

# Overview

Friday, December 6, 2019 6:55 PM

**Student name:** Catherine Bingham

**Student number:** 1800922

**Assignment title:** A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles

**Pathway:** Primary PGCE

**Targets:**

Avoid assumptions in the analysis section of your work

Check the correct vocabulary has been used

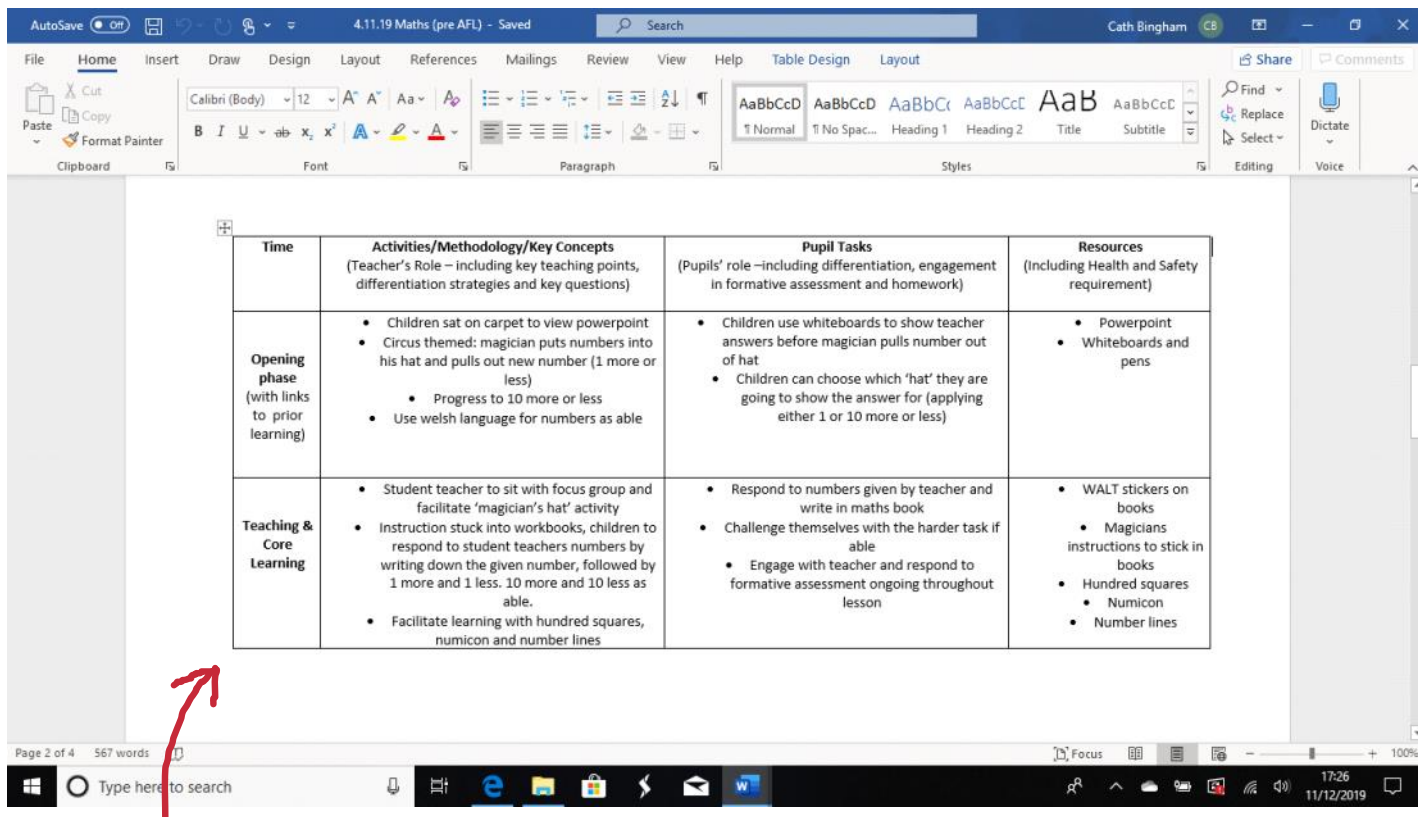
**Link to OneNote:** [https://uowtsd-my.sharepoint.com/:o/g/personal/1800922\\_student\\_uowtsd\\_ac\\_uk/Ekg18tNeynZGrJcAFDQpPWwB4TyZK69pAAxjFNiqZNm73A?e=VqFvVw](https://uowtsd-my.sharepoint.com/:o/g/personal/1800922_student_uowtsd_ac_uk/Ekg18tNeynZGrJcAFDQpPWwB4TyZK69pAAxjFNiqZNm73A?e=VqFvVw)

