

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.

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Pathway : P-PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1804426_student_uwtsd_ac_uk/EpAN4Xve44dMnCFHPatshFYBQZdSerZNp58rEiQJ4WeBqQ?e=dfPycl

Good teaching and learning means employing assessment for learning principles.

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Example 1

EXAMPLE 1

This is a lesson plan from PTE part 1. The lesson focus was for children to learn how to measure in cm.

I have highlighted in blue the AFL strategies I have used throughout the lesson. The questions include open and closed questions I planned to ask, the open questions were designed to make them think about what they already knew about measuring.

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)	Discuss what measurements they know. Explain we are looking for sticks to build a bonfire but need sticks bigger than 20cm. (T&M) Show children ruler, get them to find 20cm so they gain an idea of how big this is. (B) Show them multilinks	AFL - What measurement units can they come up with? Think, Pair, Share – (T&M) can they find 20 cm on the ruler? (B) count how many multilinks. Thumbs up/down/across to self assess	Ensure path to nature reserve is clear and all children appropriately dressed (coats & wellies) Rulers/Multi links needed for measuring
Teaching & Core Learning	Pit stop – Check sticks. Use questions – Do you think that is bigger or smaller than 20 cm? Use ruler/multilinks as prompt for them to estimate. Praise given for the sticks they have found that appear to match criteria given.	Children will try and find sticks they think are bigger than the criteria.	Rulers/Multi links needed for measuring

I Included a think, pair, share activity so they could share their ideas firstly with a peer and had an opportunity to peer assess.

They were fully aware that the success criteria was to find sticks larger than 20cm and they knew how to check if they achieved this

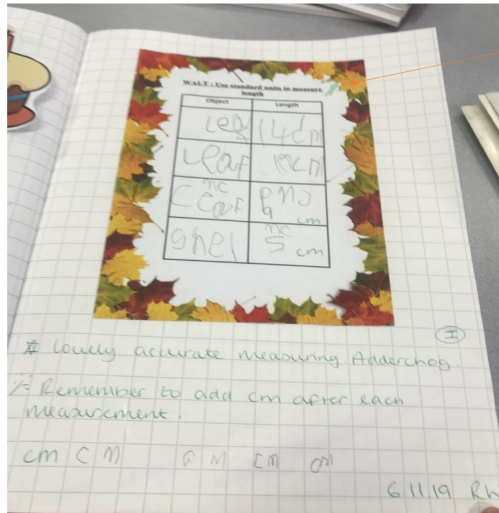
	Once they have a few each will explain we are now going to measure these to ensure they are the correct size. Demonstrate this to the children before they do their own.	Children will measure the sticks, once they know the measurement they will need to determine if bigger than 20cm (success criteria.)	
Plenary	Pit stops along the way – Where is 20cm on the ruler? Have you made sure the beginning of the stick is on 0cm before you start? Is that number bigger than 20cm? Go around each, asking how big their stick is. Checking they are confident in measuring these. Finish off with secret squirrel with the ruler to ensure they all understand – I will ask them to hold up their rulers to me pointing to a certain length i.e. 15cm – they will place one finger on 0cm and one on 15cm	Children should be able to answer the questions to show their understanding (AFL). If children are confident measuring can ask them to find sticks of different lengths, eg. Less than 15cm or between 10cm and 20cm. Children will hold up the rulers to show me the lengths I have asked for Self-assessment – thumbs up/down/across.	Rulers/Multi links needed for measuring

I also used the 'super squirrel' idea of the children displaying their answer to the teacher but instead of using whiteboard they held up their rulers to me whilst showing a specific length, this was planned so children would all feel comfortable giving answers as I only I would see them and it allowed me to judge their understanding

I used thumbs up/across/down at beginning and of the lesson to give the children an opportunity to self-assess and reflect on how their learning and for me to gauge how the children felt about their understanding of the task



Example 2



Here is where the pupil self-assessed their work using a traffic code marking.

Green = I found it easy and didn't need any help.

Orange = I found it tricky and needed some help.

