

Overview

Wednesday, December 11, 2019 7:20 PM

Assignment title- Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

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Student number- 1600714

Pathway- P-PGCE

Targets from last assignment:

- Developing your written expression to be concise and academically appropriate
- Ensure you recognise that there are opposing views to all aspects of research- avoid generalisations.

Link- https://uowtsd-my.sharepoint.com/:o:/g/personal/1600714_student_uwtsd_ac_uk/EurpMySfb-VOtAi6qm3zDFoB0-T7y4rgetR-7IsYHs9MmA?e=ZHrwRO

Assessment for learning

Wednesday, December 11, 2019 7:20 PM

During my first PTE placement, I have attempted to implement many AFL strategies. Three of these are described below.

Lollipop sticks:

I used lollipop sticks with the children's names on to choose children to answer questions. These were colour coordinated according to the children's ability group.



← Lesson plan

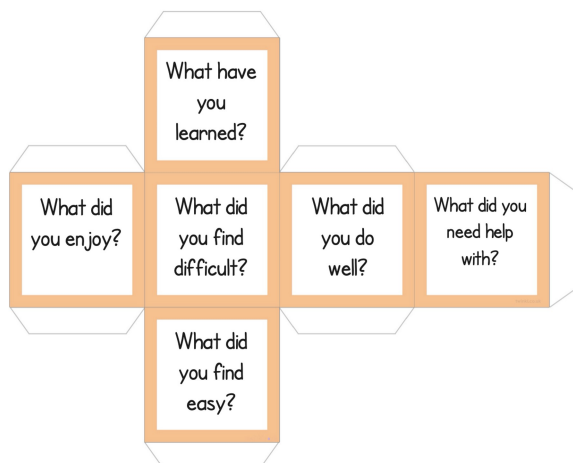
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	All children on carpet Maths warm up- ask the children questions such as 1 plus 4, three plus 5 ect. Use lollipop sticks to choose children to answer.	Children should work out the answers in their heads	Lollipop sticks
	Choose children using lollipop sticks to come up and have a turn forming numbers. Have a bag of numbers they can chose from, and they need to form the number and the word.	Children should attempt to put the numbers and number words together, and the other children should check to see if they are correct.	Lollipop sticks A bag of laminated number cards.

Both of the examples above were carried out with a year 2 class, during the introduction of a mathematical lesson. Firstly, I gave the children a few mathematical questions as a warm up, then chose children using the lollipop sticks to come up and use the laminated number and word cards to form numbers on the board. The activity was carried out in preparation for the main activity, which was playing a game of bingo using numbers and number words. I chose to use the lollipop stick strategy because the class were already familiar with it, and knew from discussion with the class teacher that it was an effective strategy.

I found using lollipop sticks very effective, as it meant that I wasn't choosing the same children all the time, and those children who wouldn't normally answer questions or put their hands up had the opportunity to contribute. It also meant that everyone had to think and work out the answers, as they didn't know who would be chosen to answer.

Plenary dice:

This strategy requires the children to roll the dice and answer questions about how they felt their lesson went.



← Lesson plan

The examples below show evidence within my lesson plan and end of placement review of my use of a plenary dice (shown on the left). This AFL strategy was used in a year 2 class as a plenary for a mathematical beebots lesson plan, where the children were learning about directions.

Use the plenary dice in order to find out how the children felt about the activity.	Say how they felt about the activity using the plenary dice.	Plenary dice
The children will be asked to take it in turns to roll the dice and answer the question.		

board any advice given in order to amend her teaching style, worksheets and general classroom routines. It was great to see the innovation of a plenary dice in order to assess the children's understanding of the work covered. In her learning journey, she has critically analysed her teaching methods on

I had seen questioning being used within lessons carried out by other teachers, and thought it was an effective technique. I adapted the technique to include the dice to make it fun and more suitable for foundation phase children.

I found this to be an effective way of questioning the children and assessing what they learned from the activity, and what they needed additional help with. This was useful in order to find out what next steps to take, without making the children feel that they are being assessed. I would have liked to have used this strategy more, however I only used it within the last week of teaching. If I had the chance, I would have used it more and developed my technique, and used different questions to assess the children's learning and understanding.

Thumbs up/down assessment strategy:



← Lesson plan

This strategy enables me to instantly check the children's understanding through them putting their thumbs up if they understand, thumbs down if they don't understand, and thumbs across if they're not sure.

