Title page

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Name: Sarah Rees

Student number:1900919

Pathway: PGCE Primary

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Reduce the number of direct quotations and summarise instead	Used less direct quotations and paraphrased instead.
Target 2	Keep more closely to the assignment brief so that your work is logically structured and appropriate.	Wrote a plan before starting the assignment to order the structure of the critical reflection.
Target 3		

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900919_student_uwtsd_ac_uk/EvTnQhMscxJNlZUqDmIstrYB2iMotfRFnw2l8pqKoGfUAw?e=7eQN6Y

Illustrative example 1

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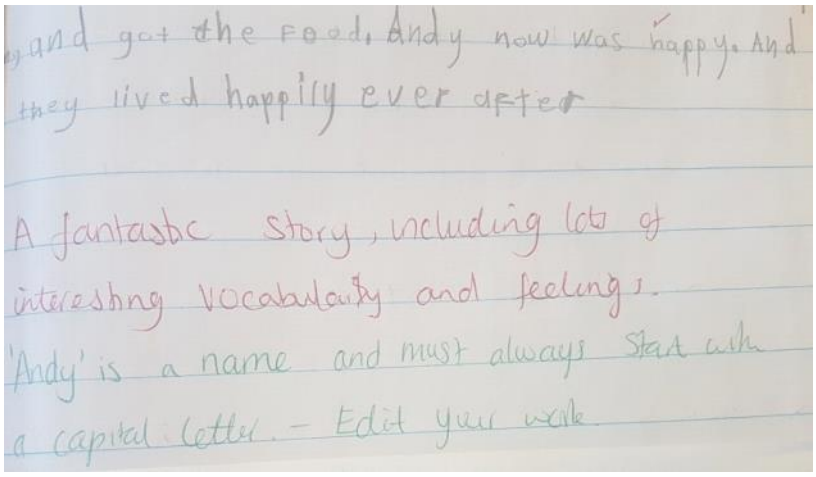
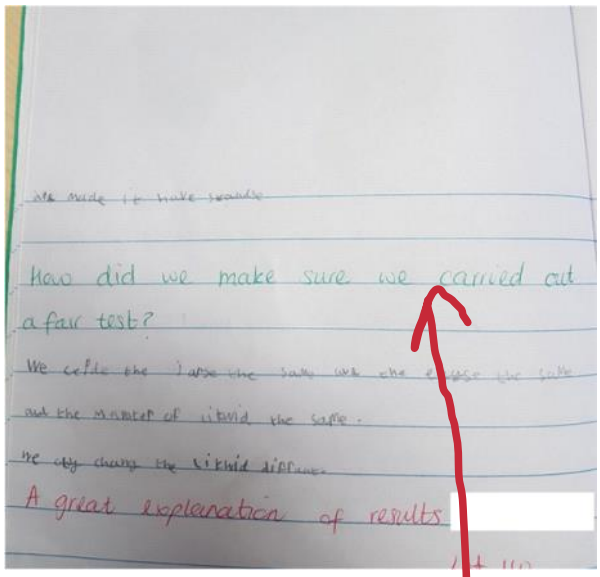

and got the food. Andy now was happy. And they lived happily ever after

A fantastic story, including lots of interesting vocabulary and feelings. 'Andy' is a name and must always start with a capital letter. - Edit your work


How did we make sure we carried out a fair test?

A great explanation of results

Within year 2, a colour code system is used to inform children, assess and provide feedback for pieces of literacy/topic.

Green for growth – A question about the work to check understanding or a way forward to improve their work.

Tickle pink- A comment that is good about their piece of work

I chose this way of feedback as children are familiar and aware of what a red pen and green pen means within their books. The impact of this is that children are to be reflective in their work and to help them reach a higher standard or to improve their work for the next piece of writing. I found that using the colour coded response worked well because children were able to improve their work or had a question/comment to extend their knowledge and understanding. Using this approach allowed me to think about how I pitched written feedback to ensure that children could respond to comments. It was particularly beneficial to give feedback to the children relating to that subject that could help them in their next piece of work and use as a reminder. I may need to consider another approach other than written assessment for those children who may have poor literacy skills. Another aspect to consider is that children need to respond to the Green for Growth as soon as possible so that it is still relevant to the next concept or task.

