

Title Page

Monday, 9 December 2019 10:01

Name: Sarah Bottcher

Student Number: 1903049

Pathway: PGCE Primary

Targets from previous assignment:

Target	What have I done in this assignment
To develop further reading and comparing and contrasting sources so that new thoughts may emerge (synthesis).	Used a range of sources from various different locations to create a well rounded assignment with a number of arguments
Consider the inclusion of page numbers in references for increased accuracy.	Included in references throughout

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1903049_student_uwtsd_ac_uk/Egfv5PKeDNhLnlbTPDV4SkkBCmJmX5VTmkjAvivtN3SHSg?e=t5CJFh

Illustrative example 1 - Enterprise task including slogans, logos and market research

Monday, 9 December 2019 10:06

Student-teacher	Sarah Bottcher	Class:	5T
AoLE or Subject	Rich Task	Date:	Friday 08.11.19
Lesson Focus:	What makes a good Logo?		
Meaningful links to Curriculum	Literacy – advertisements and persuasive writing – Curriculum 2022 - "I can adapt my writing style to suit purpose and audience"		
Meaningful links to: Cross Curricular Responsibilities	DCF – option to create logo on chromebooks Expressive Arts – option to use a variety of mediums to create a logo		

In pairs, the pupils will be asked to think what they liked about the logos and didn't like, and what they think success criteria will be for this task.

Collaboratively, I will use the discussion that we have already started to write up on the board the success criteria

I will draw out key point to remember when creating a logo such as the need to be unique and relevant to the product. I will encourage the pupils to work creatively.

Pupils will be writing their own ideas about success criteria in pairs in their group workbooks

Create success criteria together based on the logos seen in the quiz

Create own logo examples (4) in book or on chromebooks individually

Group workbooks
Stationery

Whiteboard
Whiteboard markers

Books
Chromebooks
Pencils/pens



These lesson plans and examples of pupils work demonstrate the cross curricular nature of these series of lessons.

These lessons encompassed a number of subjects in order to demonstrate to pupils the nature of business and product development.

After the pupils had agreed a product that they wanted to make for the school's enterprise week, I created lessons around aspects of marketing that pupils could relate to real world situations.

In this first lesson, we looked at famous logos and what makes them good. We discussed success criteria for what our logos should look like, and we used a variety of multimedia options to create options for our own class logo. This not only made the pupils think about how the logos are eye catching, but also assisted with literacy by getting pupils to think about what persuasive tools are implemented, which carried on to the next lesson in which we discussed and created Slogans.

In the lesson on slogans, again we created success criteria by looking at a variety of literary tools which the pupils could use to create slogans of their own.

Moving on from the logos and slogans, we used the progress we had made such as the items, the logos and the slogans to create a market research questionnaire to gain feedback on pricing levels, colour choices and to inform these choices going forward. This was created using the chromebooks. The pupils then took this marketing questionnaire to a variety of classes around the school and collated the results in bar and pie charts on the chromebooks.

These lessons imitated a real world problem and brought cross curricular subjects to life.

Student-teacher	Sarah Bottcher	Class:	5T
AoLE or Subject	Rich Task	Date:	Monday 11.11.19
Lesson Focus:	Slogans		
Meaningful links to Curriculum	Literacy – persuasive language and advertising – “adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive and persuasive language</i> ”		
Meaningful links to: Cross Curricular Responsibilities	(DCF – use of chromebooks for ALN and LA if required)		

Encourage pupils to work in pairs to create own success criteria for what a good slogan looks like – TA to support LA and ALN in group discussion on table as opposed to pairs. Whole class discussion asking each group/pair to give their best	Create success criteria together based on the literary features firstly in pairs and then through a whole class discussion, write up in book to refer to when creating own slogans
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success criteria	
From the success criteria, encourage pupils to create own slogans relating to product that will be created for the rich task – aim for different amounts of slogans for MAT, MA, LA and ALN	Pupils will create either 10-8 - MAT 6-7 – MA/A 4 -6 - LA 2 - ALN slogans and put forward their favourite for a silent class vote



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sarah Bottcher	Class:	5T
AoLE or Subject	Topic – Rich Task	Date:	11.11.19/
Lesson Focus:	Market Research		
Meaningful links to Curriculum	Literacy - listen to others, asking questions and responding to both the content and the speakers' viewpoints		
Meaningful links to: Cross Curricular Responsibilities	DCF – use of chromebooks and Microsoft word		
Personal Targets (Linked to QTS and identified in weekly review)			
1 – classroom management strategies			
2 – differentiation and identifying how classroom assistants can support			
3 - timings and ending on time			

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sarah Bottcher	Class:	5T
AoLE or Subject	Topic – Rich Task	Date:	11.11.19/12.11.19
Lesson Focus:	Market Research		
Meaningful links to Curriculum	Maths – select and construct appropriate charts, diagrams and graphs with suitable scales		
Meaningful links to: Cross Curricular Responsibilities	DCF – use of chromebooks and Microsoft Excel to create tables and graphs		
Personal Targets (Linked to QTS and identified in weekly review)			
1 – classroom management strategies			
2 – differentiation and identifying how classroom assistants can support			
3 - timings and ending on time			



Illustrative example 2 - Online Safety

Monday, 9 December 2019 10:08

Student-teacher	Sarah Bottcher	Class:	5T
AoLE or Subject	DCF	Date:	20.11.19
Lesson Focus:	Online Safety		
Meaningful links to Curriculum	Digital competence framework - maintain secure passwords on a regular basis applying the characteristics of strong passwords and refrain from using the same password more than once.		
Meaningful links to: Cross Curricular Responsibilities	Expressive arts – poster making Literacy – comprehension of scenarios		
Personal Targets (Linked to QTS and identified in weekly review)			
Ensure understanding in the classroom through a variety of strategies such as asking children to recall steps and think-pair-share in a variety of situations.			

In this lesson I endeavoured to complete a lesson which showed that we can think about password safety in a variety of real world situations, such as passwords for banking, keypads and keys to protect homes and other devices other than electronics which protect us such as safes. The pupils engaged well with this discussion as they could see the authentic contexts as well as just a laptop screen.