Use the thumbs up/thumbs down AFL strategy to check the children's understanding.	Put thumbs up/down depending on their understanding.
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The use of the thumbs up thumbs down AFL strategy worked really well, as i was able to quickly see who understood the work and who needed extra help so that i could go to those children that needed help straight away.

questions and approach you for advice. Most weekly targets have been addressed while others are ongoing. Lisa has taken on board different AFL strategies by using thumbs up, thumbs down, using the plenary dice as an assessment tool and different levelled questioning. Her PLP folder has the

This AFL strategy was used in a year 2 mathematical lesson, where the children were using beebots to learn about direction. The strategy was used during the introduction, main activity and plenary to check children's progress at different points throughout the lesson.

I heard about this strategy within my university lectures, and through other students' experiences, who all said it was an effective strategy. I chose this strategy as it was easy to implement, and easy for the children to understand.

I found this strategy very effective for quickly evaluating children's progress, and knowing which children needed extra help and support. I would have liked to have developed this strategy further and used it in other lessons, however this technique was also only developed within the last week of teaching.

Cross curricular responsibilities

Wednesday, December 11, 2019 7:20 PM

During my time in PTE 1, I have taught many lessons, and tried to incorporate literacy, numeracy and digital competency into them as much as possible. There are some examples of this below.

Literacy:

Use lolipop sticks to choose children to choose a challenge card, and see if they can lead the rocket using the directions.	Read the directions on the challenge cards, and use them to guide the car the correct way.	
Use the thumbs up/thumbs down AFL strategy to check the children's understanding.	Put thumbs up/down depending on their understanding.	
Provide the children with the instructions sheet and materials, and allow them to follow it to create their moon. Provide assistance when needed.	Follow the instructions given to create their moon picture.	

Both of these lessons were carried out within a year 2 class. The first was a mathematical beebot lesson, where the children followed directions from the challenge cards to guide the car across the beebot mat. The second lesson plan was a creative development lesson, where the children followed instructions to create their own moon pictures.

I chose to carry out the lessons in this way, as it allowed the children to use their literacy skills to work out for themselves what was required rather than them being told what to do. This allowed the children to work together to read and follow the instructions, and made it more fun for them. The higher ability children were able to help the lower ability children, which allowed both to learn new skills.

I feel that this worked well for these lessons, as most of the children enjoyed working out the instructions and being more independent with the tasks. However, I don't feel that this would work for all lessons, as some lessons require more explanations from the teacher, especially if they are introducing a new topic.

Digital competency:

Introduce the idea of more and less to the children using an interactive number square whiteboard game.	Interactive game https://www.ictgames.com/mobilePage/hundredSq/index.html	
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Give each child a number word card. Have a powerpoint presentation with numbers on, and ask the children to stand and make a pose when their number comes up. Repeat some and provide two children with the same numbers to keep the children's concentration.

Children should read their number word, and concentrate and stand and pose when their number comes up.

Powerpoint presentation and number cards.



Both of the examples above were used in the introduction of a year 2 lesson. The first was a mathematical lesson where the children were introduced to the idea of more and less through an interactive whiteboard game. The second was a literacy lesson, where I used a PowerPoint presentation as a game for the children to begin to learn the words that go with numbers.

I chose to incorporate ICT into these lessons, as I thought it would be a fun way for children to begin to learn the new topics. Also, I had seen a lot of technology being used by different teachers, as well as being taught about it within university lectures, and so I wanted to try it out within my own teaching,

I found the use of ICT in to introduce topics and lessons useful as the children find it fun and engaging. However, with some ICT, including the interactive whiteboard, there is a limit to how many children can use it at one time, and so, although they are all learning, the children using the technology get a better learning experience to the ones watching.

Although I found the use of ICT useful, I would not use it for all lessons, as there is far less human interaction with technology which I feel is very beneficial to children's learning.

Numeracy:

Although numeracy is a very important cross curricular responsibility, I have not included any examples of it here. This is because I found it very difficult to incorporate it into other lessons without feeling like it was forced.

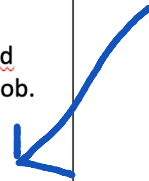
In my next placement block, I will try harder to add numeracy into my lesson plans.

