

Overview

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Assignment title :-

The assignment involves two main aspects:

1. The presentation of illustrative examples from PTE.
2. A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress.

Pathway :- Primary PGCE

Links to onenote :-

https://uwotd-my.sharepoint.com/:o:/g/personal/1701453_student_uwotd_ac_uk/ElXRo20p37JNtOqfJZEaneYBIY-TkeBrSY6OCz4xy6ejog?e=AWUgf8

Targets

- Summarise instead of directly quoting as this will hugely improve your writing.
- Follow the assignment brief. You seemed to have misunderstood at the end.

Assessment for learning

- Good teaching and learning means employing assessment for learning principles.

Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)
- The children to join in with counting forward, backwards and using one to one correspondence counting. - Listen to what the main session is and thumbs up if they understand, down if not.

The focus of this AFL strategy was to get the children to show that what had been explained they understood and were able to go out and complete what they had been asked to. These were used for children aged 3 years old and in a nursery setting so were very basic and easy to understand for the children of such a young age. They were added and changed often so that the children weren't just putting up their thumbs without fully understanding what it was they had to do. I found using this strategy helped me see who had understood the instructions for the task set and who needed just a little bit of extra support and guidance before they went off. Using assessment for learning allows the children to be monitored and assessed in a variety of ways and in a more natural environment rather than putting them through tests. It allows the teacher to monitor children's progress and consider the next stage of learning and progress.

Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)
- Children to show their knowledge of a beach and if they have been to one, describing their own experience. - Children to talk about how to build a castle – if they know, sharing their advice and experience to their peers. - Write out a set of instructions? Possible extension for those who know how to build one? - Children to listen to the challenge set and stand up if they understand what to do.

Teaching & Core Learning	- Observe the children while they are building their structures/castles. - Use questions to discuss what they are doing – How did you create that? What did you use? How could you make it bigger? I wonder if your structure is strong enough? How could you make it stronger? - Differentiate - by using different language with different children. Compose different challenges for different children to help them achieve the end goal. Use the iPad to show pictures and model for the children.
Plenary	- Get the children to reflect on what they had built and how they built it. Was it difficult to build? Did it keep falling down? (Talk about perseverance)

The focus of this AFL strategy was to use questions throughout what the children were doing, rather than giving them the answer straight away or telling if its right or wrong getting them to find things out for themselves by questioning them. The use of questions help the children to discuss what they are doing and getting them to expand on what they are saying instead of putting words into their mouths. Questioning can happen throughout the session and can be adapted and adjusted as the children are at different stations and through differentiation for each individual child. This worked well in my sessions as using questions helped me see if the children understood what they were doing and in their own words, showing each child's ability.

Child	AM 15/11		PM 15/11
A	absent		1 - 5
B	1 - 4		1,2
C	1 - 5		1 - (Copied)
D	1,2		Copied
E	absent		1 - 3
F	V.Quiet		1 - 4
G	1 - 5		1 - 3

Child	AM 22/11		PM 22/11
A	0 - 10		absent
B	1 - 5		1 - 5
C	1 - 10		1
D	absent		absent
E	absent		1 - 4
F	absent		1 - 4
G	absent		1 - 3

The focus of this AFL strategy was to keep track of the children's learning and develop it as and when needed. For example by noting what numbers the children know up to they can then be tracked and next steps easily focused upon. This helps me as I can keep track of the children and help them progress forward at their own pace and ability rather than just doing the same numbers over and over again each session, either holding children back or making it too hard for them. This really benefitted me within my planning and over the sessions and also helped me understand the children's learning and knowledge retention a lot better. Even though it was only over a couple of lessons it would have been carried on throughout teaching constantly advising me along the way.

