does nothing to improve their growth. This is summative assessment which normally takes place at the end of the year. However, on the other hand, formative assessment takes place throughout the growing process, allowing us to water the plants and identify what they need to grow. Another form of summative assessment is oral feedback. Briggs et al., (2008) highlights that oral feedback is much more beneficial than written as it allows the children to bridge the gap between present performance and future outcomes. I will definitely promote oral feedback over written, as children may not understand written feedback on their work. Oral feedback allows learners to identify where they went wrong, ask how they can improve and implement improvements to their next piece of work (Grigg, 2010).

To conclude, moving on to my next PTE I will encourage children to mark their work against a success criteria. I will also use a combination of both open and closed question, providing children with the recommended amount of thinking time from Cohen, Manion and Morrison (2012). Lastly, I will promote oral feedback over written, whilst keeping written feedback to a minimum based on the foundation phases' marking scheme.

Cross-curricular responsibilities

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Pedagogical principle: Good teaching and learning regularly reinforces Cross curriculum responsibilities, including literacy, numeracy and digital competence.

Once I started PTE part 1a I felt under pressure to reinforce cross curricular responsibilities and I was worried that my reception class would struggle with literacy as they couldn't yet read or write. However, after familiarising myself with the foundation phase handbook and the curriculum, I realised that younger children exhibit literacy through other avenues such as focusing on their communication skills, orally composing sentences and retelling stories rather than writing them as shown in example 1 when they were asked to recount the story of Rama and Sita. (Stanley and Dillingham, 2009; Welsh Gov, 2017). Due to this, I ensured that I included lots of time for discussion during my lessons in order for the children to develop their vocabulary. For example, when reading a story, I would ask the children if they could familiarise themselves with any of the characters and made sure that they identify comparisons between fiction and real life as highlighted in the foundation phase handbook (Welsh Gov, 2017).

Whilst I focused on developing children's literacy through communication, I then began to teach them read write inc as shown in example 3 where the children had just started oral blending, for example, hearing that M-A-T makes 'mat. This method of blending is supported by Munton (2016) who highlights that if children learn all their initial sounds, they will be able to decode all words through blending. However, literature by Glazzard and Stokoe (2017) state that developing children's phonological awareness should take place before children are asked to decode words. They suggest ways to do develop children's phonological awareness such as asking learners to identify the odd ones out of a set of rhyming words such as 'mat', 'cat', 'rat', 'toad' (Glazzard and Stkoe, 2017). This will then allow children to group words which end the same while simultaneously familiarising them with the number of syllables in words. Grouping words or images is also a vital skill, highlighted in the Digital Competency Framework (2019). Therefore, I will definitely implement this method when teaching children how to read and write.

Whilst the read write inc sessions focused on creating words, they also focused on the children's problem-solving skills as I asked them which sound came first and so on when I said a word such as 'Mat'. I then asked the children to come to the front holding 'M' 'A' and 'T' in a random order. Once the children had told me that 'M' was the first sound, I then asked them which child was holding 'M' and if that child should be in the front, middle or at the end. This method worked really well as all the children were fully engaged and active participants in their own learning as supported by Piaget (1976). It also touched upon their numeracy skills as once the letters were placed in the correct order, I would then ask the children how many sounds and letters were in the word, explaining that this amount would be the same as each letter represented a sound.

As time went on, I soon realised that it was simpler than expected to reinforce both literacy and numeracy as they interlinked well, however I struggled to promote the use of digital competency. However, it became apparent that coding is a big part of the digital competency framework and I was able to incorporate this in maths during

our focus on repeated pattern lessons (DCF, 2019). Here, the children had to create a repeated pattern of two colours. I then created opportunities to develop DCF to the enhanced provision as shown in example two through adding resources that require the children to sort data such as sorting images by size. Another example of digital competency that the children enjoyed was making pictures on the hwb app called JIT as highlighted in example 2. The children were able to choose which tools suited the image best by choosing the suitable colour and brush size and located the correct icons in order to save and print their work. Some of the higher ability children were also able to locate the letters in their name on the keyboard to save their work. These are all skills that are highlighted in outcome 1 and 2 of the Digital Competency Framework (2019).

Furthermore, by the end of PTE 1a I became confident that my enhanced provision covered all aspects of the three cross curricular responsibilities as well as my lessons as pointed out in examples 1, 2 and 3. I found that planning based around a theme such as Diwali, shown in examples 1 and 2 really helped me interlink the cross curricular responsibilities. This method of a thematical, integrated and constructivist approach is supported by Grigg (2014).

In regards to moving on to PTE 1b, I am reluctant to implement digital competency in lessons as I am concerned that the children in year 5 will have a higher level of digital competence than myself. Literature also highlights that many pre-service teachers are reluctant to use multimedia in the classroom as they haven't received sufficient training on the use of ICT and are uncertain in integrating it in lessons (Kumar and Kumar, 2003; Paraskeva, Bouta and Papagianni, 2008; Hutchison and Reinking, 2011). In order to combat this issue, I will ask my lecturers and class mentor for any suggestions on the types of multimedia I can use in my lessons and to support me in developing my digital competency. Also, I will be mindful of the catchment area my school is located in and be wary that some pupils have limited access to technology such as Ipads out of school premises, leading to less confidence using them in class as pointed out by Streepey, Fernandez and Diemer (2013).

Building on prior knowledge

Saturday, January 4, 2020 2:03 PM

Pedagogical principle: Good teaching and learning sets tasks and selects resources that builds on prior knowledge and experience and engage interest.