Opening phase (with links to prior learning)	I will ask some key questions to the pupils such as “What are some of the non-electronic security devices that people use to protect their possessions from being stolen or used by others? And “What are examples of how you use passwords when you use electronic devices?”	Pupils will be engaged in the discussion through the use of lollipop sticks to give answers. By choosing real world examples of how their details can be used, they will be able to see the concrete uses of the passwords to store their data	Prepared questions Lollipop sticks
Teaching & Core Learning	I will give out a handout with the “password tips” on it and ask the pupils to share read it to the class to ensure all pupils have engaged with the tips. I will then ask the pupils to think pair share which tip they think is the most important. We will discuss all of the tips and explore the benefits to all of the tips.	Pupils will engage in shared reading to look at the password tips. They will then undertake a think pair share activity to explore their understanding of what they have read and come to a decision on what they think is the most important tip. I will use lollipop sticks to get feedback from all of the pairs.	Password tips handouts
	I will refer the pupils back to the Password tips handout and ask them to independently read the scenarios about John and Kate. I will allow the pupils 5 minutes to make independent recommendations on the sheet and then I will ask for volunteers to give answers to the questions on the sheet.	Pupils will work independently on the Password tips worksheet before feeding back to the class – as there has not been an opportunity to discuss I will ask for volunteers to feedback at this points	Password tips handout Stationery
	Pupils will be asked to create a poster which communicates the password tips to their friends and families to keep their online identities secure. I will allocate a group of learners a tip each so that we have a variety of posters covering all of the tips	Pupils will be required to complete a poster which communicates clearly with their audience – it needs to be persuasive and informative. Pupils will need to cover one of the tips thoroughly The best posters will be used to make a display in the classroom ALN differentiation – make a poster on J2E using your favourite tip from the ALN sheet of tips	Paper Pens Pencils Poster materials

As a class we did then apply this knowledge to a digital context, by implementing some literacy into the lesson in the form of a shared reading task. Pupils discussed tips for good passwords as well as conducting a comprehension task to assess their knowledge on the password tips. As well as embedding pupils knowledge by thinking about the answers to the comprehension, I could also come around and give the pupils formative feedback to ensure understanding.

We then set about using some expressive arts techniques so that pupils could use a more visual way of learning and thinking about the good practices when creating online passwords. In a change to the lesson plan, I allowed pupils to chose what they thought the most important password tip was - this gave them a sense of ownership over the poster and further engaged them in the artistic part of the lesson which some pupils in the class struggled with. Some pupils also created the posters on the chromebooks, adding another element to the digital competence we were already covering in the lesson.

Illustrative example 3 - RE

Monday, 9 December 2019 10:08

Student-teacher	Sarah Bottcher	Class:	5T
AoLE or Subject	RE	Date:	04.12.2019
Lesson Focus:	First Person Writing		
Meaningful links to Curriculum	Humanities Curriculum 2022 I can describe special times, events, traditions and people in my community and in the wider world, and can explain their importance		
Meaningful links to: Cross Curricular Responsibilities	Language, Literacy and Communication Curriculum 2022 I can use a wide range of suitable vocabulary, including <i>idiomatic language</i> , subject-specific and context-specific words.		
Personal Targets (Linked to QTS and identified in weekly review)			
The flow of the lesson – to ensure transitions between tasks and to lunchtime/breaktime are as smooth as possible			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
WALT re-count religious stories from a first person perspective

Teaching & Core Learning	I will display the written text introduction from the powerpoint on the whiteboard (j2e/textease).	Pupils will be engaged in assisting me with creating a first person account of the introduction to the story. We will have used key features of first person writing such as I and We as well as thinking about how Abraham would have felt about the situation and drawing on sensory experiences such as touch/taste/smell etc	Whiteboard with paragraphs and tease on
	I will start to create a first person passage with the assistance of the pupils through shared writing on a J2E/Textease screen – underneath 3rd person so pupils can see the similarities and differences		
	Once we have created an introduction together I will ask pupils to create their own version of the first person introduction	Pupils will use the shared writing example to create their own first person paragraph from the perspective of Abraham	RE books
	I will repeat the above process for the middle part and end part of the story, giving the pupils the chance to write their own versions of the first person paragraphs in between each shared writing experience	Pupils will continue to assist in the shared writing of the first person paragraphs on the whiteboard as well as creating their own extended writing paragraphs in their books. All the way through I will emphasise the importance of keeping the paragraph from a first person perspective	

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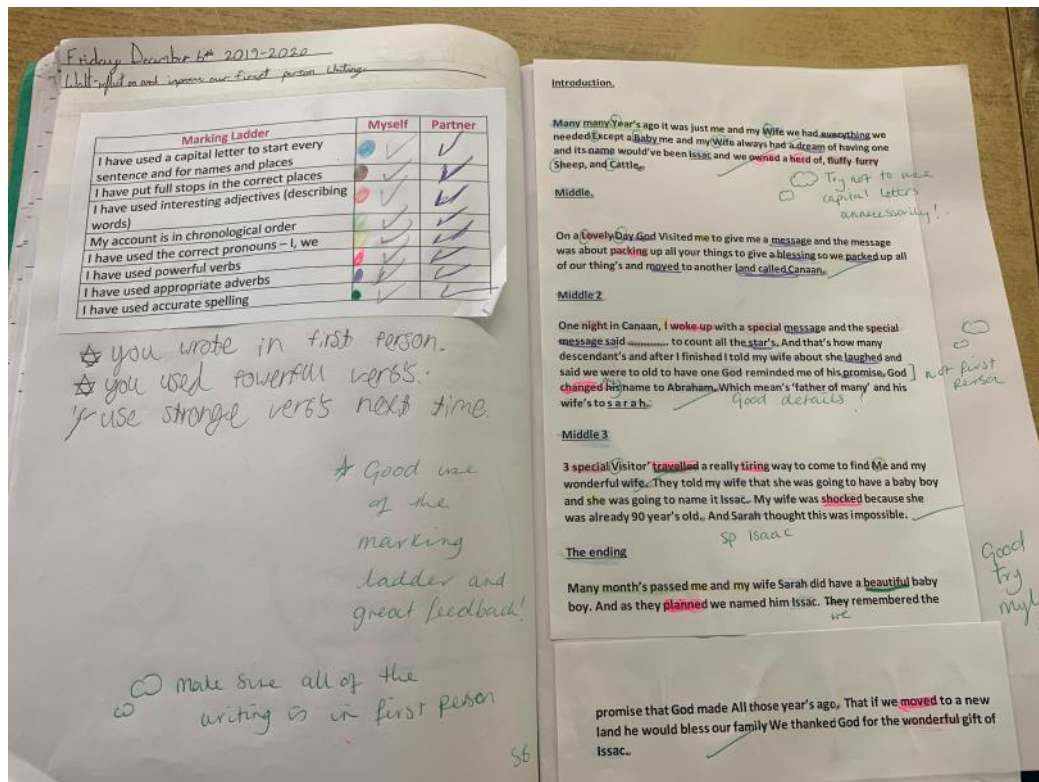
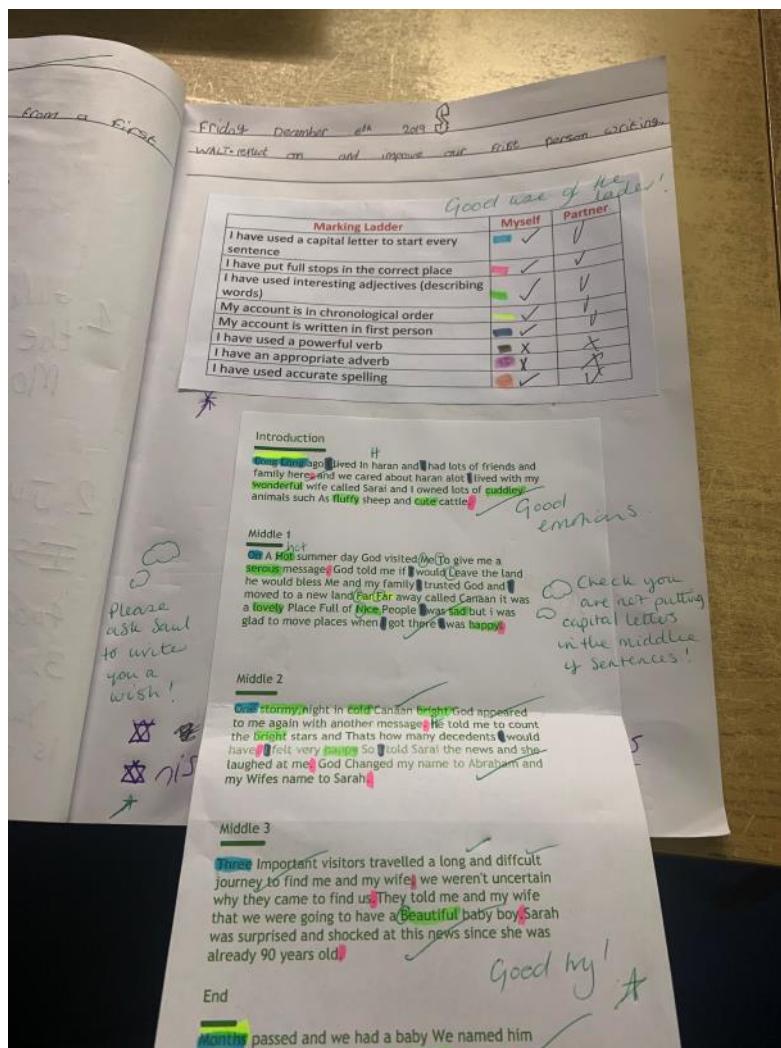
	LA and ALN Differentiation – LA will create a shared writing with the assistance of the TA in the library – will provide sentence starters for the TA to work through on the board with the pupils and then pupils can either use the shared writing examples to write into their books or they can come up with their own examples. ALN pupils will be given three pictures from the story and asked to describe how Abraham felt in first person – key questions that I or TA will ask is if they think that Abraham was happy/sad/scared/tired/cold at different points in the story. ALN and LA pupils could also have the powerpoint of the story on an iPad near them to remind them on the salient points of the story.	LA pupils will be engaged in the first person writing task with sentence starters to scaffold the start of the paragraphs and to ensure that they know that they should be writing in first person throughout the task. I will use sentence starters such as "I went" "I felt" and "I saw".	Sentence starters
		ALN pupils will be engaged in thinking about how they think Abraham would have felt in the situations he was in and writing these down from his perspective such as "I felt...."	Pictures from throughout Abrahams Story