Illustrative example 2

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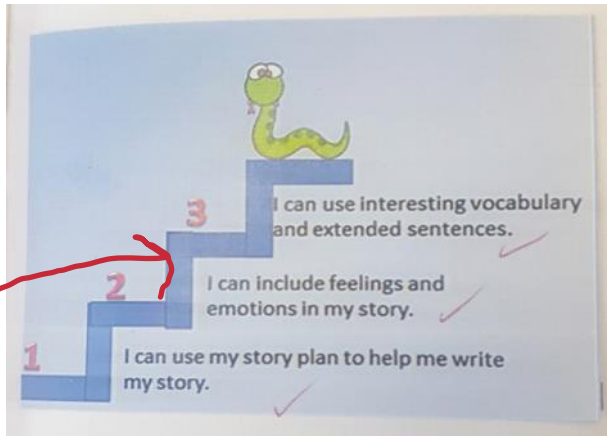

Sammy's Snake Steps to Success is used when producing a piece of extended writing and is an assessment for learning strategy where children are aware of the success criteria. I used this as children are aware of Sammy's Snake Step to Success and knew the expectations of what information needs to be included before starting a piece of their extended writing. The Success Criteria was stuck in their books prior to the session to act as a reminder. I did these so children were aware of what I was looking for when marking books and acted as a reminder of what to include when writing their story. I found that using the Success Criteria was beneficial because it gave children the knowledge on what to include in their work in order to achieve. It was helpful for me when marking their piece of extended writing to ensure children included all steps and extended on their points. I think I need to take into consideration that I may need to adapt future Success Criteria to cater for all abilities of children.

Illustrative example 3

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They use these (traffic light system) on a regular basis, where children place their Literacy, Numeracy and Topic books depending on how difficult they found the task. Red- Hard, Yellow- Okay, Green- Easy. I used this approach to assess how children were feeling about a piece of work which then helped me scope the following week's planning and to assess if individuals needed to move groups for the following day. In addition to their reflection on how they felt, it gave me an understanding when marking work why there might be a lot of errors or why a child may have completed the work quickly. I observed that the traffic light system worked well if children went up as individuals rather than a group as they could be more honest about how they felt about a piece of work. A conversation was required with some children regarding their book placement in order to gain a better understanding, so I could adapt future lessons. I need to ensure I give sufficient time and opportunity for children to reflect and place their books immediately after each lesson as quite often in the classroom it is a quick pace and hard to enforce after each session.

Illustrative example 4

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Student-teacher	Sarah Rees	Class:	Year 2
AoLE or Subject	P.E	Date:	19/11/2019
Lesson Focus:	To create and perform a dance		
Meaningful links to Curriculum	Physical education • Develop confidence • Control body movements • Link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel. Creative Development • Develop their control by linking movements to create a series of changing body shapes and pathways		
Meaningful links to: Cross Curricular Responsibilities	Digital Competency Framework(DCF)- Producing • Create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks Numeracy- • Use mathematical vocabulary to describe position, direction and movement		

In a Year 2 P.E lesson with a focus of dance (sections above), I incorporated Numeracy where children used mathematical vocabulary to plan their dance and Digital Competency Framework (DCF) to record their performance - these are both a cross-circular responsibility. The reason I incorporated DCF was to allow children to review their dance and play their video to their peers. I found that children responded well to using DCF in the lesson and performed their dance to a better standard when being recorded. I included numeracy within the P.E lesson as I felt it was relevant to the lesson with children using different types of movements, positions and counting steps. It should be noted that mathematical vocabulary was presented on flash cards, so children didn't need to rely on memory and prior knowledge to accommodate all the learners needs. However, on the flash cards I incorporated pictures demonstrating the written text to cater different ability levels. For the next session of P.E I may need to consider going through different mathematical vocabulary such as position, direction and movement to make all learners aware of each card.