Cross curricular responsibilities

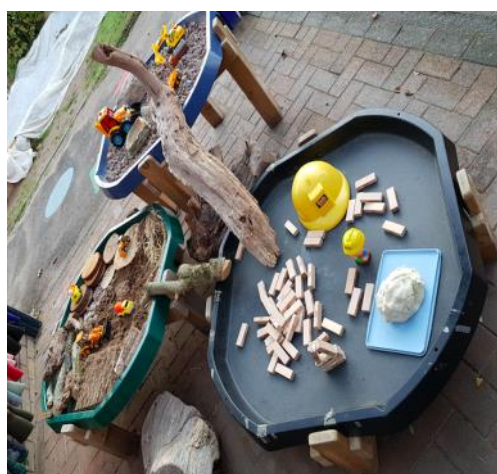
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.



The focus of the lesson was to introduce the sentence structure 'pwy wyt ti' in a Welsh lesson with three year olds in a nursery session. I found from a previous session that the children seemed to struggle retaining and answering this question, so for this lesson I added a variety of fun games to help them secure it, specifically using DCF. I brought this in as the children could use the QR codes to scan and listen to songs that are linked with the sentence and help them retain the sentence structure and be able to ask each other as well as answer it themselves. They really enjoyed using the i-pad to scan and listened throughout the lesson so they could be chosen to use it. I feel using this cross curricular link helped the children to fully adopt the Welsh that we were focusing on as it was a fun way to learn and they became engaged more as they were providing the songs for everyone to listen and sing along to.



The focus of the lesson was for the 3 year old children to play in the construction area in the nursery setting, using their imagination and creative minds to act out and take on the different roles on a construction site. There were a variety of different textures and items for the children to use. In previous sessions the children enjoyed interacting and getting involved in the small world areas that had been set up such as the jungle or dinosaur park so I decided to expand on these and create a construction site as they had been interested in the diggers within the sand area. The children were able to expand and develop not only their expressive arts but also their language and Literacy skills as well as the mathematics and numeracy skills. These could be developed through counting the number of bricks they could use to build their wall or how many stones they can pick up with the digger. It could also be developed with the children talking to each other and asking each other questions while adopting a certain role within the construction setting such as builder, manager etc.





The focus of the lesson is to set up an afternoon tea setting in the home corner/role play area for the children aged 3 years in the nursery setting to play and explore with, developing many skills while they are playing. I found from previous sessions when the area was set up for the children to make food with pasta, create teas and coffees in a coffee shop environment that the children enjoyed catering for each other and it also developed many skills not just their expressive arts and health and well being but also their maths and numeracy and literacy and communication. I thought of the idea of afternoon tea as the children may have not seen an afternoon tea setting before, so this could be another role play they could learn and develop through. The stimuli and visuals were also fun and exciting and drew the children into playing in the area as they were interested in what they could see. As the children explored and discovered in the area I was able to play and interact with the children and was able to explain and describe an afternoon tea experience and get them understanding it better. This cross curricular link helped the children as they were able to develop their language and communication within the expressive arts setting through asking each other questions such as "what would you like to drink?", and also adopting the role of the customer, waiter/waitress etc.

Employing a blend of approaches

- Good teaching and learning creates authentic contexts for learning.

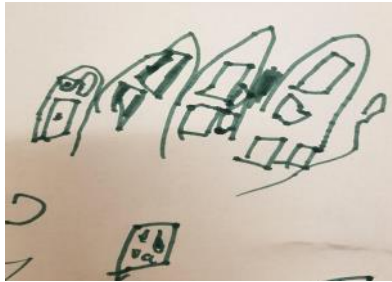


Authentic context for learning with the children is a key aspect throughout what they are doing. Creating opportunities for the children to work through real life challenges and tasks has been a major focus through my planning and implementation throughout my sessions. Through this task the children had been given a new enquiry for them to take on. During the children's new enquiry they had to choose an area of interest and design and build their own using whatever stimuli they want. Some of the children chose the school, so we went on a walk to have a look at the building – rooms, real life, authentic experience. Giving the children this opportunity lets them have a great sense of the building rather than just letting them guess what it would be like. The children thoroughly enjoyed going on the trip and when they came back to nursery they couldn't wait to tell fellow adults and children what they had seen. Creating their sculpture then they had more of an idea and it helped them create what they had set out to.



