

Prepare a portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Monday, December 16, 2019 6:21 PM

**Name:** Zoe Cottle

**Student number:** 1903031

**Pathway:** Primary PGCE with QTS

**Targets from previous assignment:**

|          | Target                                                           | What have I done in this assignment                                                                                                                                                                                |
|----------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target 1 | Proof read the work for minor                                    | In this assignment, I have ensured that I have proof read my work for minor errors. In order to do so, I have proof read my work and ensured that all spelling and grammar mistakes were corrected. In addition to |
| Target 2 | Aim to further develop the regular use of supporting sources and | In this assignment, I have ensured that I have aimed to further develop the regular use of supporting sources and comparison by using references to argue for and                                                  |

**Link to OneNote:** [https://uowtsd-my.sharepoint.com/:o:/g/personal/1903031\\_student\\_uwtsd\\_ac\\_uk/EheiGVdUOedLgafa5SUK-jgBT8-PSxx-4OyZ9Z4rQimSDg?e=VsHrfa](https://uowtsd-my.sharepoint.com/:o:/g/personal/1903031_student_uwtsd_ac_uk/EheiGVdUOedLgafa5SUK-jgBT8-PSxx-4OyZ9Z4rQimSDg?e=VsHrfa)

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[illegible]

Today You used your own words

Week beginning: Monday 25th November 2019

WALT: use specific words which relate to the topic of their writing

LEARN: using a word in a simple sentence using they

DO: write an interesting word in a complex sentence using they

Words

Week beginning: Monday 25th November 2019

WALT: use specific words which relate to the topic of their writing

LEARN: using a word in a simple sentence using they

DO: write an interesting word in a complex sentence using they

Words

Crazy the clown went to the set

He saw lots of acts and had a really fun time.

Marvin was wearing a big hat and he had a wand his hand!

Next, Crazy saw a ballerina on her toes

The ballerina was dancing and smiling

She had a ribbon in her hair

purple

Green for Growth

Green for Growth

stamps throughout the lesson. By this, I mean to correct any spelling mistakes when noticed. For example, the first image shows the word 'clown' being misspelt numerously.

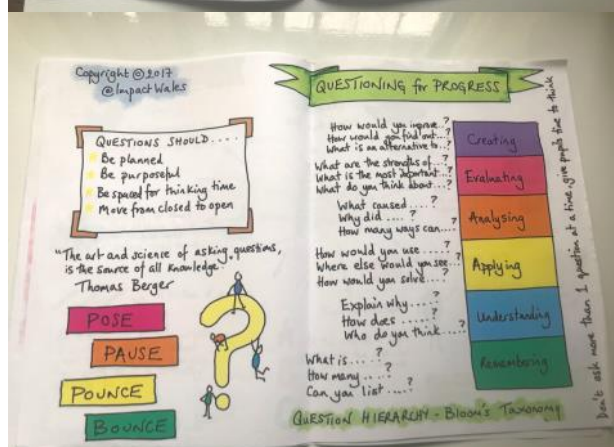
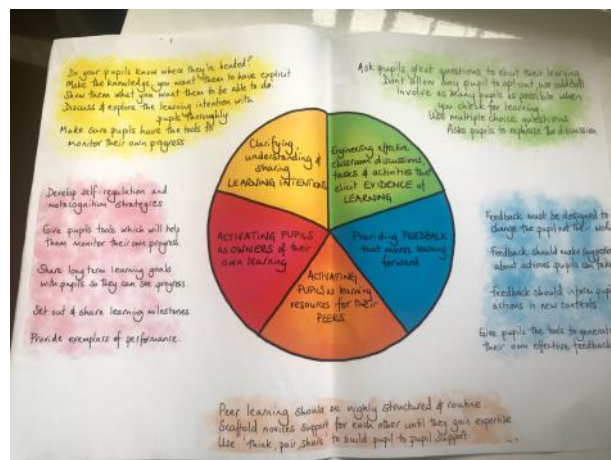
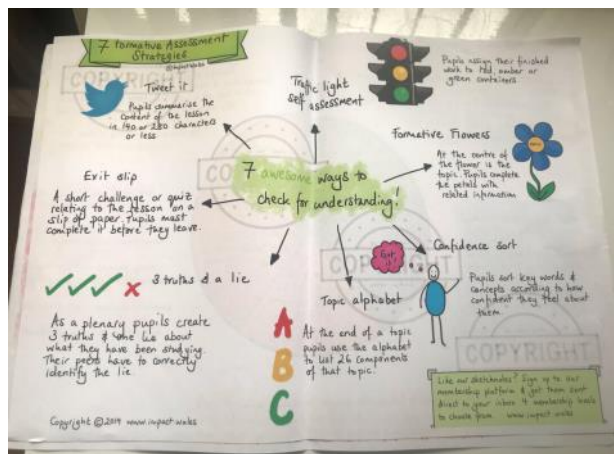


However, if corrected once noticed, the pupil could have corrected their spelling and spelt the word clown correctly in future. In support of effective feedback comes from the work of Alton-Lee (2003) who argues that through using continuous assessment for learning, it allows pupils to become appropriately informed about their progress.

Therefore, it allows learners to identify their next step to progress in their learning.

## Example 2: Assessment for learning

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One assessment for learning example which I have documented above is the documents I

gained after engaging in an assessment workshop carried out by the head teacher. From this

workshop, I was able to gain in-depth knowledge of the assessment procedure my placement

school uses. In addition to this, we looked at assessment for learning provided by Impact Wales

(2017) discussing how questioning techniques can be adapted depending on progress. This

assessment workshop was highly beneficial to myself as I was able to see what is important

regarding assessment for learning from a head teachers perspective. Furthermore, it was useful

to see how changing simple the word of questioning creates assessment for learning to be

changed in a more analysed and detailed way. This can be linked to Bloom's taxonomy (1964).

Furthermore, Mazlina (2018) argues that by providing the opportunity for different questioning

techniques to be answered, this can meet individualised learning needs.