The lessons which I had been asked to prepare for RE were based on religious stories. As the pupils had been looking at Judaism during my observation time in the class, I chose a story that they might have been less familiar with - Abraham.

As the pupils had engaged really well with a hot seating activity which I planned on asking questions to Abraham and Sarah, I decided to bring in a further aspect of literacy which the pupils had not yet engaged with which was First Person Writing from another person's point of view.

As this was the first time they were undertaking this kind of writing, I took two lessons to complete this task with the pupils as I modelled a good example of a first person account, using examples which the pupils gave me in a Shared Writing model.

This ensured that the pupils engaged more so with the religious text than they would have previously, as well as learning important literary tools.



Illustrative example 1 - Marking Ladder

Monday, 9 December 2019 10:06

Teaching & Core Learning	I will introduce the pupils to the marking ladder and we will practice marking a piece of work on the IWB together. I will go through the marking ladder point by point and ask the pupils to point out an example of this on the IWB. I will then model highlighting the example on the board to make a key of features. I will give out examples of the marking ladder. Pupils will then use the marking ladder to self assess their own work, using the modelling to highlight the relevant sections of their own work. ALN differentiation – 3 different versions of	Pupils will be engaged in pointing out the relevant features from the marking ladder in the piece of text. We will aim collectively to try and improve each sentence multiple times. I will continue the use of the lollipop sticks to ensure all pupils have a chance to give feedback Pupils will use differentiated levels of marking ladders, working individually to reflect on their own work and the features of the first person writing that they have used.	Lollipop sticks IWB Marking Ladder on IWB Example of text on IWB Marking Ladder (three levels - printed) Highlighters
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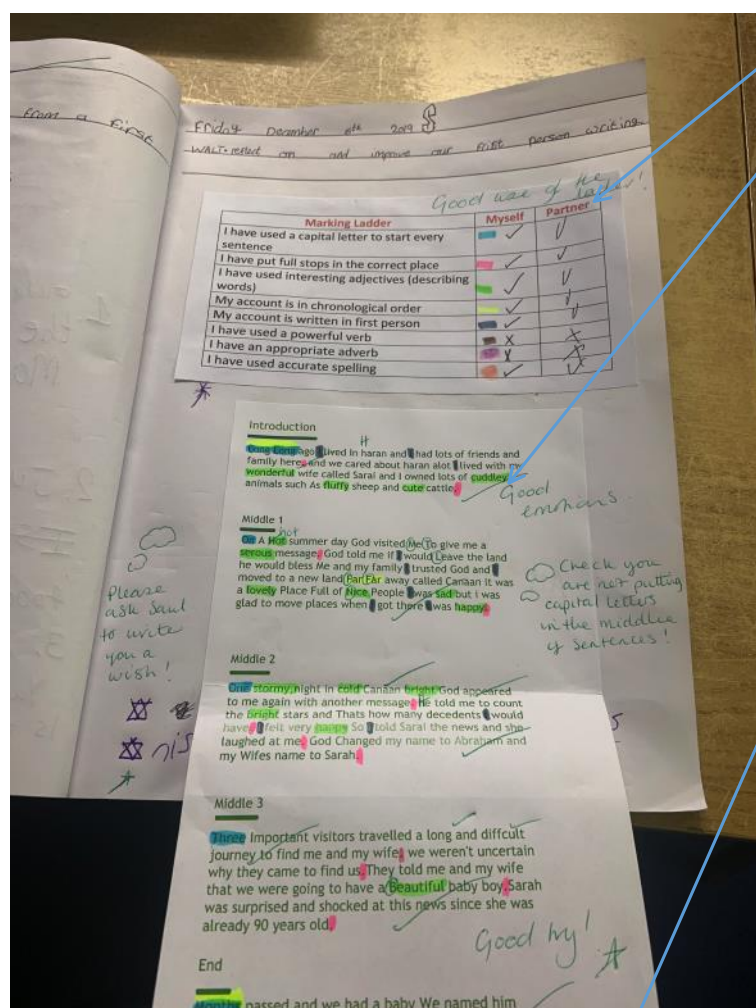
By implementing a technique suggested by my classroom mentor which the pupils are already familiar with called the Marking Ladder, the marking ladder not only enables the pupils to be able to self assess their work, it also enables the pupils to gain peer feedback.