# Assessment for Learning

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# Illustrative example 1

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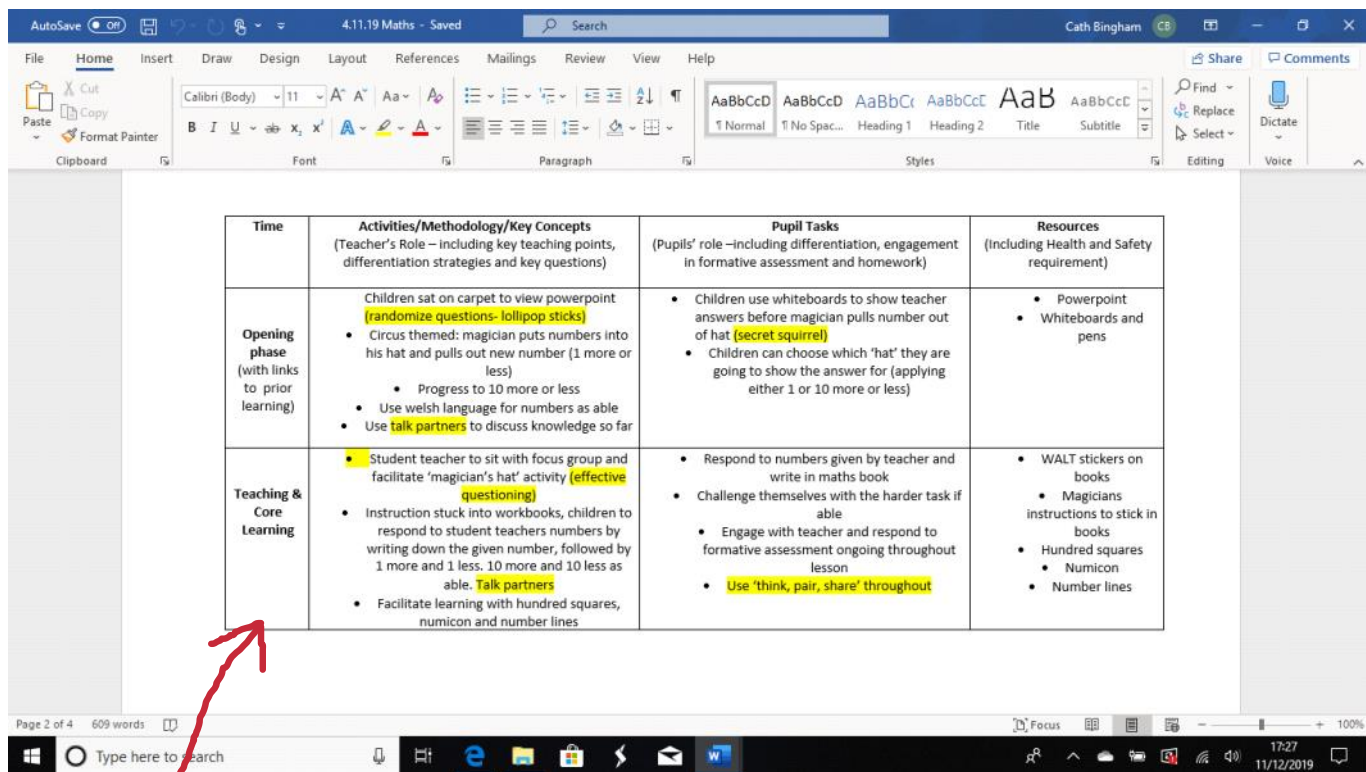


AutoSave Off 4.11.19 Maths (pre AFL) - Saved Cath Bingham

| 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)                                                                                                                                                       | Resources<br>(Including Health and Safety requirement)                                                                                                                               |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening phase<br>(with links to prior learning) | <ul style="list-style-type: none"><li>Children sat on carpet to view powerpoint</li><li>Circus themed: magician puts numbers into his hat and pulls out new number (1 more or less)<ul style="list-style-type: none"><li>Progress to 10 more or less</li></ul></li><li>Use welsh language for numbers as able</li></ul>                                                                             | <ul style="list-style-type: none"><li>Children use whiteboards to show teacher answers before magician pulls number out of hat</li><li>Children can choose which 'hat' they are going to show the answer for (applying either 1 or 10 more or less)</li></ul>   | <ul style="list-style-type: none"><li>Powerpoint</li><li>Whiteboards and pens</li></ul>                                                                                              |
| Teaching & Core Learning                        | <ul style="list-style-type: none"><li>Student teacher to sit with focus group and facilitate 'magician's hat' activity</li><li>Instruction stuck into workbooks, children to respond to student teachers numbers by writing down the given number, followed by 1 more and 1 less. 10 more and 10 less as able.</li><li>Facilitate learning with hundred squares, numicon and number lines</li></ul> | <ul style="list-style-type: none"><li>Respond to numbers given by teacher and write in maths book</li><li>Challenge themselves with the harder task if able</li><li>Engage with teacher and respond to formative assessment ongoing throughout lesson</li></ul> | <ul style="list-style-type: none"><li>WALT stickers on books</li><li>Magicians instructions to stick in books</li><li>Hundred squares</li><li>Numicon</li><li>Number lines</li></ul> |