Illustrative example 5

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Student-teacher	Sarah Rees	Class:	Year 2
AoLE or Subject	Science	Date:	29/11/19
Lesson Focus:	Observing and recording the experiment about the affect's drinks have on our teeth		
Meaningful links to Curriculum	Knowledge and understanding: • Describing what they have found out and offering simple explanations		
Meaningful links to: Cross Curricular Responsibilities	Literacy (Writing): • Follow and build upon a form modelled by the teacher		

Children gave the idea that they wanted to learn about the affect different liquids have on our teeth. Using their idea, I planned an investigation where children set up the experiment, made a predication and carried out observations to produce results. This incorporated knowledge and understanding with Literacy which is a cross-circular responsibility. The reason I choose to involve literacy was to allow children to write their predications and results of the experiences which would allow them to make comparisons. I found that this worked well as children weren't relying on their memory to talk about their predications. This was beneficial to the learners when it came to discussions and looking at the results so they could make a valid conclusion. However, another approach in recording could be used rather than written work for those children who may have less developed literacy skills. On reflection, I feel that I could have incorporated more cross-curriculum responsibilities, such as numeracy, where children could have measured out a specific amount of liquid and used Digital Competency Framework to record their predictions and findings of the experiment

Illustrative example 6

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Student-teacher	Sarah Rees	Class:	Year 2
AoLE or Subject	Topic – Class book	Date:	21/11/19
Lesson Focus:	Design a new chocolate bar.		
Meaningful links to Curriculum	Creative development: • Design and make simple products		
Meaningful links to: Cross Curricular Responsibilities	Literacy • Follow a structure in their writing with support, *e.g. reports, lists* • Understand and use language appropriate to writing, *e.g. noun, verb, adjective*		

During a topic session in year 2, children were tasked to create a new chocolate bar. The task involved creative development using the cross-circular responsibility of Literacy. Using literacy, children received a letter and created a chocolate bar by creating a name, listing the ingredients and giving it a unique element for their chocolate bar. The reasoning behind this was that children were responding to a letter from asking for help from Willy Wonka in the book 'Charlie and the Chocolate Factory'. I discovered that children were enthusiastic and produced their new chocolate bar to a high standard. It was particularly beneficial as children were involved directly with the letter that was addressed to the class, giving their piece of work a purpose. Children had prior knowledge of how to make a list and used this knowledge to structure their work. A restriction to using Literacy was that children needed to have a range of vocabulary to make their invention more appealing. Children without a good range of vocabulary required more support, though I ensured that these children were equipped with a thesaurus for support. Going forward, I could incorporate more cross-curricular responsibilities such as numeracy, where they give specific weights of ingredients and use the Digital Competency Framework to allow children to create label designs/poster as part of the task.

Illustrative example 7

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During after school forest club with a group of year 2's, as it was Bonfire Night, we used different lengths of sparklers during our session. We decided to do this activity with the children as not many children in the catchment area would have had the opportunity to experience of Bonfire Night or use of a sparkler. During our Forest School session children were asked to engage in the experience rather than have free choice to explore. This worked well as children learned the basics of Bonfire Night, including how to be safe. Prior to this, I taught a circle time on how to be safe at a Bonfire Night and they were then able to put these aspects of safety into practice. A restriction to this is that the experience was only accessible to those children who attended the after-school club. As well as attendance, after school club is also restricted on how many children can attend due to ratio requirements to ensure sufficient number of adults to supervise children. The school could look at how to adapt a whole school approach to make this experience inclusive for all.

Illustrative example 8

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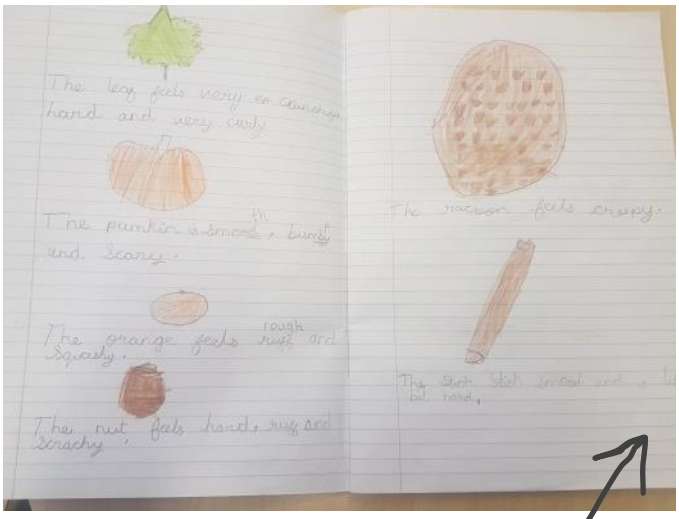