Red = I found it hard and needed lots of help.

This was a good way of encouraging children to reflect on their learning and for me to gauge how confident they were about the work.

This is an example of where I marked a pupil's piece of work.

I ensured I included something positive that they had done well and along with something they could do to develop or improve. I ensured this marking was done during the task and read the comments with the pupil, so they understood. They were then given time so they could make the improvements.



Example 3

Example 3

This is part of lesson plan where the children had to write a poem about the Great Fire of London.

I had two weeks of lessons building up to this where we learnt about the Great Fire of London, discussed senses involved, learnt about similes, identified features of a poem.

I have highlighted the where we I included making children aware of success criteria

When it came to writing the poem we discussed what features the poem needed to have? E.g A title, a capital letter for each new line, missing a line for each verse. I encouraged the children to be involved in thinking of what their poem needed (success criteria)

Throughout the task I recapped the success criteria with them to remind them of what they needed to include.

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)	(Including)
Opening phase (with links to prior learning)	We will recap the features of a poem We will then recap the story of the Great Fire of London thinking about all the senses	AFL – Children should be able to recall the list of features of the poem Children will be able able to explain the senses.	
Teaching & Core Learning	As a group we will write the first verse of the poem. What should our poem look like? SUCCESS CRITERIA - What do we need to start with? When do we start a new line? What descriptions and similes can we think of? I will offer support and encouragement. Reminding them of the structure they need to follow.	Children should be able to discuss ideas Children will then write their own poem	

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.

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Example 4

Example 4

These are the pictures I used for a lesson about the Great Fire of London. The curriculum focus was Knowledge and Understanding of the World and for pupils to

- Recognise the changes caused by time e.g. to people and places
- Begin to identify differences between ways of life at different times e.g by comparing places at different times in the past

The pupils had to explain which pictures were from 1666 and which were from now

I also used the lesson to develop communication skills as the children need to discuss and explain their reasons for their decision

At the time I struggled to make any other cross-curriculum links, as my skills have developed, I have been able to think of other links that could have been made.





Example 5

Example 5

This is an example of a worksheet I created for Remembrance Day – during the lesson we discussed remembrance day, why it was important and the relevance of the poppy.

The planned activity was a poppy hunt where the children had to solve the problem to find the hidden poppies

1. They had to complete the sums – developing numeracy skills.
2. Use the code to work out which letter it represented – problem solving
3. Put the letters together to make a word and then be able to read this word – literacy schools
4. They then had to locate where the poppy was based on this clue – problem solving and physical development

Can you crack the code and find the hidden poppies?

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Clue 1

Sum	10 + 9	12 + 8	6 - 5	3 + 4	2 + 3
Number					
Letter					

Clue 2

Sum	10 + 8	2 + 3	3 - 2	2 + 2	5 + 4	9 + 5	10 - 3
Number							
Letter							

Sum	7 - 4	19 + 4	10 + 10	6 - 3	4 + 4
Number					
Letter					

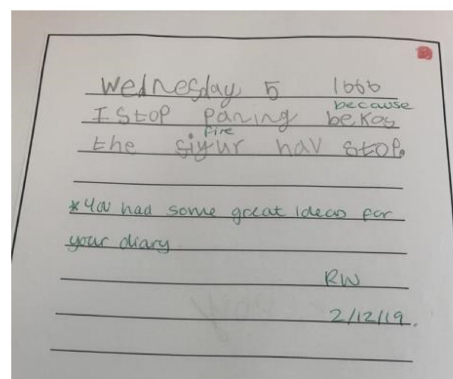
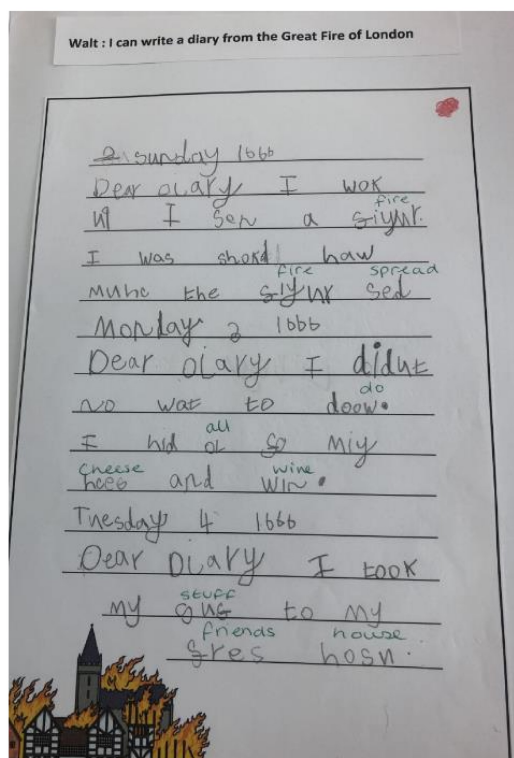
Clue 3