## Example 3: Assessment for learning

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The last example I have chosen to talk about regarding assessment for learning can be shown in my lesson plan focusing on one more and one less of a number. This example was used with 29 pupils in a Year 1 classroom setting. The lesson objective entailed pupils performing subtraction and addition calculations using resources. After looking at the LNF, pupils used numbers and resources depending on ability. I believe this lesson plan allows me to look at assessment for learning regarding prior knowledge of what pupils already know. In addition to this, the lesson entailed the whole class returning back to the same set of questions asked at the beginning of the lesson to test their ability once the lesson has been complete. In support of this comes from the well-respected work of Black and William (1998) who stated that effective use of assessment for learning is important in order to gain and understanding of where improvements can be made. After reflecting upon this lesson, one area for improvement regarding assessment for learning in my future teaching practice is to question more advanced questions when required at the end of the lesson if all pupils were able to answer first questions.



Lesson  
Plan\_ On...

## Lesson Plan Phase 1

### Lesson Plan – Step 1 Cynllun Gwers – Cam 1

|                                                                  |                                                                                              |        |               |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------|---------------|
| Student-teacher                                                  | Zoe Cottle                                                                                   | Class: | Year 1- Panda |
| AoLE or Subject                                                  | Mathematics and Numeracy                                                                     | Date:  | 04/11/2019    |
| Lesson Focus:                                                    | To recognise a greater and a smaller quantity of a number                                    |        |               |
| Meaningful links to Curriculum                                   | Solve one-step problems that involve addition and subtraction                                |        |               |
| Meaningful links to: Cross Curricular Responsibilities           | Mentally recall 'one more' and 'one less' of a number within 20 (foundation phase outcome 4) |        |               |
| Personal Targets (Linked to QTS and identified in weekly review) |                                                                                              |        |               |
| N/A                                                              |                                                                                              |        |               |

| Learning Objectives (focus on Learning- use accessible vocabulary):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The pupils will learn to:</p> <ol style="list-style-type: none"> <li>1. Recall 'one more' and 'one less' of a number within the number of 10,20 or 50 depending on differentiation</li> <li>2. Perform simple addition and subtraction using their knowledge of understanding about if a number may be smaller or greater depending on if it is 'one more' or 'one less'</li> <li>3. Using counting on strategies to add two collections starting with a larger number</li> <li>4. Using counting down strategies to add two collections starting with a smaller number</li> </ol> |

| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning) | Assessment of Pupils' Learning Evidence<br>(What have the learners to say/write/do/produce – to demonstrate learning)                                                  |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a.) Use a range of strategies to mentally solve problems within 10,20 or 50 depending on ability                   | a.) Learners will be able to demonstrate their understanding by answering the questions from the worksheet                                                             |
| b.) Pupils able to appropriately use the symbol of addition, subtraction and an equal sign                         | b.) Learners will be able to demonstrate their understanding by using the appropriate symbols when working out their answers. This will be done through a written form |

| Time                                                                                    | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                                                                                                                 | Pupil Tasks<br>(Pupils' role –including differentiation, engagement in formative assessment and homework)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>10 minutes</b></p> <p><b>Opening phase</b><br/>(with links to prior learning)</p> | <p>a.) All pupils will be able to see an overview of what 'one more' and 'one less' incorporates. This will be done through the use of powerpoint in circus themed.</p> <p>b.) 'Secret magician'; teacher will begin with 5 questions to test prior knowledge. These questions will include:</p> <ol style="list-style-type: none"> <li>1. 5-2</li> <li>2. 5-3</li> <li>3. 7-2</li> <li>4. 2 + 4</li> <li>5. 8+2</li> </ol>                                                           | <p>b.) Pupils will be expected to engage and answer a set of questions relating to circus themed e.g how many rabbits are now in the magicians hat if there is 'one less/one more'.</p> <p>Pupils will respond with answers by showing on their whiteboards. This will be used as a use of formative assessment to see where students are currently at.</p>                                                                                                                                                                                                                 |
| <p><b>30 minutes</b></p> <p><b>Teaching &amp; Core Learning</b></p>                     | <p>Pupils put into groups of differentiation depending on WALT target of numbers within 10 (bronze),20 (silver) or 50 (gold)</p> <p>All groups will be using the same worksheet but guidance and use of resources can be used to adapt differentiation</p> <p>a.) Bronze- Pupils can use the resources of unifix to help them with their knowledge of one more/one less of a number within 10. It is important to emphasis to pupils that a number can become greater or smaller.</p> | <p>a. ) Bronze- pupils are asked to build by themselves the number of bunnies each question asks before one more/one less occurs on the worksheet using unifixes. For example (8/5/3/9). Pupils are then asked what would happen if one more bunny was to be added on/ one bunny was to disappear to the original number. Pupils are able to work collaboratively in pairs to see if they have the correct answers. Pupils can then practice their addition/ subtraction symbols by showing the appropriate equation and answer by writing on their worksheet in books.</p> |