Blend of approaches, including direct teaching

Wednesday, December 11, 2019 7:20 PM

Direct teaching:

Opening phase (with links to prior learning)	Talk a little bit about astronauts. Ask the children if anyone knows anything about them, what they do ect. Tell them a Story- man on the moon (a day in the life of bob). Throughout the story, ask them questions and point out important parts. After the story, ask them questions about it to see who can remember what happened. Ask them to think about the story, and think of questions they could ask if they were to meet Bob the astronaut.	Concentrate on the story and answer the questions asked. Think about what happened in the story. Think of questions the children could ask if they were to meet astronaut Bob.
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This direct teaching happened during the introduction of a year 2 literacy lesson, where the children listened to a story then came up with questions they could ask an astronaut. The children found this introduction engaging, as they like listening to stories, and enjoyed linking it to their activity.

I chose to use the direct teaching approach for this lesson, as I felt the story went really well with the lesson, and the children love relating a story to their work.

For this lesson, I found that this approach worked really well, as the children listened really well to the story, and were able to come up with some really good questions from it that they could ask an astronaut.

However, in general, I found the direct teaching approach less useful than other approaches for this age group, as the children prefer to be doing something physical, and cannot sit and listen for long periods of time without starting to get bored and fidgety.

Discovery learning:

During my time in the year 2 class, I created some activities that worked well in the enhanced provision areas around the classroom, which promoted children's discovery learning.



One area I created was the musical instruments area, where the children were able to create their own musical instruments out of recyclable materials. They were then able to read parts of a story they had been reading in class, and make noises using their instruments to match with the story. I chose to create this area after a musical instrument lesson, as the children really enjoyed being creative and making their own instruments, as



musical instrument lesson, as the children really enjoyed being creative and making their own instruments, as well as being able to link it to a story.



Another area I created was the sand area, where the children were finding words and sorting them into space and non-space words. They were then asked to write a list of the space words they had found, and think of some sentences to include those words.

I chose to create this area, as it is a fun, sensory way for children to learn new vocabulary and create new, interesting sentences.



The last area I created was the beebot mat in the mathematical area. I had used this for a lesson to teach direction which the children really enjoyed, so it was made into an area activity to suit their interests. Although there are cars in the picture, the beebots were introduced and the children loved using them.

The children really enjoyed these areas, and it allowed them to explore concepts more independently, or work with other children on them. They worked really well, as the children were able to rotate and try out all of the activities, so that they were learning a variety of topics through different independent tasks.

However, on some occasions, as the children were not with a teacher at all times in the areas, they would not always be doing what they were supposed to be doing, and so they were not learning as much as they could be from them. This could be resolved through ensuring that the children all understand the importance of doing the work in the areas, and ensuring that they evidence their learning in each area through written work or pictures, so that they are more motivated to stay on task.

Differentiated group tasks:

During my time teaching in year 2, I have carried out many differentiated tasks with the children. Some of these are described below:

Differentiation-
Higher and middle groups- help to sound out words and write more tricky ones on

Higher ability children should try and work more independently.



Differentiation-
Higher and middle groups- help to sound out words and write more tricky ones on whiteboards

Lower ability- write down more words for them and provide more guidance.

Higher ability children should try and work more independently.



This lesson plan was for a year 2 literacy lesson where the children were writing a diary entry about what they had been doing over their half term holiday. I chose to differentiate this task, as the higher ability can write more and be more independent, whereas the lower ability needs more help and support, and so take longer to write.

Tell the children that we will be playing a game of bingo as a group.

Differentiation- lower ability group have numbers up to 20, higher ability groups have numbers up to 100.

Bingo boards and number cards- differentiated for different groups.



This lesson plan was for a year 2 mathematics lesson, where the children were learning to match numbers and number words through playing a game of bingo. I chose to differentiate this task, as the higher ability group are able to recognise higher numbers, whereas the lower ability may struggle with higher numbers.

I feel that differentiation is very useful when carrying out some tasks, as the children are working at the appropriate level to suit their ability. It also enables the higher group to be pushed to reach their full potential, which may not be possible in a mixed ability group. However, I feel that mixed ability groups also work really well, as they enable the higher attaining children to help the lower attaining children, which helps all children further their development and skills.

Critical reflection

Wednesday, December 11, 2019 7:20 PM

In March 2014, professor Graham Donaldson reviewed the school curriculum and assessment arrangements in Wales, as the Welsh Government want to ensure that all children and young people have the best possible education (Donaldson (2015). One of the changes made in the new curriculum is the introduction of Donaldson's 12 pedagogical principles. Within this assignment, I will be looking into three of these principles, and reflecting upon my implementation of them within PTE 1.