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This is a screenshot of an initial lesson plan for a mixed Y1/2 class focusing on adding and subtracting. Following discussion with my class teacher I decided to add in specific AFL strategies (William, 2011) in order to provide more detailed planning and to aid implementation of specific AFL techniques.



AutoSave Off 4.11.19 Maths - Saved Cath Bingham

| 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)                                                                                                                                                                                                   | Resources<br>(Including Health and Safety requirement)                                                                                                                               |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening phase<br>(with links to prior learning) | <ul style="list-style-type: none"><li>Children sat on carpet to view powerpoint (randomize questions- lollipop sticks)</li><li>Circus themed: magician puts numbers into his hat and pulls out new number (1 more or less)<ul style="list-style-type: none"><li>Progress to 10 more or less</li></ul></li><li>Use welsh language for numbers as able</li><li>Use talk partners to discuss knowledge so far</li></ul>                      | <ul style="list-style-type: none"><li>Children use whiteboards to show teacher answers before magician pulls number out of hat (secret squirrel)</li><li>Children can choose which 'hat' they are going to show the answer for (applying either 1 or 10 more or less)</li></ul>                             | <ul style="list-style-type: none"><li>Powerpoint</li><li>Whiteboards and pens</li></ul>                                                                                              |
| Teaching & Core Learning                        | <ul style="list-style-type: none"><li>Student teacher to sit with focus group and facilitate 'magician's hat' activity (effective questioning)</li><li>Instruction stuck into workbooks, children to respond to student teachers numbers by writing down the given number, followed by 1 more and 1 less. 10 more and 10 less as able. Talk partners</li><li>Facilitate learning with hundred squares, numicon and number lines</li></ul> | <ul style="list-style-type: none"><li>Respond to numbers given by teacher and write in maths book</li><li>Challenge themselves with the harder task if able</li><li>Engage with teacher and respond to formative assessment ongoing throughout lesson</li><li>Use 'think, pair, share' throughout</li></ul> | <ul style="list-style-type: none"><li>WALT stickers on books</li><li>Magicians instructions to stick in books</li><li>Hundred squares</li><li>Numicon</li><li>Number lines</li></ul> |

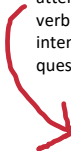
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This screenshot shows my amended lesson plan. The highlighted phrases are the specific strategies that were added to the plan in order to address the missing elements of AFL. I chose these strategies as I had seen the class teacher execute them well with the cohort and I had observed other teachers successfully using some of the techniques. I noticed that 'think, pair, share' was particularly successful and I think

this was because pupils enjoyed sharing their ideas with their talk partners and didn't feel under pressure to share their answers with the whole class and teacher. I plan to implement these techniques in future lessons, and most frequently 'think, pair, share' following its success.

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**Verb Wheel Based on Bloom's Taxonomy**

**Domain** (Black square icon)

**Appropriate verbs** (Grey square icon)

**Student products** (White square icon)

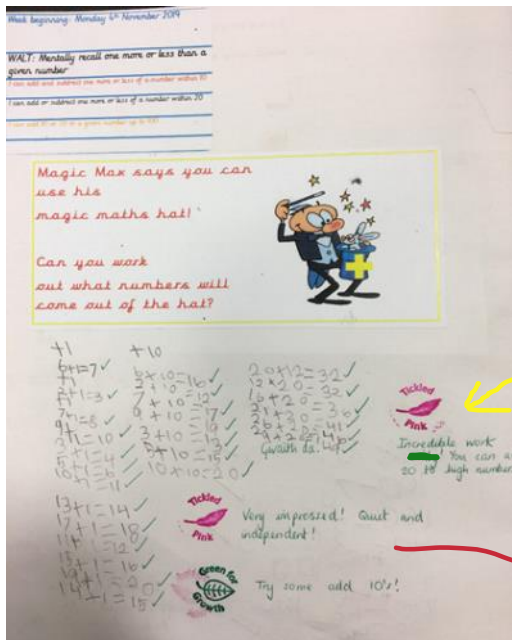
The wheel is organized into concentric rings. The outermost ring contains 100 verbs, each preceded by a small square icon indicating its category. The verbs are arranged in a circular pattern around a central point. The categories are: Domain (black squares), Appropriate verbs (grey squares), and Student products (white squares). The verbs are arranged in a circular pattern around a central point. The categories are: Domain (black squares), Appropriate verbs (grey squares), and Student products (white squares).