In my year 2 class, as part of their learning environment, children have access to enhance provision and are encouraged to complete the activities throughout the week. I brought in objects for the children to observe, touch and smell and then asked them to describe what they could see by writing and using observational drawings. From a discussion with members of staff, I learned that the children don't have many experiences or opportunities outside of school of walking or going to woodland areas to observe the outdoors. Therefore, I brought a range of Autumnal objects into the classroom for them to experience. This worked well as children were able to use their senses (which was a previous topic prior to this experience) and produce drawings/written work in their busy bee books. As the week progressed, I gave children the option to access the app 'seesaw' to explore and record their responses. This meant that children had a range of options to choose from such as taking a picture and writing words on it and taking recordings of the objects and recording their voices over the recordings. A limitation to this experience was that it was optional for children to go, access and engage with during their free time and potentially not all children would have chosen or had the opportunity to do this.

Illustrative example 9

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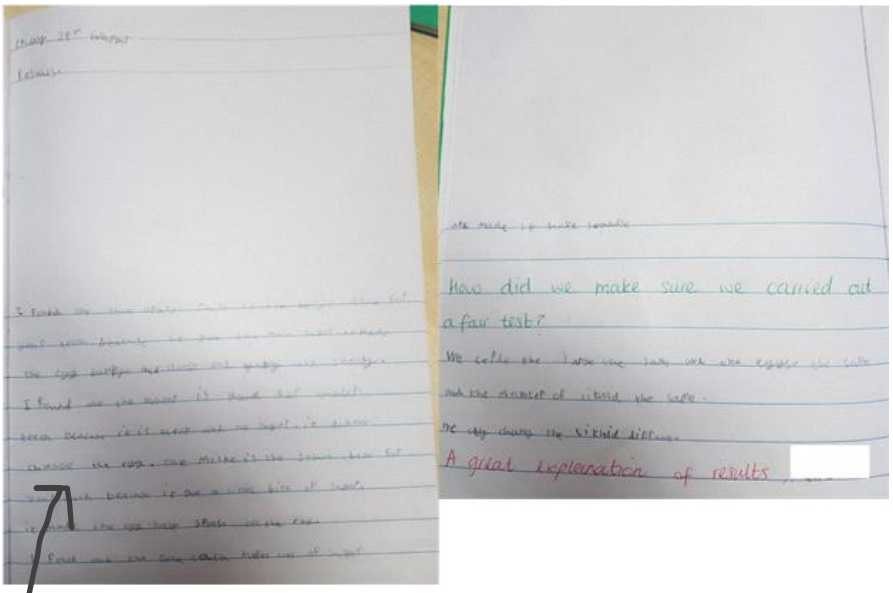

Within a year 2 class, children gave the idea that they wanted to learn about the affect different liquids have on our teeth. Using their idea, I planned an investigation based on authentic learning. Children set up the experiment, made a prediction, carried out observations and recorded the results. I decided to use this approach as children could visually see for themselves, the effects of what different liquids have on our teeth over several days. I involved children in the setup of the investigation, observations and results, which was a positive experience for them and helped the children with their knowledge and understanding. The children were able to produce more in-depth written work because of their end-to-end involvement. I may need to adapt a strategy to ensure that all children have an opportunity to record their predications and results in a form that is best suited for them, as only written recordings were use in this experiment. During the process of setting up the investigation and looking at the findings, I was aware that children were sat down for long periods of time watching as they all took different roles. When doing another experience of authentic contexts, I will try and plan it so there are enough resources for smaller groups rather than whole class for children to be more active.

Critical Reflection

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This essay will focus on three of the pedagogical principles that have been implemented throughout my Professional Teaching Experience (PTE), part 1. The PTE school is an English-Medium primary school based in a City within South Wales (Estyn, 2017). PTE part 1 took place within a year 2 class which had 26 learners in the 6-7 age range.

Donaldson (2015) took a review of the curriculum in Wales and has recommended to the Welsh Assembly Government a new way of teaching, learning and assessment to be put into practice. Following his review, Donaldson (2015) produced 12 pedagogical principles, 4 core purposes and 6 areas of learning and experiences to incorporate good teaching and learning throughout the educational system in Wales. It is hoped that with the new curriculum it will give children the knowledge and skills to succeed in the future.