Sum	20 + 3	7 - 2	6 + 6	10 + 2	5 + 4	4 + 1	14 + 5
Number							
Letter							



Example 6

Example 6



The lesson theme was the Great fire of London – Knowledge and understanding of the world

The children had cards of the events of the Great fire, they had to sequence the dates in the correct order (Mathematical Development) and sequence the events in the correct order and date.

They then had to write a Samuel Pepy's diary (Language, Literacy and Communication skills)

Good teaching and learning creates authentic contexts for learning.

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Example 7

Example 7



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rachael Williams	Class:	Year 2 - Elm
AoLE or Subject	Mathematical Development	Date:	4/11/19
Lesson Focus:	Find sticks in the nature reserve and measure them.		
Meaningful links to Curriculum	Estimate and check – Make a sensible estimate in length that can be checked using standard measures Measuring skills - Use standard units (cm) to measure length and use the correct symbols relating to length (cm)		
Meaningful links to: Cross Curricular Responsibilities	- Physical development - exploring the nature reserve and measuring sticks with ruler or multilinks. - Knowledge and understanding of the world - exploring the nature reserve and looking around for things to measure - Creative development- explore the nature reserve outdoors and looking for sticks to build a bonfire. - Personal development – become confident explorers of the outdoor environment		
Personal Targets (Linked to QTS and identified in weekly review) Ensure all children remain engaged in activity throughout Gain confidence in adapting task depending on ability – using AFL techniques and questioning to be aware of their understanding Be time aware to ensure activity completed and doesn't over run			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Use standard units to measure length of various sticks



Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
1. Estimate the length of the sticks they find	1. They will be able to make reasonable estimates of the length of the stick and if it is bigger or smaller than the criteria they are
2. Measure the sticks in cm or multilinks (depending on abilities)	

3. Determine if their sticks meet the given length criteria	given (eg. 20cm). 2. The children will be able to measure their sticks (T&M groups in cm and B group with multilinks). 3. They will be able to recognise if their stick is the size I have asked for (e.g if asked for larger than 20cm and their stick is 25 cm)
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This a lesson plan where I introduced the children to measuring.

The lesson was at the school nature reserve where the children had to measure sticks.

The authentic context of this lesson meant the children were engaged with the task and grasped the concept of measuring quite quickly through having hands on experience.