As can be seen from the lesson plan, the marking ladder was modelled to the pupils beforehand to ensure they were all comfortable with the criteria being used. These success criteria were discussed in the previous lesson when we were constructing the text which was now being marked. The marking ladders and the original success criteria were both differentiated into three groups which I ensured was the case by disseminating the handouts while the pupils were reading over their work.

The pupils marked their own work, as well as pointing out key features of the work from the success criteria using different colours - this not only made the pupils think about whether they had covered all of the success criteria in their work, it also assisted the peer marker when they were peer assessing their partners work.

The last element of the lesson before the plenary was for pupils to give their partner two stars and a wish, while this was modelled on the board, I should have checked understanding more here as a few pupils when I marked the work had not completed a "wish".

	the Marking Ladder so that ALN and LA pupils can self assess their work also. TA support – Pupils will then swap books with a learning partner of same differentiation level – I will move pupils around the class to ensure they are sitting with a similar ability level partner. Pupils will complete the Marking Ladder and see if they agree or disagree with the pupils self assessment.	Pupils will peer assess the work of a pupil with a similar attainment level. They will be engaged in giving objective feedback and kindness will be encouraged. When the pupils have received their book back they will look to see if they agree with the feedback and use purple pens to make improvements to their writing. Create 2 star and a wish comment – again model to the class	Purple pens
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End
 Month passed and we had a baby We named him

Friday December 6th 2019-2020
 Will fill in and improve our first person writing.

Marking Ladder	Myself	Partner
I have used a capital letter to start every sentence and for names and places	✓	✓
I have put full stops in the correct places	✓	✓
I have used interesting adjectives (describing words)	✓	✓
My account is in chronological order	✓	✓
I have used the correct pronouns - I, we	✓	✓
I have used powerful verbs	✓	✓
I have used appropriate adverbs	✓	✓
I have used accurate spelling	✓	✓

☆ you wrote in first person.
 ☆ you used powerful verbs.
 ☆ use strong verbs next time.

☆ Good use of the marking ladder and great feedback!

☺ make sure all of the writing is in first person

St

Introduction.

Many months ago it was just me and my wife we had assessing we needed Except a baby me and my wife always had a dream of having one and its name would've been Isaac and we owned a blend of, fluffy-furry (sheep, and Cattle).

Middle 1.

Or a Lovely God Visited me to give me a message and the message was about packing up all your things to give a blessing so we packed up all of our things and moved to another land called Canaan.

Middle 2.

One night in Canaan, I woke up with a special message and the special message said to count all the stars. And that's how many descendant's and after I finished I told my wife about she laughed and said we were to old to have one God reminded me of his promise, God changed his name to Abraham. Which mean's 'father of many' and his wife's to sarah.

Middle 3.

3 special Visitors travelled a really tiring way to come to find me and my wonderful wife. They told my wife that she was going to have a baby boy and she was going to name it Isaac. My wife was shocked because she was already 90 year's old. And Sarah thought this was impossible.

The ending

Many month's passed me and my wife Sarah did have a beautiful baby boy. And as they planned we named him Isaac. They remembered the

promise that God made All those year's ago, That if we moved to a new land he would bless our family We thanked God for the wonderful gift of Isaac.

☺ Try not to use capital letters unnecessarily! -
 ☺ not first person
 ☺ Good try my friend!

Illustrative example 2 - Traffic lighting and purple pen commenting

Monday, 9 December 2019 10:10

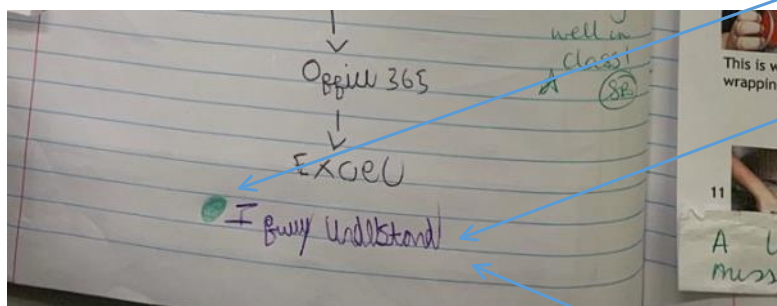
Purple pen comment and traffic light		They will purple pen comment and traffic light on how they found the work today.	Purple pens Coloured pencils
Plenary	I will ask pupils to give a quick thumbs up/down to show how they found the lesson I will ask the pupils to purple pen comment and traffic light in their books also, asking pupils to write a different comment to last lesson to avoid repetition which I have seen evidence of.	Pupils will be engaged in a quick visual plenary to demonstrate how they felt the lesson went Pupils will also purple pen comment and traffic light	Purple pens Coloured pencils

Pupils at my placement school have been encouraged to purple pen comment and traffic light throughout the year and I have been encouraged to include this in my plenaries, which I have done usually as well as an additional task.

Traffic lighting asks the pupil to draw a small circle of either red, orange and green depending on whether they found the work hard, ok, or easy retrospectively. Purple pen comments ask for this in word format and there are examples the pupils can use on the tables in the classroom.

The aim of purple pen commenting and traffic lighting is to be active in their understanding of their learning and I think this can be a valuable task as per advise of Welsh Government (2010) on assessment for learning.

However in this case I feel as though I must question my own practice, while self assessment tools undoubtedly have a great value, in my placement school pupils had become accustomed to undertaking this task as part of a tick box exercise. As can be seen from the lesson plan which I created towards the end of the time in Year 5, I began to notice that pupils were answering the same thing each time when they were being asked to purple pen comment, and began to remind pupils that they were to write a different comment to the last one. It could be similar and mean the same, but I tried to eliminate the blind copying of the same purple pen comment each task by doing this.



Water and:	Prediction: Will it dissolve?	Did it dissolve?	Describe any other changes that occurred
Salt	~~NO~~ YES	YES	It dissolved perfectly
Sugar	YES	YES	it was clear
Icing sugar	~~NO~~ YES	NO	it was cloudy
Oil	NO	NO	It wasn't clear
Coffee	NO	YES	However ours did not dissolve It it does
Pepper	NO	NO	it was cloudy
Flour	NO	NO	It was very cloudy

I fully Understand

You worked Really well on the experiment today! ☆

Monday November 11th 2019

WAT letter race's a good slogan.

The winning Slogan as voted by Etc was we're coming at you for Christmas halloween.