The focus of the session was to get the children to use their fine motor skills and unlock the padlocks and clasps in the nursery setting with three year olds. I found when I observed the nursery that a lot of genuine, real life resources were used and I particularly noticed that the children enjoyed the items on the tinkering station, so I created this to keep the children engaged as well as learning. This helped me inform my choices of the task that I had created and thought the children would enjoy. Throughout the task the children were very eager to be first to have a go with in the padlocks and were also generally helpful if their friends were unable to do it, showing them and also discussing what they were and how and when to use them. Padlocks were something I chose to do as the children had already had screws, washers and hammers out beforehand so, I wanted to create something new and a bit more challenging. I did notice when the activity had been completed that there was nowhere to go from there, they just had to put the padlocks back on and start again, which they did enjoy it just wasn't challenging enough. This was something I took into consideration and an extension could be created to push the children's learning further forward.





The focus of the session was for the children to look at the buildings that we had been focusing on within their enquiry work and draw the different features that they had on them. So not just drawing any building and creating what they liked but focusing on the buildings they had visited and had gained a lot of knowledge about. The children enjoyed drawing and mark marking throughout the nursery, so I thought that this would be a fantastic idea to get the children to develop those skills further and add detail on their pictures. I decided to use a range of equipment such as felt pens, crayons, pencil and coloured pencils. The visual pictures of the buildings were there to help the children and for them not to just remember what was on them but physically look at them. I thought this would be easier for the children as they were only three years old. The children were very talk active while drawing their pictures and were extremely proud of what they had achieved. I feel that the pictures that were created were due to the visual pictures that were placed on the table so that the children could copy. This is something I would definitely keep implementing in my tasks as it gives the children assistance and guidance within the task, even when an adult is not constantly sitting at the table with them.



Critical reflection

Teachers are constantly developing and progressing in their careers, having opportunities to go on courses developing their own knowledge and experience and progressing/moving forward with the new curriculum. Throughout this assignment I will be focusing on the three pedagogical principles chosen, discussing what theorists believe and say about them and linking these to work I implemented in PTE1. A reflection will then be carried out and reviewed allowing some recommendations to be drawn for future lessons.

Effective teaching and learning should motivate children, help and encourage them to engage in their learning and succeed and achieve goals set. Hayes (2009) has suggested that effective teachers are well organised, diligent, teaching children so that they can learn and meet targets set in a variety of ways but the main quality is the ability to “inspire and inculcate in pupils a love of learning” (p.18), persistently getting the children to create and feel the love of learning and also want to learn. Having these qualities as a teacher will make the children feel confident and will also encourage the child to ask for help if they are stuck or struggling in their learning. Effective teaching is not just about the planning and the lessons the teacher delivers but also being aware of classroom management such as resources provided, space for the children and activities and students behaviour (Coe et al, 2014). Catering to all of these strategies and individual aspects of the classroom environment will help children learn and become confident and independent in their learning. An effective teacher will also listen to each child and assess and cater to both their individual and emotional needs (Hayes, 2009). Donaldson (2015) emphasises that teachers need to apply the pedagogical principles within the planning, ensuring that tasks and activities relate directly to the curriculum purposes, helping the children adopt the necessary knowledge, skills and understanding that is required. Linking this to effective teaching and learning which he also says “requires a deep and secure understanding of the curriculum” (p.86).

The first principle I will be focusing on is Good teaching and learning creates authentic contexts for learning.