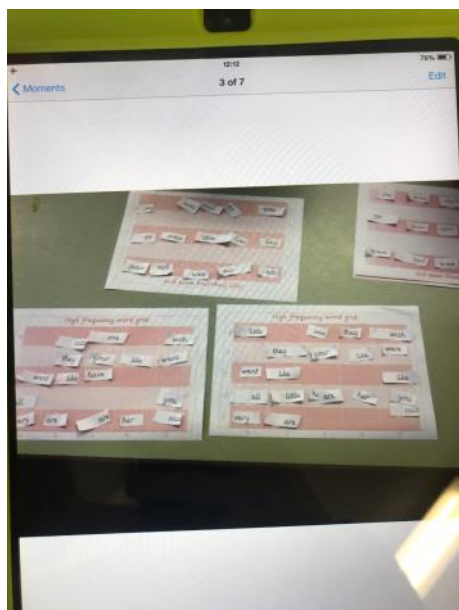
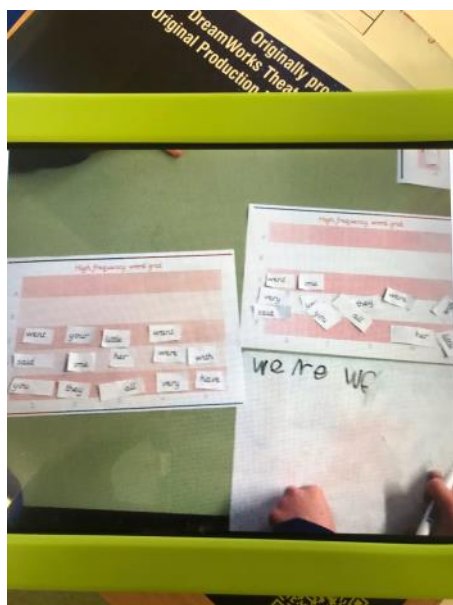
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <p>b.) Silver- Pupils can use the resource of a number line to help them if needed with their knowledge of one more/one less of a number within 20.</p> <p>c.) Gold- Pupils can use the resource of a numberline/ money coins to help provide guidance with one more/one less of a number within 50.</p> <p>d.)All groups can use the method of 'think-pair-share' to discuss their ideas and use collaborative learning.</p> | <p>b.) Silver- Pupils are asked what would happen to the number on the worksheet (8/5/3/9/11/15) if one more bunny was added or one bunny run away. Pupils can be guided through the use of a number line if needed/ Pupils can use the outdoor learning area to collect up to 20 acorns or pebbles to work out one more/one less. Pupils can then practice their addition/ subtraction symbols by showing the appropriate equation and answer by writing on their worksheet in books.</p> <p>c.) Gold- pupils get the chance to use real life skills though looking and feeling coins. Pupils can be asked what amount of money is needed if 1p is added or taken away from the numbers on the worksheet(8/5/3/9/11/15). Pupils can then get the chance to go up to 50p is applicable. In addition to this, pupils can go onto 10 more/10 less through the guidance of 100 squared sheet. Pupils can then practice their addition/ subtraction symbols by showing the appropriate equation and answer by writing on their worksheet in books.</p> |
| <b>5 minutes Plenary</b> | Pupils asked to sit back on the carpet for a recap on what they have learnt. Return back to 'secret magician'.                                                                                                                                                                                                                                                                                                                | Pupils asked the same set of questions as the start of the lesson to see progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |





## Example 1: Cross curriculum

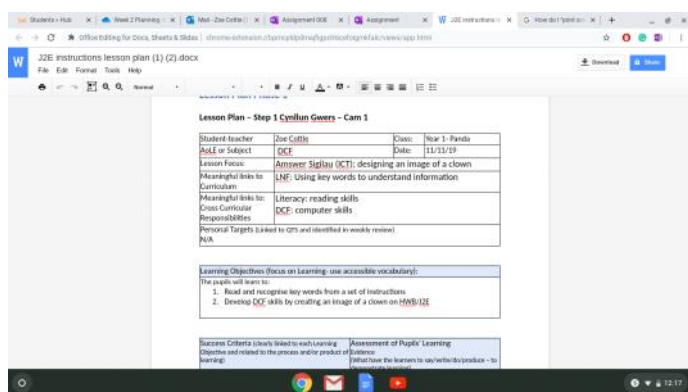
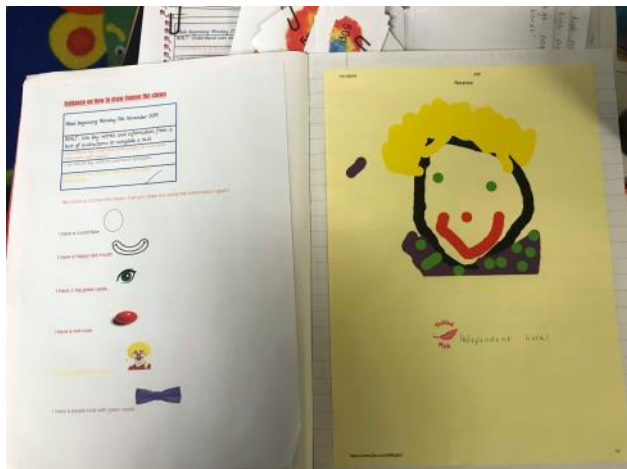
Monday, December 16, 2019 6:24 PM



This is one example whereby a cross-curricular lesson occurred. Within this lesson, 29 pupils from a Year 1 class participated in a literacy lesson whereby pupils used their high frequency words and a 'battleship' style grid. In this lesson, pupils worked in partners in which both pupils had access to a pack of high frequency word cards and a battleship grid each. The lesson objective entailed pupils using their battleship grid co-ordinates to place a high frequency word from their pack of their choice on. Pupils then had to tell their partner the high frequency word they choose and which co-ordinate they had placed it on within the grid. For example, partner 1 placed the high frequency word 'were' in 'C3' followed by the pupil communicating to partner 2 the word and the co-ordinate. This therefore meant that pupils were able to develop their skills of reading the high frequency word as well as developing co-ordinate skills. I believe this cross-curriculum lesson was deemed appropriate for the age range and allowed pupils to develop essential life skills such as reading and communication skills. One aspect of this lesson in which I believe was successful was that it allowed cross-curriculum responsibilities to be carried out. This was carried out by introducing pupils to the topic of humanities whereby pupils learnt how to use a co-ordinate grid. Through working collaboratively within the classroom, I believe this was an interactive lesson for pupils to build upon previous knowledge of lessons whereby high frequency words are used as continuous learning. In support of this comes from the work of Rennie et al (2011) who stated that there is a strong correlation of motivation when pupils work on cross-curriculum activities as it allows room for improving independency skills. One area for improvement in my future teaching practice will be to differentiate the high frequency words for pupils depending on ability.

## Example 2: Cross curriculum

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This is one example whereby a cross-curriculum lesson occurred. Within this lesson, 29 pupils from a Year 1 class had to follow literacy instructions and imagery to create their own image on J2E based on the instructions. I choose to carry out this cross-curriculum activity in order to develop pupils DCF skills. This was developed out by pupils accessing J2E on the computers or iPad whereby they created their own image of a clown using the painting tools. In relation to this, this DCF lesson can be cross-curriculum related to literacy as pupils had the opportunity to read the text to inform their imagery of how to draw a clown. The use of cross-curriculum used throughout this lesson was deemed appropriate and allowed pupils to develop multiple skills within one lesson. Kerry (2010) argues that cross-curriculum responsibilities throughout a lesson allows pupils to gain universal and transferable skills which in turn can be used in another subject area. One way in which this lesson went well was shown as pupils used their reading skills by following the text of instructions. One area for improvement in my future teaching practice is to expand this lesson further by using cross-curriculum responsibilities such as including literacy text in the welsh language for higher ability pupils or where appropriate.