I found the beginning of my Professional Teaching Experience (PTE) part 1a challenging, as I had no prior knowledge on where my class was at in terms of their ability, therefore it was difficult to build on their prior knowledge. Hattie (2012, p.42) highlights that it is important for teachers to acquire a deep understanding of learners' strengths and weaknesses and to keep this information in mind when planning lessons, however this was a benefit that I didn't possess.

As a result of this, I focused on group maths sessions to determine where the children were at regarding their numeracy and later assessed the children in focus group activities. In maths we focused on repeated patterns, however in example 1, it highlights that whilst the children were challenged in maths and could indeed create two coloured patterns, they struggled at a task that I had assumed they would find easy. It was apparent that the majority of the children had great difficulty connecting the multi-link blocks to create their repeated pattern. Another aspect I found that they struggled with through teaching repeated patterns was threading beads, as highlighted in example 2.

Key elements of the Foundation Phase's Pedagogy state that children should be given opportunities to become independent learners who engage in practical hands on tasks which facilitate problem solving, using a variety of resources (Estyn, 2016). Piaget (1976) supports this idea as he described children as 'lone scientists' and highlighted the importance of them being active participants in their own learning. I displayed these opportunities through adding multi-link patterns to the enhanced provision in order for the children to build on their previous knowledge, evidence of this is shown in example 1. Example 2 shows that I also added beads to the enhanced provision the following week and incorporated them into a different task, with no specific criteria such as colour or size, it was simply to practice their fine motor threading skills. This took their previous experience of threading beads in maths and allowed them to build on it through making a necklace. This method of revisiting topics covered during class sessions allows children to develop their knowledge and apply it in a range of contexts as highlighted in (Donaldson, 2015, p.31). An example of this is highlighted in example 2 where the children are able to re-enact the story of Diwali in the role play area using puppets; a story previously read to the whole class. Piaget supports this theory (Grigg, 2010) as he implemented the idea of '*construction rather than instruction*' (p.114) as children are more engaged during independent learning as opposed to direct teaching.

Schema theory first proposed by Bartlett (1932) highlights that prior learning is a key contributor in shaping new knowledge. Mercer (1995, p.33) agrees and states that '*education should be developmental process in which earlier experiences provide the foundations for making sense of later ones*'. Therefore, in order for teachers to be successful they must create links between the 'already known' and 'new'; and to acknowledge how prior knowledge effects how the children interpret new information (Myhill and Brackley, 2004; Wang and Morris, 2010). For example, in example 3, the children already recognised numbers up to five which enabled them to problem solve and identify which numbers added together to make five. However, if children's prior knowledge on numbers up to five wasn't substantial then they would indeed struggle

with the following activity. Through linking both the prior and new knowledge, children were appropriately challenged.

Through undertaking my PTE, I noticed that when completing a task, children are placed in their ability groups. Whilst Loreman, Deppeler and Harvey (2010) state that this theory is less time consuming as learners will work at the same pace and also allows teachers to focus on a group that needs help; this method seems to be benefiting the teacher rather than the learner. On the other hand, Vygotsky's (1978) zone of proximal development theory states that learning is a collaborative process where the students learn information from a more knowledgeable other. Viewpoints from social constructivism (Grigg, 2004; Rose, Feldman and Jankowski, 2003) support this theory and state that knowledge is constructed through the interaction between peers, where children are given opportunities to share what they already know (prior knowledge) and what they want to know. By placing children in ability groups, teachers are limiting discussion as the children in the group uphold the same levels of knowledge, resulting in them being unable to support each other or gain access to a knowledgeable other. This method proved successful for one pupil in my class as both the class teacher and I decided to move her up to an ability group which was two steps above her. Since this change, her performance has increased dramatically as she is surrounded by more knowledgeable others which makes her push herself, rather than do the bare minimum which was expected of her in her previous group.

Through reflecting on PTE 1a, when teaching my next class, I will ensure that during some tasks I will mix the ability groups in order for the children to learn from the more knowledgeable other as recommended by Vygotsky (1978). Furthermore, PTE 1b will be taking place in key stage 2, therefore I will not have the luxury of additional enhanced provision activities which focus on hands on learning. As a result of this, I will try and promote hands on, carousel activities which are differentiated, allowing me to grasp my new class's strengths, weaknesses and interests. Bragg (2018) supports this method as it abolishes ability grouping, promotes discussion, and encourages children's self-motivation to choose a certain task first. However, Scarpaci (2007), criticises this approach as carousel activities should be independently carried out as the teacher won't be able to supervise all groups simultaneously, suggesting that they won't be challenging enough. To combat this, I will ensure that I spend the same amount of time with each group and make sure all have access to a more knowledgeable other as noted previously.

Through reflecting on my PTE I have found that instead of planning my differentiation, I differentiate on the spot as highlighted in example 3. Therefore, when moving on to my next PTE I will plan in advance for all different abilities as suggested by Bold (2004) in order to challenge all learners. On the other hand, I adopted this strategy as I prefer not to dismiss a child's abilities based on the group they are designated to. Gardner's multiple intelligence theory supports this and states that although a child may struggle in one subject, they may be exceptional at another (Gardner, 2008). Rose and Howley (2007) agree and state that where possible, children should be presented with the same piece of work.

Furthermore, in contrast to teaching reception, in year 5 the children will be able to verbally communicate their thoughts and ideas with me more sufficiently. Therefore, when starting a new topic with the students they will be able to tell me what they already know and what they want to know as suggested by Myhill and Brackley (2004). This is in line with Article 12 of the UNCRC (UNICEF, 2010) which states that children should have a view in all matters concerning them, especially their education. This is also crucial as my PTE school is a rights abiding school, committed to 42 articles of the UNCRC.

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