The first and second principles were selected by the university and the third principle I chose myself. The pedagogical principles which I have implemented are Assessment for Learning (AfL), Cross-Curriculum Responsibilities (CCRs) and Creating an Authentic Learning (Donaldson, 2015). From this, a review of literature was carried out to support the reasoning of embedding these principles into my teaching. A reflection took place on the process of planning and implementation to reflect on how well it was developed and suggest ways forward to further develop good teaching and learning.

The first pedagogy principle given was to implement AfL. Welsh Assembly Government (WAG) (2010) has suggested that AfL is for practitioners to assess a learner at any given point in their learning. The assessment enables practitioners to produce ways forward for an individual to meet progression steps within the curriculum. AfL has been defined as a type of formative assessment, Black *et al* (2003) highlights that this type of assessment can be repeated in a session and the evidence collected can be used to adapt teaching to meet the needs of the learner.

Black and Wiliam (1998) considers that when you do AfL it can be conducted through discussion, observation and written work which could take place within the classroom or as homework. This suggests that AfL strategies could have a positive impact on professionals as they are able to select certain aspects of AfL in order to best asses and track individuals' understanding. For this to be effective, Hattie (2008), points out that the approach to AfL needs to ensure that children are engaged, responsive and finding it challenging. This signifies that children need to be given the opportunity to show that they have made progress in understanding the concept as well as opportunities to practice or develop in a certain area.

AfL can have a positive effect where "Questions allow a teacher to determine how well the material has been learned and whether there is a need for additional instruction" (Rosenshine, 2012, p.14). Thus, using questions as a formative assessment gives the practitioner confidence to better understand a child's capabilities and they are therefore able to take the individual forward from the response.

One major drawback of this approach which is identified by Sadler (1989), is that the learner will have to engage with the assessment to a high standard in order to see improvement in work. On the contrary, Coe *et al* (2014) suggests that when providing feedback, it needs to be relevant to the learner with specific, clear instructions. Learners will need to interact with the AfL approach. Similarly, learners need to have the process explained to be able to achieve and make the progress required.

Tanner and Jones (2006) explains that when using AfL it is essential that it needs to be scheduled into the teaching and learning process for it to be effective. When enforcing AfL, Black *et al* (2003) details that it is paramount that practitioners use the information acquired to alter knowledge and understanding gaps and provide good quality feedback to all learners, outlining the next steps.

At the start of PTE part 1, assessing all learners was an aspect I implemented to gain a better understanding of all leaner's abilities in the range of subjects taught. As seen in illustrative example 1 for this principle, I was able to assess learners by providing questions based on that session to ensure that it was understood by the individuals before progressing to the next step. This was successful as children engaged with the questions and comments the same day and the following day. Using the colour code approach as seen in illustrative example 1 proved to be effective. The colour green allowed children to reflect on their work to improve or consolidate their learning. This is linked to another of Donaldson's (2015) pedagogy principles of promoting problem-solving, creative and critical thinking. As the placement progressed, I learned more of each learner's capability and from the assessment I was able to incorporate and/or adapt the next session where appropriate.

As shown in illustrative example 1, I recognise that when I assessed children it was mostly using a written work approach. I realise I could have developed a new approach for children to answer the assessment to match the ability of the child to complete independently. For example, children could have given me a verbal answer or drew a picture if appropriate.

During my placement, I was able to plan for a piece of extended writing and produced a success criteria on how everyone would be assessed, which can be seen in illustrative example 2. I felt this approach of AfL was effective when planning my lessons, as I taught the elements beforehand which fed into their final piece. However, one aspect of the success criteria I could develop further in PTE part 2 is to make the criteria more specific to leaners in order to make them successful in their work. For example, incorporating elements that are required for the piece of work and aspects that are specific to the individual. This has been reinforced by Harris (2007) who suggests that when enforcing a success criteria that it needs to take place at the start of the lesson and planned as a whole