At the beginning of Professional Teaching Experience – PTE 1, I found the setting I was in were using authentic and real life learning, equipment and resources within the nursery setting and the staff had implemented items for the children to use to enhance problem solving, bring real life situations into places such as role play corners and using resources such as pictures and equipment to get the authenticity on things such as tinker stations and natural materials. Whilst observing and spending time looking around the nursery at the beginning of PTE1, I knew this was something I had to take on and adopt when planning and resourcing lessons and aim to equip the children with essential life skills (Pearce, 2016) that will be needed and are required for life beyond school. The authentic context principle is important in children’s learning as not only are you teaching the children vital information from past times but also real-life information – things that are happening in their communities and world around them. Gerver (2010) feels that children leave the real life at the school gates when they arrive for the day but that it is our job to show the children that what they are learning is a development for their real lives and it will help them for future endeavours. In my opinion you do leave part of your ‘real life’ behind but as teachers you need to make learning true real life so that children can make links. Having opportunities to be involved in challenges and tasks linked to authenticity will help the children see this. Stenger (2018) feels the experiences that are linked to authentic learning will help the children understand the relevance of what it is they are learning and following this how they apply these skills into the professional world. Allowing the children to become fully engaged in the real-world activities that may be unique to themselves and their family and providing them with

what different professions would be like. Authentic learning can also benefit children as it allows problem solving to have multiple solutions and answers rather than one correct one (Stenger, 2018), showing the children that there may be a variety of different ways to do things and even if they haven't got the same as someone else it doesn't always mean they got it wrong, building confidence and resilience with the child.

Knowing I was going to need to create authentic, real life learning for the children, I decided to research and develop my knowledge and understanding around the area to help me fully understand. It was not just about developing my understanding but getting the children to see that their learning is relevant, connected and can have a impact upon the world around them as well as their future selves (Pearce, 2016). After researching and increasing my understanding and confidence within this area, I found I had lots of ideas to use as general resources and more specifically in the role play area and small world, I just needed to make them age appropriate for the children as they were only three years old. According to Donaldson (2015) it is important for children to see the "relevance in their learning to the world beyond the schools' gates" and that these opportunities can be taken and be able to "forge links to that world" (p.67). During this placement I planned for specific areas, linking these to authentic learning. I developed areas that linked to a café serving afternoon tea using waiters to serve and customers to place orders and a builder's yard. These should be familiar to the children, however, not all children have the opportunity to experience these so during the session I found the children with confidence took these roles on and not only create their own understandings of new concepts but also integrating their previous experiences (Roach et al, 2018). Within the task I placed myself as part of the group, (adopting a role like the children) not being the leader and let it become more child led. Letting the children explore and discover through play and being there to question the children, develop the children's knowledge further or answer questions that they may not be secure on or 100%. At first, I found this difficult to do, taking a step back and letting the children take control but after a couple of sessions I became fully aware how much it was helping the children and providing them with opportunities to learn. I now see the importance of taking a step back and my role has now become that of a facilitator of learning. It was not just role play areas that I had planned and administered to create authenticity in the classroom but also linking activities to school trips. Taking the children on walks around the environment/community, letting them have first - hand experience. For example, the children had to build a school for their inquiry, so we took the children to the main school building to have a look around so they get the whole picture rather than just guessing. Also, when it came to showing children pictures of things I would generally use clip art but after having conversations with my mentor she advised me to use real life pictures, such as a picture of their school, Barry police station instead of any random police station, so that the children had links to the community around them. I found that these pictures started conversations with the children as they would talk about seeing that building before and then I could expand on this with them.

The second principle to be discussed is good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.

Cross curricular and thematic approaches were first advocated by Plowden (1967), who stated that "children's learning does not fit into categories" (Waugh and Jolliffe, 2013, p.269), and I feel this is true with planning and teaching in today's society.

Using cross curricular responsibilities in all subjects and areas of learning is becoming vital in children's learning. With the new curriculum change Literacy, Numeracy and Digital competency will be included and as Donaldson (2015) states it will be "natural and authentic rather than being an add on" (p.69). Many writers have argued for a breakdown in specific boundaries within children's curriculum and using cross curricular skills will change this and help subjects and areas of learning blend with each other (Waugh and Jolliffe, 2013) with more flow and consistency and

purely focusing on the children first hand.