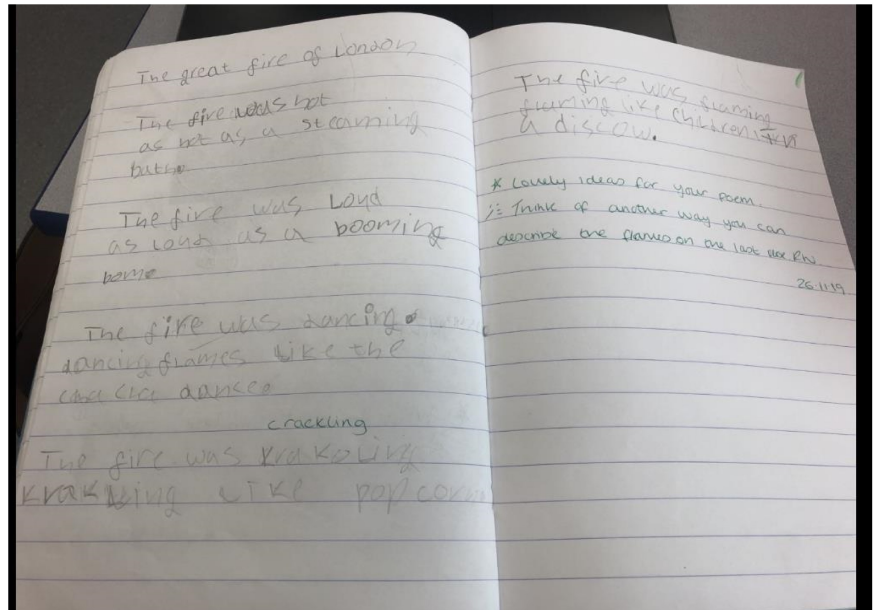


Example 8

Example 8

This is an example of a poem a child wrote about the fire.

They enjoyed writing the poem and were able to think of lots of descriptions about the fire, how it sounded, looked, felt as they were drawing upon their experience of the bonfire we did as a class. Making the learning more meaningful and authentic to them.



Example 9

Example 9

This is a copy of a reflection I have written regarding authentic learning

The experience helped me realise the importance and the benefits of providing authentic contexts for learners.

What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on (see below).

We discussed the importance of protecting the environment and the ways in which we can do this. The children then created posters about protecting the environment and then as a school we did a protest around the outskirts of the school. Parents were invited to come along and join in. This experience helps create children who are 'ethical, informed citizens who show their commitment to the sustainability of the planet.'

What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards (see below)? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

I have learnt that by explaining to children why the environment is so important and allowing them to express their opinions and take part it makes them really care about the cause. By the children coming up with the ideas, making the posters and then taking part in the protest they developed a real passion and felt good about themselves that they were doing something to help. It created an authentic context to what they were learning as were able to link it to the real-world and felt there was meaning to what they were doing.

Critical Reflection

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Introduction

Throughout this essay I will be referring to Professional Teaching Experience (PTE) Part 1, which took place in a Primary School 6 miles from the local town. The school has a total of 228 pupils on roll and caters for pupils ranging in age from 3-11 years old. The school is situated in a deprived area, with 44% of pupils qualifying for free school meals, this is significantly higher than the national average of 19% (Estyn, 2017). The Year 2 Class I taught in consisted of 20 pupils, one teacher and one learning support officer. Throughout this essay I will consider three pedagogical principles and how they contribute to effective teaching and learning. There are many different theories as to what contributes to effective teaching and learning within this class, James and Pollard (2011) argue that the two are directly linked, and that effective teaching means understanding how the learners learn. I will be focussing on three pedagogical principles including; the importance of Assessment for Learning (AFL), cross-curricular responsibilities and creating authentic contexts for learning. I will reflect on how well I implemented these pedagogical principles during my PTE Part 1 and look at recommendations of how I can further develop my practice in future.

Assessment for Learning

William and Black (2010) define Assessment for Learning (AFL) as evidence that is used to adapt teaching to suite the pupil's needs and abilities. While planning my own lesson, I always ensured that I incorporated AFL into lesson plans. William (2009) found that doing so could be as effective as an extra 8 months of learning per year within the classroom. Throughout PTE Part 1 I found that a good use of questioning was a clear strength of mine. Example 1 refers to a lesson plan where I have used different techniques to incorporate AFL. I always ensured I asked a lot of questions at the beginning of, and throughout the lesson so I could gauge the children's knowledge and understanding of the topic. This is demonstrated throughout the annotations on Example 1. Good use of effective questioning in the classroom is a driving force for AFL and has many benefits such as encouraging learners to explore their own ideas and the ideas of their peers (Welsh Government 2010). In addition, one of the common component's researchers have identified as contributing to great teaching and higher student outcomes is the use of effective questioning (Rosenshine, 2012 and Coe et al, 2014).