During PTE 1, I was situated in a mixed year 1 and 2 class within an English medium primary school in South Wales. There were 40 children in the class altogether, 16 of which were year 1 and 24 were year 2. I taught mostly year 2, however the area activities were mixed.

The school is not currently following the new curriculum, therefore I planned according to the current curriculum.

The first pedagogical principle I will focus on is principle 7 "Good teaching and learning means employing assessment for learning principles" (Donaldson, 2015, p. 67). According to the Welsh Government (2010), Assessment for learning (AFL) is a type of formative assessment. It is the process of finding out where children are in their education, where they need to go next, and the best way to get them there.

According to Black et al (2002), AFL differs from other forms of assessment that are designed mainly for ranking children's abilities. It has been suggested by Smith (2004) that these types of assessment have become less about learning and helping children improve, and more of a management tool focusing on tests, grades and groups. Black and William (1998) agrees, saying that they teach pupils with low attainment that they lack ability, so they are not motivated and don't believe they are able to learn.

William (2018) believes that formative assessment shouldn't be defined by one small definition. This is because there is a lot of diversity in the definition of formative assessment, therefore it is not likely that a single definition will ever be agreed on. For example, some people believe that the child whose data has been collected has to benefit from the assessment, while others agree that it counts if it is benefitting other children. Also, some believe that they must see the benefit immediately, while others are happy for it to be a longer process.

Smith (2004) states that Black and William called for a new emphasis on AFL, as their research showed that formative assessment can have a positive effect on learning, especially for lower attainers. Clarke (2008) agrees, saying that Black and Williams 1998 review established that formative assessment leads to higher test results and therefore higher measurable pupil attainment, allowing pupils to become lifelong learners with transferable skills. Black and William (1998) add that raising the standards of learning that are achieved through school education is an important national priority.

Black et al. (2007), Clarke (2008), Black et al. (2002) and Smith (2004) all agree that the main priority of AFL is to promote students learning and raise attainment through providing feedback, collaboration and motivation. According to Black et al. (2007) and Donaldson (2015), it provides practitioners with insight into the effectiveness of learning, and involves providing regular and meaningful feedback, adapting teaching materials to meet the needs of individuals, and allowing the children to assess themselves and each other. It has been suggested by Donaldson (2015) that effective teacher assessment can nearly double the rate of learning. It also improves in performance, engagement, ability to transfer skills, and enjoyment (Welsh Government, 2010). However, Husbands and Pearce (2012) draw

attention to the fact that there is a wide gap between AFL in theory and in practice.

The second principle I will focus on is principle 9 “Good teaching and learning regularly reinforces Cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them” (Donaldson, 2015, p. 68).

Donaldson (2015) and Welsh Government (2019) both state that as a result of Donaldson’s review and the new curriculum, literacy, numeracy and digital competence will be statutory responsibilities across all areas of learning and experience. It will be the responsibility of all teachers to ensure progression across the full range of literacy, numeracy and digital skills.

The skills will be shown as progression steps rather than year groups.

It has been found, according to Rowley (2009), that the foundation subjects often offer ways into the other subjects, and that time has been freed up by the cross-curricular planning that makes it possible to study subjects in more depth. However, Kerry (2011) argues that some educators oppose the use of cross-curricular responsibilities in schools because of the way knowledge is constructed. They believe that the different subjects construct different knowledge and thinking that fit directly into that subject. The Challenge for teachers, according to Donaldson (2015), will be to ensure the focus is kept on the responsibilities to make them natural as opposed to them being an add-on.

Estyn (no date) shares the case of one primary school that successfully introduced some interesting cross-curricular themes, including an annual arts festival and Welsh heritage projects. They also deliver many extra-curricular workshops, including arts and crafts, history projects, criw cymraeg and musical activities. The school have also been involved in the community through planning trips to the local history society, museums, and visiting local artists. All of these opportunities give pupils the chance to develop their literacy, numeracy and ICT skills. They have been striving to ensure that all of their pupils have an enjoyable, enriched curriculum in order for them to develop their wider skills. The aim of the school staff was to make sure that they still had a broad and balanced curriculum that offered the children a range of imaginative and stimulating learning experiences. This enriched curriculum engages the children’s interests very well, and ensures continuity and progression in their learning.