## Example 3: Cross curriculum

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This screenshot shows a Microsoft Word document titled 'Geography lesson plan'. The document is structured as follows:

| Student-teacher                                                | Zoe Cottle                                                        | Class: | Year 5 - Panda |
|----------------------------------------------------------------|-------------------------------------------------------------------|--------|----------------|
| Acid or Subject                                                | Humanities                                                        | Date:  | 11/11/19       |
| Lesson focus:                                                  | Increasing understanding of continents/countries                  |        |                |
| Meaningful links to Curriculum                                 | Using a globe to develop an understanding of different continents |        |                |
| Meaningful links to Cross Curriculum                           | Humanities- Using a globe<br>DCF- finding countries online        |        |                |
| Personal Targets linked to Q7s and identified in weekly review | N/A                                                               |        |                |

**Learning Objectives (focus on Learning- use accessible vocabulary):**  
The pupils will learn to:

1. Identify, explore and analyse different continents across the world.

**Success Criteria (learns linked to each Learning objective and related to the process and/or product of learning):**

| Assessment of Pupils' Learning Evidence                                   |
|---------------------------------------------------------------------------|
| What have the learners to say/write/do/produce - to demonstrate learning? |

1. Pupils are able to use key words

1. Pupils are able to complete task

This is one example whereby a cross-curriculum lesson occurred. Within this lesson, 29 pupils in

a Year 1 classroom setting participated in a cross-curriculum lesson with humanities and DCF.

This lesson allowed pupils to increase their understanding of the different continents and

countries around the world. Pupils had the opportunity to firstly access information and any

data from an iPad, computer or tablet in order to find where Russia and the United Kingdom

was on the globe. In addition to this, pupils were able to explore their understanding through

using a physical globe. The DCF part of the lesson was a great way to allow students to practice

their keyboard skills and an important part of researching. In addition to this, this can also be

related to the cross-curriculum aspect of literacy with pupils practicing their spelling and

extracting information from resources. Furthermore, as pupils worked collaboratively together,

it can be linked to a constructivist view of learning as children worked as a team and thereby

learnt from their own direct experience (Hayes, 2010). I believe one area that was particular

useful from this cross-curriculum lesson was pupils ability to develop their computing skills such

as the ability to use a capital letter for names of countries. In addition to this, I believe pupils

were able to work collaboratively allowing a 'more knowledge other' to help them when

needed. However, one area for development in my future teaching practice would be to create

a QR code for pupils of a lower ability to access.

This screenshot shows a second page of the 'Geography lesson plan' document. The content is as follows:

Powerpoint videos from 'Youtube' / BBC iPlayer

**Teaching & Core Learning**

Prior to completing the task, pupils are able to access DCF through iPads/tablets/computers to see look at a globe online. Pupils can then type in the word 'Russia/United Kingdom' in google to see what images appear.

**Task in 'topic book':**

All pupils will have a continent map with 3 circus names to stick on the map. The teacher gives the name and place of the circus e.g 'Moscow state circus' is in Russia.

Bronze task /WALT: Guided support from teacher can be used at all times.

All pupils will be stick on their continent map the 3 circus names. E.g the Moscow state circus will be stuck in Russia and in the continent of Asia.

1: Pupils are able to remember their knowledge of circus names and places.  
Task 1 asks pupils to draw a line from the circus name to the correct country.

## Example 1: Authentic contexts

Monday, December 16, 2019 7:20 PM



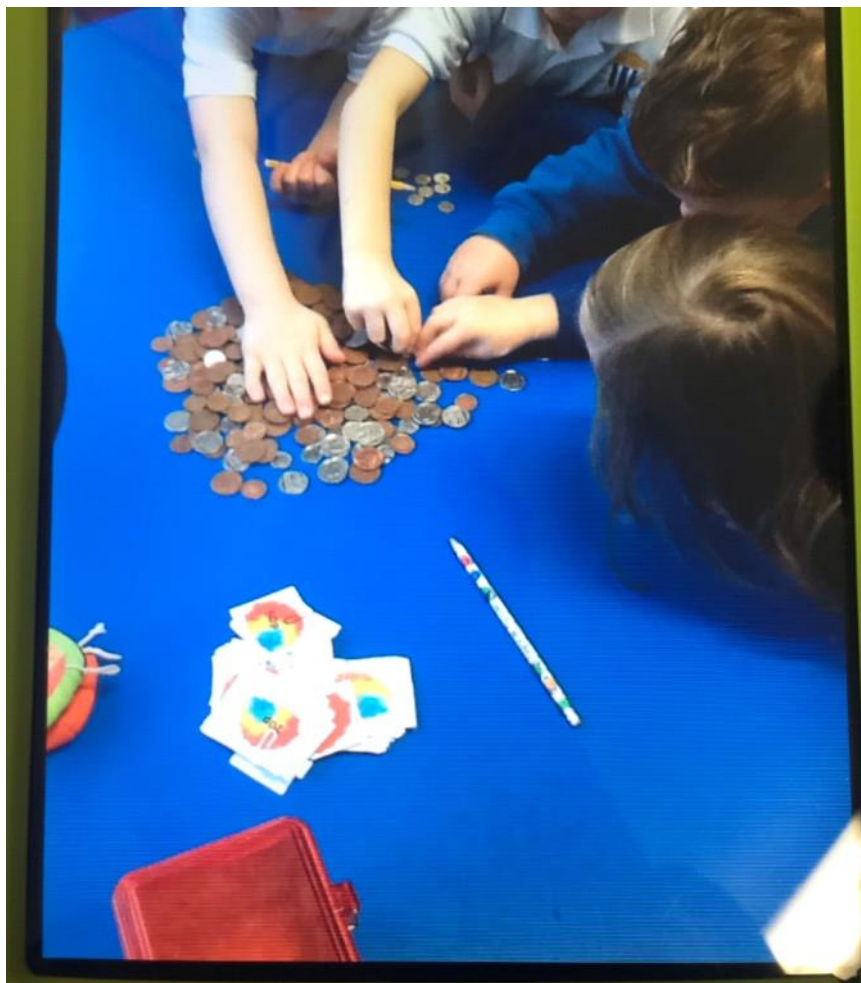
This is one example whereby I encountered an authentic context lesson. This school trip took place in Castle Henllys whereby pupils took part in an Celtic experience. All pupils from Year 1 participated in the school trip to Castle Henllys relating to their school topic of the history of Celts. One area that went well from this authentic context lesson is that it allowed pupils to become interactive with the surrounding and allowed pupils to get a sense of the history of Celts. In addition to this, authentic context learning is considered important for Carroll (2007) as it increases students learning experience outside the traditional classroom environment. For example, pupils were able to get a sense of what it would be like to live as a Celt. In my future teaching practice, gathering a set of questions may be a useful idea moving forward on a school trip that pupils can ask. These may have been questions pupils have asked throughout the topic.