One challenge I faced during my PTE Part 1 was ensuring that I remembered to use the AFL techniques I had put into my lesson plans. I found that I sometimes forgot or ran out of time to carry out certain AFL tasks that I had planned for a particular lesson. The learning objective of the lesson in Example 1 was to ensure that children could measure using a ruler. To gauge pupils understanding, I planned a task where the children would hold up the rulers to me pointing to various lengths when asked. When reflecting on this lesson however, I realised that this was something that I had forgotten to do. To rectify this, I ensured I did the activity in the follow up lesson on the same topic. I found this method very effective in being able to judge who had grasped the concept and who was still struggling finding the correct measurements. I was then able to spend more time with the children who did not yet have a full understanding of the topic and offer them further support. As I have progressed through PTE Part 1 I have been able to improve this by managing my time better and referring back to me lesson plan to ensure I do not forget to include anything.

At the beginning of my PTE Part 1 I initially started marking the children's work after the lesson, which I did not think was very effective. The Welsh Government (2010) suggests that summative feedback or marking is often ineffective as the child does not have time to complete the suggested improvements or make progress. Therefore, they suggest that

feedback should be immediate in order for it to be effective. This is something I then implemented myself and found it very beneficial, I ensured I gave the pupils immediate praise for something they had done well which kept them engaged with the task and was also rewarding for them. I also provided them with something to work on, either an improvement they could make to their work or a way they could further develop their skills. This was important as literature recognises that the use of feedback needs to be of high quality and in the form of comments that encourage the learners to think and develop their skills further (Husbands and Pearce, 2012 , Welsh Government, 2010 and Black and Wiliam, 2010). Example 2 is a pupil's piece of work where I have used this marking technique.

Self-assessment is an important element of AFL, Carr (2001) suggests that AFL should be an opportunity for the learner to judge their learning and progress for themselves. Developing these skills is essential to ensure children are equipped to learn throughout their lives (Donaldson, 2015). When children were completing work within the class, they would self-assess their work by using a traffic light coding system, demonstrated in Example 2. This was then something I consistently used throughout my time in PTE Part 1, however I began to notice that the children did not pay attention to what colour they chose, they often just used the first colour they picked up or the same as their peers. To make this more effective I began to question children before they self-assessed. Asking them how they found the task and recapping what each colour meant which worked well, and usually ensured the children did a more accurate self-assessment and were able to explain their decision to me. Euade (2011) explains that often the skills needed to self-assess need to be taught and encouraged for pupils to be able to accurately assess their strengths and weaknesses. In order to develop children's self-assessment skills further I could model this for them, this will encourage them to be more reflective and be able to identify further developments.

Like self-assessment, peer assessment has been found to be highly effective as it places the assessment in the hands of the learners, encouraging them to be active participants in their learning (James et al, 2007 and Welsh Government, 2010), it also allows for reflection and meta-cognition (Euade, 2011). Furthermore, being involved in peer assessment can also develop learner's self-confidence and empathy skills, as well as a range of social and communication skills like accepting criticism, objectivity and diplomacy (Leenknecht, 2018 and Topping et al, 2009). During my PTE Part 1 I did not implement enough opportunities for peer assessment. Upon reflection this is something I will look to do going forward as I appreciate the many benefits it has. It is also argued that for self-assessment to be accurate, the pupils need to understand and have experience of peer-assessment (Welsh Government, 2010). Therefore, by introducing more opportunities for peer-assessment in my future practice it will also develop children's self-assessment skills.

Another element of AFL is sharing the success criteria with learners. Hattie (2012) states that this is the most effective way of achieving the desired learning. At the beginning of my PTE Part 1 I did not always remember to share the success criteria with the class and would often set the children to work without doing this. Whilst I was able to rectify this by calling a mini plenary to share the success criteria after I had seen some of their work, this was not very efficient. Sharing the success criteria is something I have developed throughout my PTE Part 1, and now I always ensure that I go through the success criteria with the children as well as encouraging the children to come up with ideas of what the success criteria should look like. Example 3 is evidence of where I have involved the children in setting the success criteria. Involving the children in the process of setting the success criteria is seen as highly effective as it will allow them to have a greater understanding of what the desired outcome is and therefore they will be more engaged and motivated to achieve this (Education Endowment Foundation, 2018 , Eade, 2011 and Sivan, 2000).