The Education endowment foundation.org (2019) states that the use of technology in the classroom involves using technology such as computers, learning platforms and interactive whiteboards. There is evidence to suggest that technology is most beneficial when used alongside other approaches as opposed to being used alone to replace more traditional approaches. It is suggested that digital technology is unlikely to directly affect learning, however it does have potential to support teachers with other teaching and learning strategies. There is also evidence that digital technology is more likely to benefit writing and mathematics than spelling and problem solving, and that it is more effective with young learners. =

The third principle I will focus on is principle 3 “good teaching and learning means employing a blend of approaches including direct teaching” (Donaldson, 2015, p. 65).

Curriculum changes usually encourage particular teaching and learning approaches, including traditional methods such as direct teaching, or other methods such as discovery learning or constructivism. The review calls for a broader range of teaching and learning experiences that reflect the curriculum purposes. Husbands and Pearce (2012) argue that it is not the particular teaching approaches that are effective, it is the way that they are implemented. The important aspect is the teachers ability to choose, plan and implement a range of pedagogies effectively.

One teaching method is direct teaching. According to Hattie (2008), there is a risk that direct teaching is being categorized as instructive whole class teaching. However, both Donaldson

(2015) and Hattie (2008), define it as the teacher deciding on learning intentions and success criteria, making them known to the children, modelling them, evaluating how well the children understand them, and retelling them what they have been told through closure. At the heart of this approach are clear purposes and success criteria, modelling and scaffolding, and regular meaningful feedback.

Another teaching method is discovery learning. According to Wallace (2009) and Learning-theories.com (2019), discovery learning is a learning centered approach in which children draw upon their past experiences and existing knowledge to discover and remember new knowledge and facts and on their own. It allows children to explore and engage with their environment, as well as objects and concepts, in order to develop their understanding of them. The role of the teacher during this type of learning is to facilitate and organize a rich, appropriately resourced learning environment that takes into account the needs of the children in relation to their social, emotional and personal development, as well as their interests. They should encourage the children to problem solve, rather than providing the answers, as well as encouraging active engagement, peer interaction, motivation, responsibility, independence and creativity. This links to Vygotsky's theory of the more knowledgeable other (MKO), which Lillemyr, Dockett and Perry (2013) agree supports children to learn through communication and interaction.

Education endowment foundation.org (2019) and Coe et al. (2014) discuss another teaching method, within class attainment grouping. This involves organizing children into groups according to their levels of attainment. The aim of this is to match tasks and activities to the children's level of ability, so that they all have an appropriate level of challenge.

As shown in the one note document, I have used various AFL strategies within my teaching. The examples shown are lollipop sticks, a plenary dice and the thumbs up/down assessment strategy, all of which I have used during mathematical lessons, including bingo and a beebots lesson.

As shown in the AFL tab, I found the use of lollipop sticks very effective within my teaching practice. I found that it encouraged those children who wouldn't normally answer questions to contribute more, and work out the answers to the questions asked. This is backed up by Black et al. (2007) and Clarke (2008), who say that lollipop sticks are an effective way of choosing children to answer questions, as it avoids the same children answering all the time, and creates greater pupil engagement and listening.

I also used plenary dice within my teaching, and as shown in the AFL tab, I found this very effective. As Black and William (1998), Black et al. (2002), Black et al. (2007) and Clarke (2008) say, questioning is an effective way of checking children's learning and understanding. I found that the children found the dice fun and most wanted to roll it again to answer more questions. This made it easier when trying to assess the children's learning and figure out next steps, as it didn't seem to them as if they were being assessed. As Hattie (2008) suggests, when teachers are open to feedback from children, teaching and learning can be synchronized and powerful.

The third AFL strategy shown in the AFL tab is the thumbs up/down assessment strategy. This strategy was very useful, as it allowed me to quickly gauge the children's progress, and find out instantly who needed extra help and support. Smith (2004) agrees that small changes like the thumbs up/down strategy can make a significant difference in the classroom. Black et al. (2002) agrees that Self-assessment is essential, as pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to achieve it.

Both the plenary dice and thumbs up/down assessment strategy were only used within the last week of my teaching. As a result of this, I don't feel that I was able to use them to their

full potential, or see the potential effect it has on children's learning. I would have liked to have used them more in order to use the children's answers to better inform my planning.

As shown in the next tab labelled cross curricular responsibilities, I tried to incorporate literacy, numeracy and digital competency into my lessons as much as possible.