class. This links to another of Donaldson (2015) principles ‘take increasing responsibility for their own learning’, where children are actively involved in the planning process.
Wiltshire LA Literacy team (2008) suggest that there is a skill in delivering questions in order to assess individual understanding and thinking. Magas *et al* (2017) reports the use of Bloom’s taxonomy higher order questions could help to enhance the experience and can be used appropriately to assess an individual. I am aware that I need to vary my types of questions in PTE part 2 and ensure the relevance to the task, for example using Bloom's questioning to gain a better understanding of each leaner’s ability and understanding.
A difficulty that I encountered was allowing adequate time for children to respond to questions or feedback due to the demand in the teaching schedule. Wilson and Miler (2016) suggest that when carrying out AfL, children should be given time to reflect and put in the necessary requirements to improve. Going into PTE part 2, I plan to include time in the lesson for children to engage with questions and ways forward to improve their work. At the start of every lesson I will incorporate questions which will link to Donaldson (2015) principle of prior knowledge and allow me to assess what has been remembered from the previous day and consolidate key points.
The second pedagogy principle given to explore was CCRs and within Wales there are 3 type of CCRs that are being embedded into the curriculum to enable learners to be successful in education and life. WAG (2019) identified these to be Literacy, Numeracy and Digital Competence.
The effectiveness of Cross Curricular has been challenged by Jarvis (2009) that one of these could be deemed to be used more within lessons due to the needs of the pupils. This could lead to a possible consequence that pupils could develop more knowledge and become more competent in one of the CCRs over the others. However, the purpose of Cross Curricular is defined to “develop high levels of competence in these skills and have frequent opportunities to develop, extend and apply them across the curriculum” (WAG, 2019, p.11). This interpretation differs from that of Jarvis (2009) suggesting that all CCRs should be used frequently to help the pupils achieve a high standard of learning across the curriculum and should be used equally where possible.
Price (2010) conducted a project on the benefits of cross-curricular and concluded that although many learners had shown an awareness of skills that were being used, few had the ability to transfer the different skills to a range of contexts. It could suggest that although the skills were taught, children couldn’t apply them out of the contexts of the subjects and that children need to be taught these skills in a variety of ways rather than solely subject based.
Nonetheless, the Welsh Government (2013) has introduced the Literacy, Numeracy Framework (LNF) as a support to enable teachers to effectively plan the skills across the curriculum. This framework is well known to professionals and can be accessed for support in delivering effective teaching and learning of the pedagogy principle. If professionals use the framework it will help to plan more efficiently across the curriculum. This could raise awareness to teachers that a specific skill can be taken out of the specific subject and adapted into other aspects of the curriculum and real life situations.
Estyn (2016) has recognised that using a theme provides children a wide range of experiences and opportunities to implement the 3 CCRs. The report suggested that children have a better understanding to apply the skills confidently across the curriculum when taught through a theme. This approach could lead to using the pedagogy principle effectively by adapting the skills to cross over in subjects.
When I started planning my lessons, incorporating the pedagogy principle of CCRs was something I had difficulty in because it was my first time planning lessons. By implementing this principle, I have learned that I could have asked my class mentor prior to planning for a range of examples demonstrating the CCRs that had already been carried out successfully. This would have helped to develop my knowledge and understanding of enforcing the cross-curricular responsibilities.
In illustrative example 5, I implemented Literacy within a knowledge and understanding session and brought in another pedagogy principle of Donaldson (2015) of authentic contexts. This allowed me to recognise that it is possible to link more than one of the pedagogy principles and create a positive learning experience for the learners. In future planning for PTE 1 part 2 and PTE 2, I will cross reference more to Donaldson’s suggestions to ensure that children have a range of opportunities and experiences.
During PTE part 1 I discovered that when implementing this principle, numeracy was an aspect I felt was difficult to implement into my lessons. Donaldson (2015) focuses on members of staff being appointed to support other staff members to plan and deliver effective lessons using this principle. Therefore, when I start planning for PTE part 2, I will seek support off other staff members, such as the numeracy leader and class mentor on how I can incorporate the range of skills throughout the curriculum.
As my planning progressed and confidence grew, I was able to think creatively how to incorporate responsibilities. As demonstrated in illustrative example 4, I was able to enforce 2 of the cross-curriculars. Kerry (2011) implies when enhancing these CCRs, to only place into planning if there is purpose. As previously discussed with Price (2010) the cross-curricular responsibilities and skills that I incorporated into the plan were selected to show children that they can be used out of the original contexts. Unfortunately, I wasn’t able to incorporate literacy as I couldn’t find a meaningful link without creating a new lesson.
Barnes (2015) demonstrates that when incorporating this principle, a range of attitudes, skills and knowledge are being applied from the curriculum. I am aware that in order to effectively deliver this there are a range of frameworks to support me when planning. Going forward into PTE, part 2, I will continue to use these frameworks and plan more creatively to incorporate relevant links to the 4-core purposes.
The third pedagogy principle that will be discussed is Authentic Learning. The term Authentic Learning is embedded into the classroom where it “typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice” (Lombardi, 2007, p.2). Donaldson (2015) has identified in order to fulfil this pedagogy principle schools will need to be proactive to build links with the community and outside agencies to create a range of opportunities