Cross Curriculum Responsibilities

The cross-curricular approach involves combining more than one subject area into an individual lesson, these subjects are often related through a central theme, problem or topic (Jacobs, 1989 and Hayes, 2010). This is often beneficial for learning as Plowden (1967) suggests that children's learning does not fit into subject categories. This view is also supported by The Rose Review (Rose 2009) which concludes that subject categories do not allow for the flexibility to meet children's varied abilities. Many researchers have promoted the benefits of cross curricular teaching and argue it allows for learning to be holistic and for learners to have a more in-depth understanding as they are able to apply their knowledge across the curriculum to a variety of different contexts and problems (Kerry, 2011 and OECD, 2013). Furthermore, Hayes (2010) suggests that without the cross-curricular application of knowledge and skills, it may create artificial barriers in children's minds and prevent them from being able to apply their knowledge to other areas.

At first it was challenging to create opportunities for cross-curricular learning that were meaningful and authentic. Many critics of the cross-curricular approach have said some links across the curriculum are difficult to make and could result in activities being planned that are not authentic and do not optimise learning (Hayes, 2010 and Kerry, 2011). However, as my skills developed throughout PTE Part 1 I have become better at providing opportunities for the development of cross-curricular skills and learning that fitted into the lesson well. I planned a lesson around the Great fire of London theme where, children were shown pictures from 2019 and the year 1666 displayed in Example 4. The lesson focus was to develop their Knowledge and Understanding of the World and for them to recognise and identify the changes and different ways of life caused by time (Welsh Government, 2015). They had to identify which pictures were from 1666 and 2019, and then had to explain their decision to the rest of the group, developing their communication skills also. However, at the time I struggled to find any other ways I could develop any other cross-curricular skills. As my confidence with this has developed, I have reflected on this lesson and identified there were other cross-curricular links I could have made that would have been meaningful to the lesson. For example, I could have also planned a sorting activity where they had to sort the pictures into a Venn diagram. This would have fitted in with the lesson well, been a task the children engaged with and included Mathematical Development skills.

As part of a lesson around Remembrance Day I was able to include literacy and numeracy cross-curricular activities. During the lesson we discussed Remembrance Day and its importance, I hid poppies around the school and created a code the children needed to crack in order to reveal the clues of where they were hidden. The children needed to use their numeracy skills to complete sums displayed in Example 5, they then used the code to find the letters represented and make a word with these letters therefore also developing their literacy skills. The OECD, (2013), argues that children having the ability to apply skills to different contexts in order to solve problems is one of the main benefits of cross-curricular teaching. This also links to another pedagogical principle, using approaches that 'promote problem solving, creative and critical thinking' (Donaldson, 2015. p65).

Upon reflection, a weakness of my cross-curricular implementation was providing opportunities for children to develop their digital competency. In an increasingly digital culture, it is important for children to develop digital literacy skills and be able to apply digital tools to enable them to have an active role in society (Hague and Payton, 2010). This links in with the four purposes of the new proposed curriculum where it states children should be confident and independent individuals, being valued members of society and for children to be ambitious, capable learners who are able to "use digital technologies creatively to communicate, find and analyse information" (Donaldson, 2015. p31). In my future practice I will look at more opportunities for children to develop their digital competence, this could involve them using ICT to collate information or to produce something through ICT that links to what we were learning about. I will also ensure I continue to provide opportunities to include cross-curricular responsibilities for children to develop and apply all their skills to new contexts.

Authentic Contexts for Learning

At the beginning of my PTE Part 1, I was not fully aware of the benefits of providing learners with authentic contexts for learning. Creating authentic contexts for learning aims to show pupils the connection between what they are learning and real-life situations, it also allows children to develop skills that they will be apply to problems they meet in their everyday lives (Pearce, 2016 and Nicaise ,Gibney, and Crane, 2000). This is essential to be able to create ambitious, capable learners who will continue to learn throughout their lives (Donaldson, 2015).