## Example 2: Authentic contexts

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Another example in which I have participated in an authentic context lesson can be seen in the images below. This lesson involved 29 pupils from a Year 1 classroom setting taking part in a coin recognition activity. The lesson entailed pupils sorting out coins into groups of 1,2,5,10,20 and 50 pence. Reflecting upon this example, I decided to use real life coins in order to relate to the real world for pupils to feel the shape of the coin as well as see the colour of the coin. In support of using real world objects can be seen throughout the work of Lave and Wenger (1991) who state that participation of using authentic practice can legitimate and encourage understanding. I believe this can be related to authentic context as is an important part of the real world to teach pupils how to pay for items and which coins to use. To further understanding, pupils were asked to collect the correct money to pay for items which they then drew around the coin in their book. One area for development in my future teaching practice could be to gather different images of real life items such as a toy, sweet, car or jumper to become more interactive for pupils.



Coin  
recognitio...

## Lesson Plan Phase 1

### Lesson Plan – Step 1 Cynllun Gwers – Cam 1

|                                                                                                                                               |                                                                                                    |        |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------|---------------|
| Student-teacher                                                                                                                               | Zoe Cottle                                                                                         | Class: | Year 1- Panda |
| AoLE or Subject                                                                                                                               | Maths and numeracy                                                                                 | Date:  | 25.11.19      |
| Lesson Focus:                                                                                                                                 | Coin recognition                                                                                   |        |               |
| Meaningful links to Curriculum                                                                                                                | Using different combinations of money to pay for items up to 20p                                   |        |               |
| Meaningful links to:<br>Cross Curricular<br>Responsibilities                                                                                  | Relating to real-life contexts<br>Welsh language: incorporating numbers in welsh where appropriate |        |               |
| Personal Targets (Linked to QTS and identified in weekly review)                                                                              |                                                                                                    |        |               |
| <ul style="list-style-type: none"><li>- differentiation tasks; extension for higher ability pupils</li><li>- cut down on worksheets</li></ul> |                                                                                                    |        |               |

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

The pupils will learn to:

1. Increase understanding and awareness of different combinations of money

| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning) | Assessment of Pupils' Learning<br>Evidence<br>(What have the learners to say/write/do/produce – to demonstrate learning)                                                                                            |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Pupils will become aware of the different types of coins and their corresponding amount                         | 1. Pupils will have the opportunity to feel the shape of the coins and see the colour of the coins in order to have an understanding. In order to assess pupils learning, pupils will be set a series of questions. |

| Time                                                   | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Pupil Tasks<br>(Pupils' role –including differentiation, engagement in formative assessment and homework)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opening phase</b><br>(with links to prior learning) | <p>Introduction: the teacher will give an overview on how we have to pay for things relating to age appropriate items. For example, how much a lollipop/ ice cream would cost. This allows pupils to relate back to their real life context.</p> <p>To assess prior learning, the teacher may ask pupils what type of coins they are aware of already.</p> <p>The teacher must emphasis the importance that the more expensive an item may be, the greater value the money paid for will be. E.g £1 is of greater value than 1p.</p>                                                                                                                                                                                                                                                            | <p>All pupils are expected to be engaged in answering questions and relating coin recognition back to their personal experience. E.g has anyone seen or paid for anything with their parents money before?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Teaching &amp; Core Learning</b>                    | <p>Before setting coin recognition tasks, the teacher is expected to assess pupils prior knowledge. This allows the teacher to know which ability group they may be working with in order to set key questions before, during and after the task is set.</p> <p>All pupils will use real life coins looking at key points such as what is the shape? how many sides does it have?is it a big circle? is it a small circle?what colour is it?</p> <ol style="list-style-type: none"> <li>1. coin recognition starter: pupils will work individually or in pairs to sort coins into 1p,2p,5p,10p,20p,50p. The teacher will touch upon key questions stated above throughout this to enhance pupil learning.</li> <li>2. evidence in books; looking at different ways to make a figure.</li> </ol> | <p>Differentiation tasks:</p> <p>Bronze ability group: all pupils will be shown with guidance and support the different types of coins and their corresponding amount. All pupils will look at coins up to the amount of 10p. In addition to looking at real life coins, pupils can have access to resources such as numicon and a number line.</p> <p>Silver ability group: all pupils will be shown with some guidance and support but encouragement for independent work. All pupils will look at coins up to the amount of 20p. In addition, pupils can have the opportunity to use resources but only if needed.</p> <p>Gold ability group: all pupils will be shown coins but with encouragement and questioning from the teacher to the pupils, allowing an increase in pupil independency. All pupils will look at coins up to 50p(1p,2p,5p,10p,20p,50p).</p> <p>All pupils will carry out task 1 and 2.<br/>Task 1: sorting out coins in piles</p> |