In the literacy example, I chose two lessons where the children were asked to follow a set of instructions to carry out their tasks. I chose to carry out the lessons in this way, as it allowed the children to use their literacy skills to work out for themselves what was required rather than them being told what to do. This allowed the children to work together to read and follow the instructions, and made it more fun for them. The higher ability children were able to help the lower ability children, which allowed both to learn new skills. This is linked to the MKO, as discussed previously by Lillemyr, Dockett and Perry (2013).

I feel that this worked well for these lessons, as most of the children enjoyed working out the instructions and being more independent with the tasks. However, I don't feel that this would work for all lessons, as some lessons require more explanations from the teacher, especially if they are introducing a new topic.

I found numeracy difficult to incorporate into other lessons, as it doesn't fit naturally into the other subjects and so it felt forced. Donaldson (2015) agrees that this is a challenge that teachers have to face. I felt that if I tried to force mathematics into another lesson, it would distract from the learning and sometimes completely change the lesson objectives I was trying to teach.

I found the use of ICT in to introduce topics and lessons useful as the children find it fun and engaging. However, with some ICT, including the interactive whiteboard, there is a limit to how many children can use it at one time, and so, although they are all learning, the children using the technology get a better learning experience to the ones watching.

One way to overcome this challenge could be to allow the children to all take it in turns to have a turn. However, teachers may not have enough time to allow all children to do this, especially if it was only planned as an introduction activity and not a whole lesson or enhanced area.

Although I found the use of ICT useful, and there are many benefits to it, I would not use it for all lessons. This is because there is far less human interaction with technology which I feel is very beneficial to children's learning.

The third tab is all about approaches to teaching. Here, I included examples of direct teaching, discovery learning and differentiated group tasks.

The example used for the direct teaching approach was the use of a story which the children used to come up with questions for an astronaut. I found that this approach worked really well, as the children listened really well to the story, and were able to come up with some really good questions from it that they could ask an astronaut. However, in general, I found the direct teaching approach less useful than other approaches for this age group, as the children prefer to be doing something physical, and cannot sit and listen for long periods of time without starting to get bored and fidgety. Bruce (2011) would agree, as children learn best through play, and they need space and materials to be able to play. Play helps children to become more aware of the people around them, and how they may think and feel, as well as becoming more sensitive to them through developing sympathy and empathy.

Approaches such as discovery learning work well for children of this age, which was my next example. The children really enjoyed discovery learning through the use of enhanced areas, and it allowed them to explore concepts more independently, or work with other children on them. They worked really well, as the children were able to rotate and try out all of the activities, so that they were learning a variety of topics through different independent tasks.

However Learning-theories.com (2019) says that some critics believe that it can create a cognitive overload for the children, and that is difficult for teachers to detect any problems or misconceptions the children may have. On some occasions, as the children were not with a teacher at all times in the areas, they would not always be doing what they were supposed to be doing, and so they were not learning as much as they could be from them. This could be resolved (and is the case in some areas), through ensuring that the children all understand the importance of doing the work in the areas, and ensuring that they evidence their learning in each area through written work or pictures. This would keep them on task, as they would know that the teacher would want to see evidence of their learning.

Another teaching approach used was the use of differentiated group tasks. I feel that differentiation is very useful when carrying out some tasks, as the children are working at the appropriate level to suit their ability. It also enables the higher group to be pushed to reach their full potential, which may not be possible in a mixed ability group. Education endowment foundation.org (2019) suggests that although this approach is likely to benefit all learners, it is less beneficial for lower attaining pupils than higher attaining pupils.

However, Coe et al. (2014) suggests that grouping by attainment doesn't have much of an affect on learning outcomes.

Although, in theory, it can provide a smaller, more focused range of content, it can also create a false sense of similarity within a group, and therefore teachers don't provide the support and materials needed for the range of needs within the group. They may also over-provide support and materials for other groups, as well as going too fast within high ability groups and too slow for the lower ability groups.

I feel that mixed ability groups also work really well, as they enable the higher attaining children to help the lower attaining children, which helps all children further their development and skills.

In my future teaching practices, I will ensure that I continue embedding these different approaches into my teaching. I will ensure that I use a variety of AFL strategies and teaching approaches, and ensure that I adapt these to make them appropriate for the different age groups that I will be teaching. I will attempt to further develop my cross curricular responsibilities to ensure that all of them are covered throughout different lessons that I teach. I will do this through collaborating with my class teachers and other staff regarding how best to support the pupils in my class. I will also carry out research on different strategies in order to broaden my skills, as well as the children's experiences.

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Wednesday, December 11, 2019 7:20 PM

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