See Group Book

I fully Understand

Great class slogan

Illustrative example 3 - Think-Pair-Share

Monday, 9 December 2019 10:10

Pupils will use Think-Pair-Share to look at the facts they have created and together think of some questions which they would like to ask Abraham/Sarah. They will ask the questions to each other in turn where one person is the interviewer and the other Abraham.	Pupils will think pair share to come up with questions they would like to ask Abraham and Sarah, again LA will have to create a minimum of 3 questions and MA will have to create a minimum of 5 questions ALN can continue to use J2E to type facts and questions. They can begin to think of questions orally with TA.	Chromebooks
We will hold a class interview where one pupil plays Abraham and one Sarah and they are in the "hot seats"	All pupils will be engaged in the hot seat discussion – will use dojo randomiser to select pupils to ask questions to those pupils in the hot seats	Chromebooks Dojo randomiser



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)	I will display the powerpoint showing the story of Abraham again and we will read this as a class. Pupils will be asked to think pair share the main points of the story with partner A telling the story and partner B listening and pupils will then swap to ensure that they are all confident when thinking of the narrative of the story I will introduce the toolkit and the key points of first person writing ensuring that the pupils know that they will be writing from the perspective of Abraham	Pupils will be engaged in shared reading of the story to embed the key points of the story Pupils will think pair share to discuss the story and its salient points Pupils will be engaged in a teacher led discussion about first person writing and by reading through the first person toolkit	Powerpoint of Abraham's story Toolkit

These are a few examples of when I have implemented Think-Pair-Share effectively in my practice. They were both during RE lessons on the Jewish story of Abraham and Sarah. In the first example think-pair-share was used to facilitate a longer discussion on what questions they would like to ask Abraham and Sarah, in the second example think-pair-share was used to have a very quick discussion to refresh the pupils knowledge of the story as it was discussed in the previous lesson initially.

Pupils were fairly familiar with think pair share when I started PTE but did not really engage very well in it, often having a discussion about another topic, however when I began to implement this assessment for learning technique combined with using another assessment for learning technique - lollipop sticks it became more effective. This proved really helpful as pupils knew that they had to prepare an answer should they be picked out from the lollipop sticks therefore minimising discussions on other topics.

Illustrative example 1 - Science - Santa's problem

Monday, 9 December 2019 13:40



In this lesson the pupils were introduced to "Santa's Problem". This was part of a school wide STEM week at the end of term so the theme of Santa Clause was very topically to the children. I created a poster which resembled a news poster to bring in an element of real world context as the ideas were quite abstract to the pupils - they were unlikely to have come across a person stuck in ice in the real world!

Earlier in the week pupils had already started to learn about Solids, Liquids and Gases as well as changing states of matter and dissolving.

Pupils were heavily encouraged to think back to their earlier lessons when thinking about how to solve Santa's Problem.

In this lesson, pupils were not encouraged to find out the answer to the question just yet, instead the goal was to activate the prior knowledge that they had retained and to start to come up with basic predictions and hypotheses for how they could defrost Santa from the block of ice.

Not only this, but towards the end of the lesson the pupils were encouraged to also think about how they would gain extra knowledge to answer the problem in general, for example many of the pupils thought about using the chromebooks and google to look up answers, but not many came up with answers such as asking knowledgeable people and text books.

This aimed to expand the pupils problem solving skills, not only by thinking of their own answers to the problem, but thinking of alternative ways they could find solutions to problems outside of their own knowledge levels.

Opening phase (with links to prior learning)	I will introduce "Santa's Problem" by displaying the question on the whiteboard - "Its Christmas Eve and Santa has fallen out with a very angry elf king. The king has frozen Santa into a big block of ice! Can you help Santa's elves to find out how to defrost him as quickly as possible? He has to be safe and unhurt so using a pick axe isnt a good idea! Tomorrow is a busy day!" I will discuss with the pupils what ideas this brings to mind as they first read the paragraph	Pupils will read the problem - shared reading in the classroom. Pupils will think pair share with their partners their initial ideas. I will ask pupils to feedback a few of the ideas using lollipop sticks. Pupils will be required to look back at previous work on solids, liquids and gases to inform questions.	Whiteboard displaying "Santa's Problem" Lollipop sticks
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Teaching & Core Learning	I will ask pupils to continue working in pairs to draw a spider diagram which shows all of their ideas for how they will get Santa out of the block of ice (I will provide a template for ALN pupils to use and TA can assist to help them record their answers) I will then ask pupils to make a list of all of the ways they could find out the information that they want to know and formulate questions which they would like to ask.	Pupils will be engaged in drawing a spider diagram with as many ideas as possible for how they could get santa out of the block of ice. They will complete this in groups (2 pairs) in a group book. Pupils will make a list of ideas of places they could find out information such as internet, books, adults or teachers, experient etc They will also use the spider diagram to create a list of questions that they would need answered to know if their idea could work	Group books Stationery Template sheets for ALN Group books and stationery
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Illustrative example 2 - Science - Dissolving

Monday, 9 December 2019 13:40

Teaching & Core Learning	Leading on from the question "Can other solids be dissolved into liquids?" I will introduce the experiment - I will present the class with a wide range of materials to mix with water and start a classroom discussion on which materials the pupils	Pupils will be engaged in a hands up vote on whether they think that the material we have been discussing will dissolve in water	Materials to dissolve - Salt Sugar Pepper Flour Chalk
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This lesson was also undertaken as part of STEM week, as a precursor to the Santa's Problem lesson which can be seen above.

Pupils in this lesson were required to activate prior knowledge on solids, liquids and gases when discussing whether they think the presented substances of solids and liquids will dissolve in the water.

The pupils were given an opportunity to think about what they thought would happen during a hands up vote before writing their predictions down on the hand out. This enabled them to not only look at their own ideas but also take on board the opinions of More Knowledgeable Others in the class - a further way that they can solve problems in a real life situation.

As can be seen from the photographs, the pupils, engaged really enthusiastically with the dissolving experiment itself and really enjoyed finding out the answer to each question as to whether the substance did dissolve and as to whether their prediction was correct.

At the end of the lesson, they pupils understood that not all of the substances did dissolve in the water and that there was a difference between a solution and a mixture - the observation notes on the handout assists with this as they can see whether the mixture was still cloudy or not, indicating whether the substance was soluble or not.

think will dissolve into the water. I will clearly outline the criteria for when a material has dissolved in the solution - e.g. not cloudy, clear but not always colourless, will not settle		Icing sugar Coffee Oil
From this I will give out worksheets which have a prediction and a findings column.	Pupils will be required to fill in the prediction column at this point to draw some conclusions from prior knowledge about things they may have already encountered e.g. sugar, coffee etc	Worksheets Pens
Pupils will conduct the experiment in tables of around 6 pupils - a group of ALN/LA pupils may conduct this in the library to access additional support from a TA.	Pupils will be engaged in completing the experiment, I will encourage turn taking and sharing of responsibilities in the task to ensure all pupils are engaged in the task	Beakers Stirrers Spoons



Today's Experiment: Solubility
What substances will dissolve? Record results

Material	Prediction (Will it dissolve?)	Result (Did it dissolve?)	Describe any other changes that occurred
Salt	Yes	Yes	It dissolved completely
Sugar	Yes	Yes	It dissolved completely
Instant Noodle	Yes	No	It didn't dissolve
Oil	No	No	It stayed on top
Coffee	No	Yes	It dissolved completely
Pepper	No	No	It stayed on top
Flour	No	No	It stayed on top

Conclusion:
The substances that dissolved were Salt, Sugar, and Coffee. The substances that did not dissolve were Instant Noodle, Oil, Pepper, and Flour.