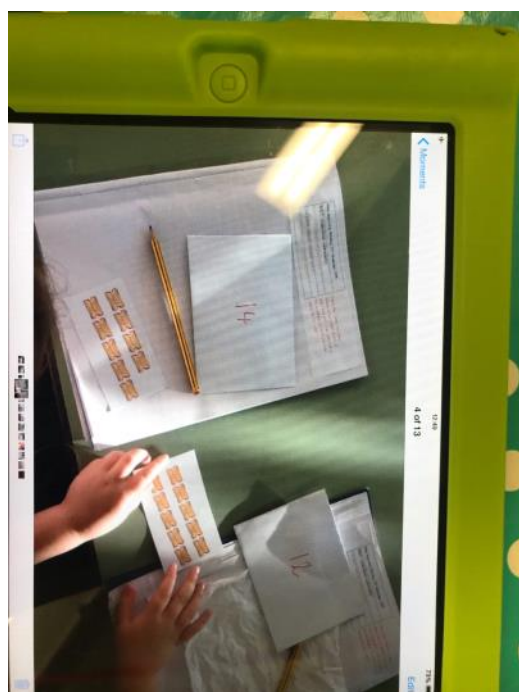
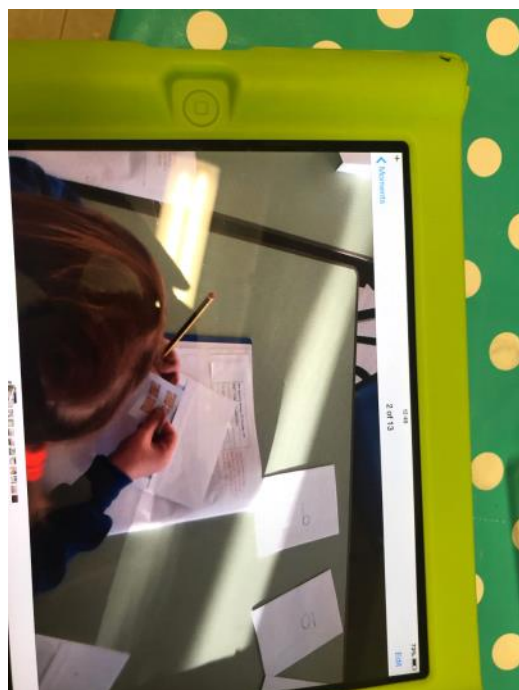
|                |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                                                                                                         | <p>Task 2: pupils will have an image in their book of a clown wig with different figures in it e.g 10p,20p,30p etc. Pupils will then have to write in their books ways to make the figure. Pupils may also want to draw the shape of the coin and write in the amount as their answers. For example, an image of a wig with 20p inside: a pupil may draw around 2 10 pence coins as their answers, writing in the figure.</p> |
| <b>Plenary</b> | <p>The teacher can ask pupils to peer assess each others work throughout.</p> <p>At the end of tasks, the teacher can ask pupils to show them a specific coin and explain its corresponding figure.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                               |





### Example 3: Authentic contexts

Monday, December 16, 2019 7:20 PM



This example looks at a lesson where 29 pupils in a Year 1 class participated in a numeracy lesson. This lesson focused upon pupils understanding of subtraction and related to the class topic of 'The greatest showman'. In order to relate to authentic contexts, I decided to create packs of tickets with different numbers depending on ability. As shown in image 2, the activity for pupils was to look at the front of the card which had a number and look inside the pack to see how many tickets there was. Pupils then had to use the number on the envelope and subtract how many tickets were in the envelop. This related to selling circus tickets. As a physical and interactive activity, I believe pupils were able to relate this to an authentic context to work out how many tickets were sold. In addition to this, I believe it was beneficial to represent the number of tickets in a Numicon representation to be visual for pupils. Herrington and Oliver (1999) argue through using authentic lessons, pupils are able to investigate in higher order thinking. After reflecting upon, one area for development in my future teaching practice is to allow pupils to have access to resources in future mathematic lesson when required.





# Critical Reflection

Saturday, December 28, 2019 12:43 PM

Within this assignment, I will be critically reflecting upon my progress in planning and implementing Donaldson's pedagogical principles throughout my own professional teaching practice, touching upon areas for development to ensure further progress. As education in Wales at a turning point enhanced by the recommendations of Graham Donaldson in 2015 and the proposed new curriculum to be rolled out by 2022, it is of vital importance to discuss Donaldson's twelve pedagogical principles showing how the appropriate implementation of these will lead to Donaldson's four purposes becoming successfully achieved. In relation to this, within his 'Successful Futures' report, Donaldson states that by following the recommendations of the twelve pedagogical principles, it will have an intended positive impact on pupils long-term learning and achievement. Furthermore, Donaldson argues that through abiding by the twelve pedagogical principles, educational practitioners will become more reflective in their future teaching practice. In support of this is Rahimi (2018) who states that educational practitioners need to be continuously critically analysing their own teaching practice in order to maintain high standards. Throughout this essay, the three pedagogical principles I will be reflecting upon are 'Good teaching and learning means employing assessment for learning principles', 'Good teaching and learning regularly reinforces cross-curriculum responsibilities such as literacy, numeracy and digital competence' and 'Good teaching and learning creates authentic contexts for learning'.

The first pedagogical principle that I will be critically reflecting upon within this essay will be 'Good teaching and learning means employing assessment for learning principles'. Key theorists for assessment for learning are Black and William (1998) who state that assessment for learning also known as formative assessment is a crucial element in the classroom environment allowing pupils to see where improvements can be made on their standard of achievement. Reflecting back to the beginning of my Professional Teaching Experience (PTE) part one, my use of assessment for learning techniques within my lessons was something I definitely needed to develop and further improve. Although it is important to point out that I was aware of the importance and to some extent used assessment for learning techniques (seen in illustrative example three) within my lesson plans, I was only using assessment for learning techniques to gauge understanding in the classroom. As shown in illustrative example three, my assessment for learning questioning were quite basic and not continuous throughout my lesson plan. Instead, assessment for learning techniques were only used at the end of the lesson to test what pupils have learnt. This type of assessment can be linked to summative forms of assessment whereby it was difficult to recognise those pupils who may have been struggling at the start or throughout the lesson. In support of this argument are theorists Mokhtar et al (2017) whom state that non-effective forms of assessment for learning techniques may lead to teachers being unable to identify the weaknesses of students at the early stages within the lesson. This is something I can identify as one of my weaknesses within assessment for learning as I was only able to identify pupils who did not have a good understanding at the end of the class, something

that is considered difficult within education due to time constraints and curriculum pressures (Mitton, 2015). In relation to this, Husbands and Pearce (2012) state that it is of importance to find out pupils prior knowledge at the start of the lesson. As I was only testing assessment for learning at the end of the lesson, I was unable to evaluate what pupils may have already known or covered in previous lessons. As I noticed these weaknesses within my first week of teaching, I have been able to move forward within my teaching practice ensuring that assessment for learning techniques are used continuously throughout my lesson plans.