One of the first lessons I planned on PTE was to introduce the children to measuring, I was encouraged by my class mentor for this activity to be a practical activity. Many theorists like Piaget, Dewey and Montessori have expressed the importance of children learning through having their own first-hand experiences (Edmondson and Robertson, 2016). Example 7 is a lesson plan I prepared at the school nature reserve that involved finding and measuring sticks. I explained to them that the sticks were for a bonfire and they needed to be a certain size, this meant the children could also see a purpose to the task. If children can see meaning to what they are learning they will be more engaged and enthusiastic and will therefore achieve more (Hattie, 2012 and Pearce, 2016 and Husbands and Pearce, 2012). I believe the lesson went very well and they seemed to grasp the concept of measuring very quickly and were engaged throughout the lesson. Later in the week I planned another lesson around measuring, but this time the children were measuring lines and shapes on a piece of paper. As the first measuring lesson went well, I was expecting this to be the same, however it was a lot more challenging keeping the children on task and a lot of children seemed to find it more difficult when it came to measuring items on the paper. On reflection of these two lessons it became apparent that the reason the first lesson went better than the second was because of the authentic context for learning, they had hands on experience of measuring items in the real world and it was meaningful to them. Pearce (2016) believes that if children cannot make sense of what they learn it will be quickly forgotten.

After becoming aware of the importance and benefits of creating authentic lessons I tried to ensure I provided the children with plenty of opportunities for this. I planned a number of lessons using The Great fire of London as a central theme and created a small bonfire in the nature reserve where the children had the opportunity to experience fire. This also involved developing life skills and learning about fire safety. Piaget's theory of constructivism is that children learn from having experiences that they actively find meaning and connections from (Rose and Wood, 2016). Over the following weeks we did lots of activities around this experience, such as writing about our senses, painting a silhouette picture and writing a poem. The children had lots of creative ideas for all these activities as they were able to draw up on their own experience from the bonfire lesson. Example 8 is a poem written by one the pupils describing the fire. This links to another pedagogical principle that good teaching should build on previous knowledge and experience and engage interest (Donaldson, 2015).

I also began to realise that creating authentic contexts for learning went further than simply creating meaning for the children. Referring back to Example 5, it incorporated cross-curricular responsibilities which is an aspect of authentic learning as real-life is not split into subjects and involves having transferrable skills (Pearce, 2016 and Hayes, 2010). It also built up their resilience as they wanted to work out the clue to find the poppy they kept going until they had solved the problem, whereas this commitment may not have been there if they were simply completing a worksheet in their books. This was important as authentic learning should also create problems that involve different elements to be able to solve them and that require investment of time to come to the answer (Pearce, 2016). Hattie (2012) also agrees that this is beneficial, he suggests learning occurs most when the learner finds the work

moderately challenging and when they are committed to the goal.

Conclusion

In conclusion, this reflection has demonstrated how I have incorporated three of the pedagogical principals into PTE Part 1 and how I have developed these throughout. The main ways in which I have improved my implementation of AFL in PTE Part 1 is by ensuring I always share the success criteria with pupils and encouraging them to help set it. Another development I have made is by discussing self-assessment with children to encourage them to reflect on their learning and give a more accurate representation. I can develop this further by modelling feedback for pupils to encourage them to recognise areas for development, and by introducing more opportunities for peer-assessment. I have developed my ability to recognise where I can make cross-curricular links when planning lessons and to ensure they have meaningful links to the lesson and learning. I will continue to do this within my practice ensuring the links I make are beneficial to the learning. I will look to implement more opportunities for digital competency as upon reflection this is something I have not implemented enough. I have become aware of the many benefits of creating authentic contexts for learning and this is something I will also continue to do. I will ensure that not only are the contexts meaningful to the learner but that they also help develop their ability to make connections of what they learn and have the ability to apply their skills to real-life problems.

Word count: 3128

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