Illustrative example 3 - Topic work - Logos

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I will provide the logo quiz as a starter to get pupils interested in logos they will be already familiar with. They will encourage pupils to see what is similar and different about the famous logos and see how many they can recognise	Complete the logo quiz – no differentiation at this point as all attainment levels should be engaged with this task	Logo quiz Pens (Possible ipads to look up if any are stuck?)
Teaching & Core Learning In pairs, the pupils will be asked to think what they liked about the logos and didn't like, and what they think success criteria will be for this task. Collaboratively, I will use the discussion that we have already started to write up on the board the success criteria I will draw out key point to remember when creating a logo such as the need to be unique and relevant to the product. I will encourage the pupils to work creatively.	Pupils will be writing their own ideas about success criteria in pairs in their group workbooks Create success criteria together based on the logos seen in the quiz Create own logo examples (4) in book or on chromebooks individually	Group workbooks Stationery Whiteboard Whiteboard markers Books Chromebooks Pencils/pens
I will encourage children who want to come up and talk about their logos to do so, and then the class will be able to vote on their favourite logo, being reminded to adhere to the success criteria created earlier	Children will choose whether they would like to show the group their work and which logo they would like to use, paying special consideration to whether the logos adhere to the success criteria.	Logos created in the lesson



As part of the topic work we completed for the enterprise task, pupils undertook a variety of lessons on marketing and business decisions as discussed above.

In this lesson, pupils were tasked with solving the problem of the class's own logo. The logo's success criteria were created by the pupils after looking at a number of examples of good logos from the public domain.

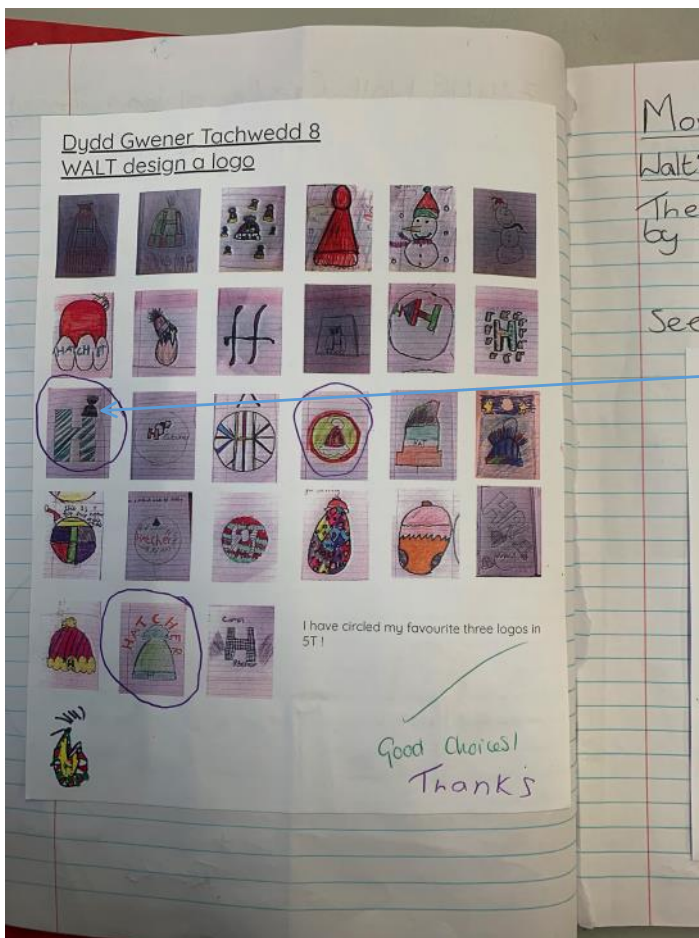
Pupils were then required to use a range of multimedia options such as pencils, pens, chromebooks, to complete their own logos which had to represent the product the pupils were making for the enterprise task, and the brand name which the pupils had already chosen.

Pupils were engaged with working alone and drawing four different options meant they could experiment with different ideas and hone their designs into the best they could be.

I then took pictures of each pupils "best" design and displayed these on the interactive whiteboard. The pupils engaged in a democratic vote adhering to the success criteria they had already discussed before creating their designs.

We held a silent vote so that pupils could have a democratic decision on the consensus of the class. I printed out the designs which the class created and asked pupils to indicate in their books which were their three favourites. Then all pupils closed their eyes and did a silent hands up vote.

The winning design was this one and it was used throughout the enterprise task on various posters and tags for the product which the pupils made.



Critical Reflection

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The illustrative examples that are included in this portfolio demonstrate the implementation of three of Donaldson's (2015) twelve pedagogical principles outlined in *Successful Futures*. These pedagogical principles are currently underpinning educational reform in Wales, and it is imperative that student teachers can effectively demonstrate the implementation of the pedagogical principles in their teaching practice experiences.

The considered examples were taken from a mixed attainment Year 5 class, with pupils aged between 9 and 10 years old. The catchment area of the school is varied, from privately rented and owned homes, to a large social funded housing estate, meaning there is a large variation in the affluency and poverty levels in the area affecting the pupils. In 2018, the Free School Meals percentage in the school was 18.1% this is just above the national average for Wales in 2018 which was 17.4% (information accessed from the Welsh Government My Local School website, 16 December 2019).

The Professional Teaching Experience block undertaken here has been immeasurably valuable, and the purpose of this reflection is to evaluate the implementation of the pedagogical principles so far, and to consider how improvements may be made in the implementation going forward.

Effective teaching and learning techniques are ever changing and evolving. Coe, Aloisi, Higgins and Major (2014) define "great teaching" as "that which leads to improved student progress"(p.2). Put simply, a good teacher improves the outcomes that a pupil can attain. Coe et al (2014) believed that there were six components of great teaching: the pedagogical content knowledge, the quality of instruction, the classroom climate, the classroom management, the teacher's beliefs and the professional behaviours of the pupil. However, even Coe et al (2014) themselves admit that defining great teaching is difficult in itself. Firstly, not all of the above components were seen as equally effective during the undertaking of the meta-analysis. Also, during the study of over 200 pieces of research there were parts of teaching practice currently being widely used that were empirically unsupported. Secondly, assessing teaching quality through various measures can be problematic, for example the inconsistent nature of single classroom observations and the unreliability of measuring student gains, as what is "good" for one pupil may not necessarily be "good" for another and recognising individuality is vital when thinking about great teaching.