During my placement, I became aware and acknowledged my development regarding feedback to pupils. Alton-Lee (2003) argues that effective feedback is crucial for pupils to become appropriately informed about their progress identifying their next steps to progress in their learning. During one of my weekly reflection meeting with my teacher, we decided collaboratively that an area for improvement is to develop my feedback. When pupils receive individualised feedback, pupils are more likely to acknowledge the help and therefore use it to progress towards improving. My use of feedback in marking can be shown in my illustrative example one. The use of a 'tickled pink' stamp are used throughout pupils books to show a comment of what pupils have done well. I believe it is important to feedback a positive comment in order to builds pupils motivation. The use of a 'green for growth' stamp are used effectively throughout pupils books to show a comment of what pupils can improve on. The use of these stamps allowed me to see where pupils were at

with their learning and how could they improve it. Over time throughout my PTE1, I became aware that I needed to improve on using both a 'tickled pink' and 'green for growth' comment. This is because on some marking, I may have only been using a 'tickled pink' comment and therefore not providing any guidance for improvement. In relation to this, Carol Dweck (2006) argues that pupils need to be challenged continuously throughout their academic progress in order to commit to hard work. This is related to what Dweck states as growth mindset promoting learners efforts in order to succeed. As I was able to notice my need to improve feedback comments, I have been able to move forward to ensure comments were made available for pupils to have room for improvement.

At the end of my PTE1, I arranged an assessment workshop with the head teacher at my placement school. This is because I acknowledged that I needed to improve my questioning techniques in order increase pupils participation. This can be shown in my illustrative example two whereby the head teacher provided us with handouts specifically looking at Donaldson's 'Impact Wales' (2017). Mazlina (2018) states that questioning techniques need to be adapted in order to meet individualised learners needs. This is something I need to improve on in my second part of PTE1 in order to make sure there is an equal inclusion of pupil participation. In relation to questioning techniques, this can be linked to Bloom's (1964) questioning hierarchy. Whilst reflecting upon the pedagogical principle of assessment for learning, I will ensure that I follow any guidance and support I have received from my PTE1 so far. Moving forward, I will ensure that I commit to using these

recommendations such as using different questioning techniques to involve all pupils in participating in higher order thinking. In addition to this, one recommendation which I will aim to achieve is to commit to using assessment for learning strategies continuously through my lessons. This may be done through using mini-plenaries in the middle of a lesson to see if learners have a clear understanding.

The second pedagogical principle that I will be critically reflecting upon within this essay will be 'Good teaching and learning regularly reinforces cross-curriculum responsibilities such as literacy, numeracy and digital competence and provides opportunities to practice them.' A key theorist throughout cross-curriculum readings comes from the well-respected work of Hayes (2010) who points out the definition of cross-curriculum as a combination of subject areas used within one lesson. By this, it can be argued that cross-curriculum responsibilities are interdisciplinary as there is an incorporation of sources and concepts. Reflecting back to the beginning of my PTE part one, I was very aware of the importance of using cross-curriculum responsibilities throughout my lessons as my placement school were following changes in moving towards the new 2022 curriculum proposed by Donaldson. Thereby, my placement class were following a structure towards the six areas of learning rather than single subjects. In support of this comes from the view of Rose (2009) who states that cross-curricular work should be used in correspondence to strengthen the six areas of learning. Reflecting back upon one of my first cross-curriculum lessons which can be seen in my illustrative example three, I combined the use of a humanities lesson with elements of learners using the internet to access further sources of information. This lesson entailed

pupils from a year one classroom setting having the opportunity to find countries and continents on a physical real-life globe as well as using digital competence skills to finding countries and continents on a globe via a computer, iPad or tablet. I believe this lesson was successful in implementing cross-curriculum responsibilities as the use of DCF flowed appropriately and did not cause a disruption to the lesson. In addition to this, as there was a higher ratio of pupils to the number of computers, iPads and tablets, pupils had the opportunity to develop their team building skills as they worked collaboratively. Hayes (2010) argues that cross-curriculum lessons can be strongly linked to a constructivist view of learning as children work collaboratively and learn from their own direct experience. In addition to this, I believe an area of strength in relation to this pedagogical principle is that throughout the lesson, I asked learners questioning around what they believed the lesson related to in regards to the six areas of learning. Despite my understanding of cross-curriculum responsibilities right from the start of PTE part one, I should point out that I did not fully take into consideration the restriction of using technology throughout my lesson. As stated above, there is a restriction of how many pupils can access the internet at one time and therefore meant that there is a time constraint with doing so. As I was able to notice this in earlier stages of my PTE part one, I took this onboard for any following lessons that would involve the use of accessing the internet.

During my placement, I became aware that I needed to improve my cross-curriculum lessons in order for learners to gain universal skills that can be applied elsewhere. This can

be seen in my illustrative example two whereby pupils followed literacy text as a set of instructions to create an image using Hwb, specifically J2E. Kerry (2010) argues that the use of cross-curriculum responsibilities throughout a lesson allows learners to gather insight from more than one subject area, developing essential skills in order to do so. In support of this is Jacobs (1989) who states that by teaching subjects as a whole, it is more likely to make pupils views of learning to be more holistic. Referring back to my illustrative example two for this pedagogical principle, I believe pupils are able to gain different skills from the lesson such as reading, drawing, creativity and developing computer skills. However, feedback from my teacher helped me see where improvements could be made in my future teaching practice. As pupils and myself found it difficult to accessing J2E via their own Hwb accounts, this caused disruption towards the lesson. This can be related to a limitation of cross-curriculum responsibilities as myself and other staff in the classroom need to have an in-depth understanding of all areas of each subject. For example, as I had never accessed Hwb or J2E before, it meant that the lesson was delayed and not everybody had the chance to access the computer in the given time. In support of this comes from the work of Savage (2011) who states that all educational practitioners need to have a deep understanding of all subjects which in turn becomes a pressure constraint for teachers.