Within my teaching and planning on PTE1 adding cross curricular responsibilities seemed quite daunting. Donaldson (2015) implies that a main challenge within the cross curricular responsibilities area will be to provide a secure focus on these responsibilities, so their function is more “natural and authentic rather than add on” (p.69), this being something that I had acknowledged and something to take on board when planning. Also linking to making sure the children were developing and progressing forward and developing through all areas and skills when possible. Through research I found this could be done by creating a variety of challenges and providing opportunities to enhance a deeper learning and support the children’s knowledge, understanding and transference of skills (Cooper 2012). I found that using the ipads to combine digital competency into a welsh lesson was an exciting and positive approach for the children. They were very eager to have a go at scanning QR codes to hear the welsh songs linked to the lesson. The children were very confident in using the ipads and I did notice that in the welsh lesson alone they were struggling to retain and focus on the phrases we were learning, but as soon as ipads were introduced they became far more focussed and they retained information. Alongside digital competency I needed to ensure that Numeracy and Literacy were planned for within other AoLE’s. These were easier to embed as could be planned for within themes across the areas of learning within the classroom. Using cross curricular themes allowed for links to be made to a number of different subjects but in a discrete way. I went down the route of having a theme in certain areas around the classroom to help me embed the cross curricular theme, this gave me links to teaching a number of subjects while also using theme or topic as a central core to develop certain skills (Waugh and Jolliffe, 2013). Literacy in role play areas and sensory trays was developed by ensuring that the children are exposed to a language rich environment, using adults and other children that can role model the correct use of expressive language. Numeracy can be linked by counting objects and patterns within the natural environment. Providing the children as Arthur and Cremin (2010) agree with ample opportunities to use and apply specific knowledge, skills and understanding through cross curricular responsibilities (p.430).

I feel the principle of cross curricular responsibilities is an important aspect in children’s learning as it broadens and develops a variety of skills adding breadth throughout the curriculum. As Cooper (2012) suggested a key advantage is that it is a more “contextually based approach to learning” (p.34), with a focus on encouraging the children to make connections throughout the different areas of learning. Its use is to develop and expand knowledge and understanding and engage the children to broaden a range of skills with abilities to work independently and collaboratively (Waugh and Jolliffe, 2013). Having these aspects included in planning and tasks will constantly develop children ready for future success and it’s important that this occurs at every stage of schooling. Embedding this in Nursery allows the journey to begin and prepares the children for the rest of their learning. Linking with what Pollard and Bourne (1997) states that “coherence within cross curricular provision is clearly desirable” (p.186), so having consistency from an early age and progressing through will be useful and necessary for the children’s holistic learning.

The third principle I am going to discuss is good teaching and learning means employing assessment for learning principles.

Assessment for learning (AFL) are essential features within a classroom and can provide and develop knowledge, understanding and skills for both the children and teachers. AFL can provide and obtain information to show a better understanding of where the children are at, the stage they are currently developing to, then proceeding onto the next stage in the learning and also how to get the children there (Waugh and Jolliffe, 2013), allowing teachers to progress the children forward in their learning in a controlled way and at the child’s pace and ability. Assessment for learning (AFL or formative assessment) are important in children’s learning as it allows them to have an active involvement within their learning, can allow children to

assess themselves and understand how to improve (Waugh and Jolliffe, 2013), giving and showing the children how to become independent learners. As Donaldson (2015, p.76) states that “formative assessment should be an essential and natural part of the teaching process and not an additional bolt on”, so by having it flowing and planned it will get and show better results through the children’s learning. Linked to this is the use of self-assessment. This can be obtained through both peer and self-assessment. The children will have the ability to reflect and diagnose their own progress and how to develop this further and extended from this it will allow children to take more responsibility for their own learning and want to learn as well (Donaldson, 2015). This not only allows children to become independent learners but allows them to become confident learners, believing they are competent and successful rather than becoming uncertain and relying too much on adults and fellow peers (Fisher, 2008). Becoming independent through AFL allows the children to grow in confidence and strive forward in their education. Another role of AFL is providing support for effective teaching and adjusting the teaching you are providing the children for their own needs and qualities (Waugh and Jolliffe, 2013). This is vital as the children are relying on the teacher for support and guidance throughout their learning and also providing feedback when it is necessary. Arthur and Cremin (2010) say to be “aware of comments and marks/grades and the impact they have on the children’s confidence and enthusiasm” (p.236), as this will have a lasting influence on their well-being and may discourage them within their education. AFL can be an assessment activity to determine what should be taught next as well as inform next steps to learning (Waugh and Jolliffe, 2013). This is vital as it allows the children to move forward successfully in their learning and allows the teacher to link with the next stage in their learning.