The Donaldson (2015) *Successful Futures* report has, for the most part, created a basis for the draft Curriculum for Wales 2022 (Welsh Government, 2019) which tries to reflect the individuality of pupils across age groups, with a push to remove key stages, instead implementing progression steps which pupils are encouraged to work through at their own pace. *Successful Futures* also places importance on twelve pedagogical principles and four core purposes as well as implementing Areas of Learning Experience, disbanding traditional "pigeon-holed" subjects and creating a more holistic learning experience for the pupil. However, as mentioned above this is only in draft format at present, with schools slowly implementing the recommended changes. The projected purpose of these changes is to give way to a more enriched, creative and effective future workforce where pupils do not get left behind as a result of their mathematical or literacy skills.

The first pedagogical principle evidenced is "Good teaching and learning means employing assessment for learning principles" (Donaldson, 2015, p.67). Assessment for Learning (AfL) methods rely on techniques to provide feedback throughout the process of a lesson (formative assessment) rather than at the end of or even post-lesson (summative assessment). The terms of formative and summative assessment were originally coined by Scriven (1967). He stated that formative assessment should be used to inform decisions on the effectiveness of the curriculum and how to improve. Black and Wiliam (1998) improved upon this idea and used nine years of international research to make four key recommendations for the implementation of AfL in the classroom, these recommendations

still hold contemporary research-based prominence today.

Further to the recommendations of Black and Wiliam, the Welsh Government (2010) published "How to develop thinking and assessment for learning in the classroom", a guidance document aimed at improving the AfL implemented in the classroom, which collates successful strategies and tools for AfL as well as thinking skills, linking them together so that similar tools may be implemented across the two strategies. This also links to another of Donaldson's pedagogical principles (Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking) which has also been evidenced in the portfolio.

In my own teaching practice, I employed a number of AfL techniques. As Black and Wiliam (1998) have discussed from the findings of their meta-analysis, AfL is especially effective for lower attaining pupils. In my class on Professional Teaching Experience (PTE), the pupils were generally of a lower attainment level, with a lower number of Able and More Able (MA) pupils in the class. This meant that towards the beginning of my teaching practice I found that the smaller number of more able pupils were answering the majority of the questions that I was asking in the class. In order to limit the effect of this on lower attaining pupils confidence and engagement with the lesson, I used lollipop sticks very effectively to draw out alternative members of the class to answer questions. The lollipop sticks that I created had a loose colour coding so that I could avoid asking pupils with Additional Learning Needs (ALN) and lower attaining pupils more difficult questions too many times, again in order to build confidence when answering questions in the lower attaining pupils.

Additionally, in order to build confidence when answering questions in the lower attaining pupils, I began to implement the Think-Pair-Share model as described in the Welsh Government (2010) guidance. This gave pupils the ability to discuss their ideas with another member of the class, and since the class was mixed attainment and not grouped, pupils often could discuss their ideas with a More Knowledgeable Other (MKO; Vygotsky, 1978). I used the Think Pair Share model effectively in a number of scenarios. For example, for activating prior knowledge if the topic was continuing over two lessons to refresh what pupils had already learnt, as a beginning for group work so pupils could discuss ideas before they were required to record the ideas in their books, and when as a class we were formulating success criterion for classroom tasks. Such techniques also gave pupils a great sense of community in the classroom and ownership over the work that they were undertaking, as it was their own ideas we were pursuing as part of the lesson.

Going forward, when implementing AfL strategies in my professional teaching practice, I am interested in learning how the techniques will translate across from Key Stage 2 to Foundation Phase. Obvious modifications will need to be made, and some more written based techniques may not be appropriate, but I would like to instil the sense of community and ownership as well as confidence building that the Key Stage 2 pupils acquired.

The second pedagogical principle being discussed and evidenced in the portfolio above is "Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them" Donaldson (2015, p.68). As per Donaldson's report, teachers should now view Literacy, Numeracy and Digital Competence as vital cross-curriculum responsibilities which should be embedded into as many lessons as possible, and that the more able pupils in these areas should have ample opportunities to "develop, extend and apply them across the curriculum" (Donaldson, 2015, p. 40)

The idea of cross curriculum teaching has, however, been around for over a decade longer than Donaldson's Successful Futures report. In a study completed by Whitty, Rowe and Aggleton (1994), views on cross curriculum and subject specific teaching were collated via postal vote due to the National Curriculum Council guidance issued in 1990 regarding the curriculum as having a "very open relationship between subjects and themes" meaning the traditional approach to teaching very discrete subjects was not necessarily the best way forward, and many of the subjects could be taught through themes. In addition, Clyde (1995, as cited in Kerry, 2010) spoke about children's learning as a network, which spreads across subjects and "domains", and Kerry (2010) draws comparisons with real life situations not being neatly packaged into subject specific boxes, but more a holistic approach to teaching

and the curriculum is needed to reflect the authenticity of real life.

With Wales' implementation of the recommendations of the Donaldson (2015) report, it is known that the National Curriculum for Wales 2022 will implement pupils learning in six Areas of Learning and Experience (AoLEs). These are Humanities, Expressive Arts, Science and Technology, Health and Wellbeing, Languages, Literacy and Communication, and Mathematics and Numeracy. In addition to this, as mentioned Literacy, Numeracy and Digital Competence should be embedded across and within these six AoLEs and not viewed as an "add on". This approach is synonymous with other pedagogical principles such as "Good teaching and learning ranges within and across Areas of Learning and Experience" (Donaldson, 2015, p.68) and "Good teaching and learning creates authentic contexts for learning" (Donaldson, 2015, p.67). It is hard to see how one of these pedagogical principles can be fulfilled without implementing the other two. In order for pupils to learn across AoLEs, cross curriculum responsibilities are needed careful planning and implementation, additionally an effective way to implement both of these principles would be to, as Kerry (2010) discussed, remove the subject specific boxes and take the learning into the real world, thus creating an authentic context for learning.

This idea has been expanded on in a number of reports written by Eystn when considering Effective Practice. A report into Ysgol Beca (Estyn, 2018), a small Welsh Medium primary school on the Carmarthenshire-Pembrokeshire boarder, details how they have used their open plan layout to facilitate thematic learning across the Foundation Phase and the whole of Key Stage 2, with thematic teaching taking place in small groups, not whole class. The entirety of Key Stage 2 has been merged into one class overseen by two qualified teachers and traditional lessons have been removed, in place challenges are required to be completed in free time, and independent and focus sessions are required to be completed at specific times, with the focus sessions having a direct link to the cross curriculum responsibilities of Literacy, Numeracy and Digital Competence skills. The report by Estyn details that learning in Ysgol Beca has developed to a very high standard as a result of this approach with pupils taking ownership for their own work.