As my placement developed, I became more familiar with how the appropriate use of cross-curriculum could be used in lessons as well as everyday activities. As shown in my illustrative example one, I created a co-ordinate grid whereby pupils used it as a 'battleship' game to

test their understanding of high frequency words. Although this wasn't a lesson, this was just one example of whereby a cross-curriculum lesson occurred on a day-to-day basis with pupils pointing out the use of their literacy and humanities being developed upon discussion. Rennie et al (2011) found that there is a strong correlation of motivation when pupils work on cross-curriculum activities as it allows room for improving independency skills, something that was crucial to see as I was based in a lower ability year one class. Despite this, I noticed that pupils seemed to be more focused on the use of the co-ordinate skill than using the high frequency word. Taking this reflection forward, I need to ensure that in my future teaching practice, I ensure that there is an equal balance of subjects within a cross-curriculum lesson. In support of this comes from the work of Kelly et al (2013) who argues that one challenge of producing cross-curriculum work is that one subject area could over shine another one. This is one recommendation I will take forward in my PTE1. In addition to this, after reflecting upon the pedagogical principle of cross-curriculum, one recommendation I will take forward is to create a cross-curriculum grid in order to always be reminded of where one subject area can appropriately be linked to another subject area.

The last pedagogical principle I will be critically reflecting upon within this essay is 'Good teaching and learning creates authentic contexts for learning'. A definition of authentic context comes from the well-respected work of Herrington et al (2010) who states that authentic context refers to how teaching and learning can be demonstrated and practiced in the complex world outside the classroom. Reflecting back to the start of my PTE part one,

the thought of planning an authentic context lesson seemed daunting to me as this is something I had little to no experience in. My first experience of an authentic context was a school trip to 'Castle Henllys' focusing around the history and the experience of Celts.

Throughout the day of the school trip, I quickly become aware of how pupils were interactive and interested in something that was physical for them to see. For example, one of the activities pupils were able to participate in was making bread, the same way Celts would make their bread. This is shown in my illustrative example one for this pedagogical principle. This allowed pupils to have a higher understanding of the history and made it more interesting. In support of this comes from the work of Herrington and Oliver (1999) who states that by using an authentic context lesson, pupils are able to investigate in higher-order thinking which was shown throughout this trip as pupils were engaging in questions which they may not have previously thought about in the classroom. Although I was very interactive with pupils and encouraging them to discuss any of their questions, I believe I could have prepared for this authentic context in greater detail. For example, after reflecting upon with feedback from my class-teacher, I believe I could have asked pupils to prepare a set of questions together as a class prior to the school trip. However, as this was at the start of my teaching practice, I was able to carry this feedback forward in my future teaching practice.

As my time in PTE part one developed, I became more familiar with authentic context lessons after observing and participating in my class-teachers lessons. After planning and

carrying out outdoor activities for learning such as 'Forest School', I decided it was time to plan a subtraction lesson around an authentic context for an indoor activity to gain experience in both areas. This can be shown in my illustrative example three where pupils in a year one classroom setting participated in selling circus tickets and using subtraction calculations to work out how many they had remaining. In support of using authentic materials are theorists Thanajora and Otte (2006) who state that authentic materials allows pupils to have a positive effect on learners motivation and encouragement to learn better. Furthermore, in support of Thanajora and Otte (2006) study comes from the work of Sellars (2018) who argues that authentic and rigorous engagement allows learners to gain an understanding of concepts, therefore expanding their ability to think creatively and analytically. This could be seen throughout my lesson as pupils were able to use their knowledge of subtraction calculations and apply it to a real-life authentic context such as selling tickets. In addition to this, it allowed me to see how authentic context is an important part of pupils learning enhanced by the recommendations of Donaldson (2015). Despite most pupils understanding and being engaged within the lesson, a small number of pupils did not have an understanding of subtraction using the theme of selling circus tickets. I therefore believe in my future teaching practice, I need to ensure that I only using authentic context lessons when all pupils have a full understanding of the lesson focus. For example, in this case, I needed to make sure all pupils had an understanding of subtraction calculations before introducing the idea of selling circus tickets. In support of this recommendation is Kim (2000) who is critical of authentic materials, arguing that they

should only be used with advanced or intermediate pupils.

As my placement developed, I became more familiar with the appropriate use of authentic context and planned more effective lessons. This can be shown in my illustrative example two whereby pupils in a year one classroom setting participated in a coin recognition activity. Within this lesson, pupils had the opportunity to use real life coins to establish an understanding of the appropriate amount and how to pay for items with the corresponding amount of money. I believe this lesson was extremely beneficial in allowing pupils to develop their understanding of an important skill to live in society. In support of using authentic materials can be seen throughout the work of Lave and Wenger (1991) who proposed that participation in a culture of authentic practice can legitimate understanding. Reflecting upon my evidence for this pedagogical principle, one recommendation to take forward in my future teaching practice would be to ensure to take into consideration the consumption of time authentic lessons may take up in comparison to non-authentic tasks. For example, within the coin recognition lesson, pupils spent a lot of time exploring and playing with coins in order to develop their understanding. This therefore meant that little evidence was being put into books as I did not plan enough time for pupils to explore the coins, something that is a key aspect of authentic learning. In support of this recommendation can be seen in the work of Adam et al (2011) whom state that using authentic materials in the classroom can be both time consuming for pupils using them, as well as time consuming for teachers to prepare. In addition to this, I will ensure that I only

use an appropriate use of authentic context for lessons which it can be applied to.

To conclude, having looked at how I have implemented the above pedagogical principles, it is clear to see that there is still room for improvement. My use of assessment for learning has improved since the beginning of PTE but I need to ensure that techniques are used continuously throughout all lessons. Moving onto my use of cross-curriculum lessons, I need to ensure that subject areas all have an equal balance. Finally, my use of authentic context lessons have room for improvement ensuring that I use it in appropriate lessons. Therefore, I believe my evidence as shown where I have implemented these pedagogical principles effectively and shown my areas for improvement in my future teaching practice.

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