and experiences to link learning with real life.
Despite Donaldson's suggestion that this could be implemented through the community links and outside agencies, this could be an aspect which could lead to difficulty for schools. This has been identified by Ormord (2012) where Authentic Learning could be difficult to implement on a daily or weekly basis when taking time and money into consideration. The approach of this pedagogical principle does rely on the school's background and the practitioner's creativity to implement this approach to its full potential. The aspect of community and agencies may not be available depending on the school's locality, which may challenge the view of Donaldson when bringing in real life scenarios to the classroom.
Pearce (2016) identified that when we provide Authentic Learning, that as practitioners we are giving learners the correct knowledge and skills to be able to apply throughout their learning experiences and to adapt and change to successfully use outside of education. It could be argued that children would need to have a good level of understanding and be able to reflect on what they have done in order to move forward. However, all learners are of different abilities and skill level and Authentic Learning may need to be adapted to ensure all learners are reaching their full potential.
Through Authentic Learning, Rule (2006) puts forward that leaners will be able to understand real life issues and be able to develop new solutions and ideas. This could have a positive impact on children where they are being prepared to problem solve and when communicating their views effectively for the future. This has been reinforced with Waters (2013) which implies that to be an effective teacher we need to align what we are teaching with the real world. This has been recognised within Donaldson (2015), Successful Futures document that we are providing a range of opportunities and experiences that are relatable to the current society. This could be interpreted that learners will be able to make connections with the skills and knowledge they are taught in the classroom and be able to transfer into real life situations.
Dewey (1938) argued that active experiences like Authentic Learning gave learners ambition to keep continuing their learning outside of school. This could suggest that by giving children different authentic experiences it creates a positive attitude for learning, enabling them to stay motivated and engaged as they could make links from learning content to real life problems. This has been reinforced by Estyn (2018) which purposes that through Authentic Learning it enables the learner independently learn by taking control of their own learning by taking risks, using their imagination and learning through their mistakes.
WAG (2008a) promotes that all learners are interested in investigating what is around them and children are building and developing skills when actively playing. I used this information to plan a range of authentic contexts into the enhanced provision throughout PTE part 1 that was influenced depending on the theme for the week. One of these is demonstrated in illustrative example 8, which children could engage with during their free time. However, I acknowledge that the activity was optional, therefore as a way forward I gave children an option to use iPads to record their findings, which children preferred and encouraged them to complete the activity. This linked with Donaldson (2015) principle of cross-curricular responsibilities.
I found that as my placement progressed, I was able to bring in Authentic Context for Learning as seen in illustrative example 9, where my class carried out an investigation to see the effects different liquids had on the egg. The egg represented the childrens' teeth and they were able to experience first-hand the effects the liquids had on the egg from observations throughout the week. As previously discussed with Pearce (2016) from teaching through this investigation, children will be able to refer to this experience when making choices about what to drink as they have learned the impact different drinks have on our teeth for example, orange juice created holes and Coco-Cola stained the teeth.
For PTE part 2, I recognise that I need to explore the mid-term planning for my new class and think creatively to bring in Authentic Contexts for Learning to the classroom and within the school's local area. This has reinforced my decision, as WAG (2008b) says that the most effective learning takes place when children are given first-hand experiences. However, I am aware that at times it is not always possible to give these opportunities due to time, availability and cost.
To conclude, the process of planning, implementation and reflections on the pedagogy principles has been constructive throughout my own professional teaching experience on how the pedagogy principles can be transferred throughout the curriculum. Donaldson (2015) recommends that when planning for teaching and learning, that as practitioners we need to be mindful that all related tasks and experiences are linked to the curriculum objectives. From undertaking a critical reflection on the 3 pedagogy principles it has made myself more aware on how I can improve my planning and teaching. However, I will continue to develop not only the chosen 3, but all 12 pedagogy principles into my teaching to ensure that children are given every opportunity to become well rounded learners in the future.

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