According to William, (cited in Donaldson, 2015, p 68) “implementation of assessment for learning strategies is relatively straightforward; the challenge is to change practitioner behaviour to embed assessment for learning practices consistently into classroom practice”. I researched and adopted some strategies to try and adapt these for three-year olds to use and continue the role of AFL to support the effective teaching that was being planned (Waugh and Jolliffe, 2013). Getting them to understand and participate in different ways of showing they understand what to do, deciding what they would like to do next and provide the learning opportunities that will match the needs of all children individually (Arthur and Cremin, 2010). Linking with this in my planning I had to cater for the children who were non – verbal or had limited words/phrases to express how they felt, providing strategies to help them understand certain goals I wanted them to achieve (Arthur and Cremin, 2010). This I accomplished by using hand gestures like thumbs up if they understood what we were doing or standing up, involving everyone. Talking with my mentor and fellow staff members helped develop further strategies within AFL and providing me with a baseline of the different learning styles that they cater for within the nursery setting.

I noticed that when I was observing and first being introduced to the setting that the teacher would on specific days ask the children what activity they wanted to do, enquire and discover in the session that day and then at the end of the session ask them what they did and what could be changed, seemingly equipping the learners with a desire and capacity to want to take charge of their own learning (Arthur and Cremin, 2010) and engaging the children at such a young age will teach them that this is ok and they can involve in their own learning. This was a great strategy and contributed to effective teaching and learning as it was valuing the child within their learning and making this just as important as the areas of learning within the setting. It also models good language for those who may develop at different rates and allows the child to form an opinion that is not being judged. It also allowed for the teacher to collect ongoing information about the children’s progress and attainment within the learning environment and tasks set on a more regular basis (Fisher, 2008) The use of questioning is a fantastic and effective way to assess how children are learning and if goals are being achieved. Good teaching is differentiated to each

child directly during teaching, as well as in the plenary to both challenge the children during and assess after the children have finished (Waugh and Jolliffe, 2013). After carrying out some research the use of open-ended questions were the best to ask the children as it gave those that wanted to respond the springboard needed to express what they have learnt and what they need to do next to progress. These were planned for during each session I carried out as I could see how eager and positive the children were in expressing their ideas.

I feel for myself to improve and develop after completing lessons for all three pedagogical principles and teaching in general I need to learn about the learners I am teaching quite early on. Finding their specific individual needs and abilities and adopting strategies to help all learners learn. This can be achieved by talking to the teacher, my mentor and other adults who work with the children. I also feel that the research I carried out helped me hugely, so for PTE2 this will be a top focus when teaching and learning in another year group. I recognise that the strategies I adapted in PTE1 were for three-year olds, so I will need to develop these and make them age appropriate for PTE2. This could be done by again talking with staff and researching books.

In conclusion, I feel that it is vital for teachers to regularly update their professional learning development, knowledge and understanding as areas and strategies are being updated and developed and it keeps them highly skilled to teach. There were many theorists who had positive reflections on the pedagogical principles that I had adopted in my writing and helped me with ideas and strategies and the best way to present them in my teaching. It was very beneficial in reflection to read and gain extra knowledge and understanding, which also helped me in the practical application of teaching and learning and that will carry me forward in my career.

Word count:- 3284

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