While not totally removing all subject lessons from the school day in the PTE school where the portfolio examples have been drawn from, thematic planning has been implemented (a Read-Write-Inc session for literacy is planned discretely and in accordance with Read-Write-Inc guidelines so is not included in the thematic planning). As can be seen from a number of my portfolio examples – not only those used in the cross-curriculum responsibilities section but also in others, for a large portion of PTE block 1 the class was engaged in a thematic plan approached based on an Enterprise Challenge.

As demonstrated in "Illustrated example 1 – Enterprise task including slogans, logos and market research" the overarching themes of the lessons were related to real life scenarios which an entrepreneur may encounter when starting a business, such as making decisions on what logo and slogan a brand may want to use, as well as collecting and collating market research. By planning these lessons thematically, I was able to embed Literacy, Numeracy and Digital Competence in the lessons. Examples of this which can be seen in the portfolio are; the option to use digital art skills used to create logos, literacy embedded in the use of slogans by looking at current advertising in mainstream media to persuade consumers to buy the products on sale, literacy also used to look at market research and the use of questions to make an effective market research questionnaire but also digital competence embedded by introducing pupils to the Microsoft word package, one they were not familiar with but which is easily accessible as it is similar to other child friendly word processing tools which they have already used. From practically using the market research questionnaires that the pupils created, pupils developed communication skills. By taking the results of the questionnaire and using Microsoft Excel to collate and display the graphs they developed further digital competence as well as numeracy skills. Looking at the group of lessons as a whole, it can be observed that cross-curriculum responsibilities were at the heart of the topic lessons, but the pupils engaged, enjoyed, and took ownership for their decisions relating to the Enterprise Challenge as they were spurred on to raise more money for resources for their own classroom.

The third pedagogical principle demonstrated in the portfolio of evidence presented is "Good teaching and learning means employing a blend of approaches including those that promote

problem solving, creative and critical thinking" (Donaldson, 2015, p.65). Sir Ken Robinson in a 2006 TED Talk (2006, accessed 27.12.2019) discussed the idea that schools only facilitate learning of one kind – academic learning to create university professors. While this is considered true for much of teaching and learning history, there is now a shift towards a much needed holistic view of not only the curriculum but of each individual pupil, as each individual pupil is obviously much more than their current academic achievement. Pupil wellbeing and their use of other mediums to express themselves are imperative to the holistic view of the pupil, and this shift is something that Donaldson has very successfully attempted to craft into the new curriculum, basing as much stock into the AoLE of Expressive Arts and Health and Wellbeing as he does Mathematics and Numeracy, a focus that has sorely been lacking from historical curricula.

As McGregor (2007) discussed, in education so much weight is given to *what* needs to be taught to pupils instead of *how* best the pupils may learn the information which is being given to them. The DfES (2002, as cited in McGregor, 2007) also discussed how cognition and cognitive activity is so important in teaching, which needs to be stimulated by challenging problems which makes pupils think hard and engages what they already know. Pupils should also be encouraged to collaborate and engage with other learners, to talk about and reflect on tasks they have already completed, and have a number of learning outcomes across a range of subject contexts.

One notable implementation of critical thinking observed in the school I attended was when I was fortunate enough to observe a Philosophy for Children (P4C, model developed by Lipman, 1982) lesson which is one of the most interesting sessions I have observed as a student teacher. Pupils who were usually disruptive or disinterested in classroom activities became engaged and interested in the topics which were being discussed. It was at this point I understood what Robinson (2006) had discussed – different pupils engaged with different levels of academic work, but all had their own views, perspectives, strengths and thoughts about the topic in question.

In my own implementation of the pedagogical principle concerned with problem solving, creative and critical thinking, I tried to emulate this degree of engagement with a question posed. In the first two illustrative examples presented for this principle, I pose two questions. The first "Santa's problem" did not require an answer. The pupils were required to think critically and use prior knowledge which they had engaged with to think of possible answers, and ways in which they were going to find the correct theories and answers out. In the second example, the question posed was "will this substance dissolve or not?". However, it was not as straightforward as simply giving the pupils the substances and water. The pupils were required to activate prior knowledge again, think about what they had learnt about the properties of solids, liquids and gases and predications on what they *thought* would happen. Here another interesting point that Robinson (2006) raised is relevant – pupils here had to not be afraid to be wrong. They had to make their educated guesses, use that knowledge to again think about their own thinking when they undertook the experiment and realised whether they were correct or not. Pupils engaged so well with these lessons, they not only enjoyed the practical element, but were relating the dissolving aspect to real world examples as simple as making a cup of tea. From ALN to MA pupils, all pupils were engaged in critical thinking about the world around them.

In conclusion after considering the three pedagogical principles in question, a range of literature has been consulted and practical examples drawn upon to examine the implementation of the said pedagogical principles in question. As can be seen, considerable progress has been made to create well rounded, holistic, thematic lessons which engage and spark enthusiasm for pupils.

However it is important to note that Parker, Heywood and Jolley (2011) observed through a small study of student teachers viewed cross curricular planning and teaching as "problematic". They found the curriculum overcrowded, and the early stages of their career limited the knowledge base and resources they were able to draw upon. Donaldson's (2015) approach in Wales is also not without criticism. In a BBC article written by Bethan Lewis (2018), she noted that the Welsh Local Government Association (WLGA) and the Association of Directors of Education in Wales (ADEW) had jointly presented concerns on the matter to the Welsh Assembly. They had concerns that an individual teachers' subject

knowledge and experience would be heavily relied upon, rather than being defined by the curriculum, and that the science and technology AoLE seemed less developed than the others put forward.

In a time of curriculum reform, it would be prudent to look at both sides of the argument in a cautious manner. As can be seen from the majority of the literature presented, Successful Futures (Donaldson, 2015) and the individual pedagogical principles considered in this portfolio have sound grounding and support in benefitting pupils engagement and attainment. In order to keep moving forward, I plan to hone these skills, as well as work on other pedagogical principles that have not been discussed. In terms of cross-curriculum responsibility, I plan to make these the core of as many of my lessons as possible, looking at ways to make these interesting and engaging in the Foundation Phase which I will be entering in the second part of this PTE, by using tools that the pupils are already familiar with. As I feel digital competence was my weakest cross curriculum responsibility implemented, I will look at interesting ways to bring this into the Foundation Phase such as BeeBots, J2E, and others. As mentioned above, in reference to AfL techniques, this too will need to be adapted to be used in the Foundation Phase, as well as introducing many new techniques from the Welsh Government (2010) guidance which are age appropriate. In terms of critical, creative thinking and problem solving, by working thematically and bringing in enhanced provision activities that encourage exploration and excitement as well as honing pupils cognitive activity and metacognition skills I will engage this pedagogical principle for all attainment levels in my new class. I look forward to the next challenge in the foundation phase.

In summary, as stated by Nigel Newton in a blog post for BERA (2018), Successful Futures created an “exciting and dynamic new phase in the history of Welsh education”. It is an exciting time to be learning the craft of pedagogy, and the pedagogical principles must be regarded as a map to navigate the road leading to Effective Teaching.

Word Count - 3295

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