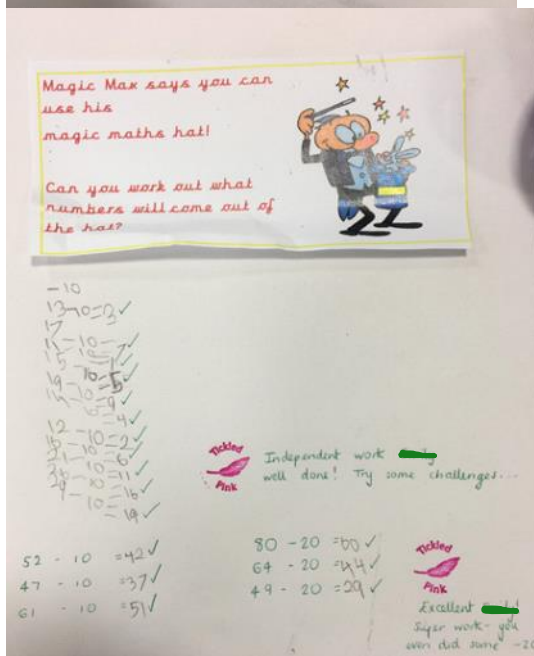
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## Illustrative example 3

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Here are examples of an AFL technique in practice. This was during a Maths lesson for Y1/2. I decided to focus on effective teacher feedback as an AFL technique. I have used a 'tickled pink' stamp to tell the student what I was impressed with in their work. This shows that I am not simply marking but I am making a personal and meaningful comment regarding their effort and understanding. My choice of AFL was influenced by the resources available in the class, as the class teacher often used the stamps in this way. Similarly, I have used the 'growing green' stamp to suggest an area for improvement and progress. Again, this is a personal and specific target for the pupil which is addressed during the lesson in which the learning took place. I sat with the focus group of pupils and presented their feedback to them. They then completed the given task immediately. I think that this AFL technique was particularly successful as it demands immediate engagement and feedback from the pupil. Therefore timely and relevant learning can take place.

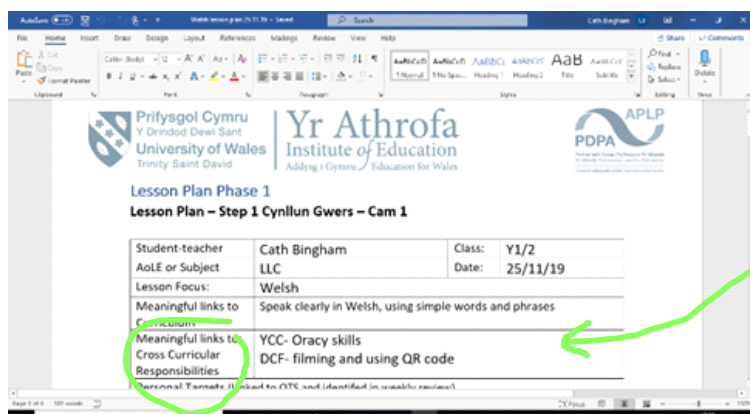


# Cross-curricular responsibilities

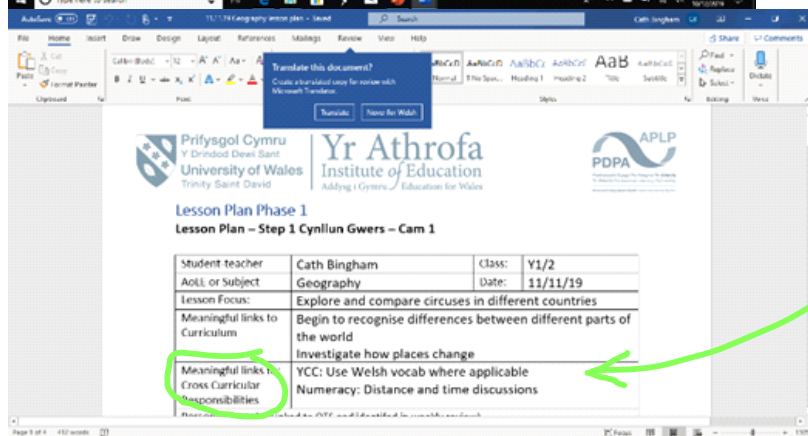
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# Illustrative example 4

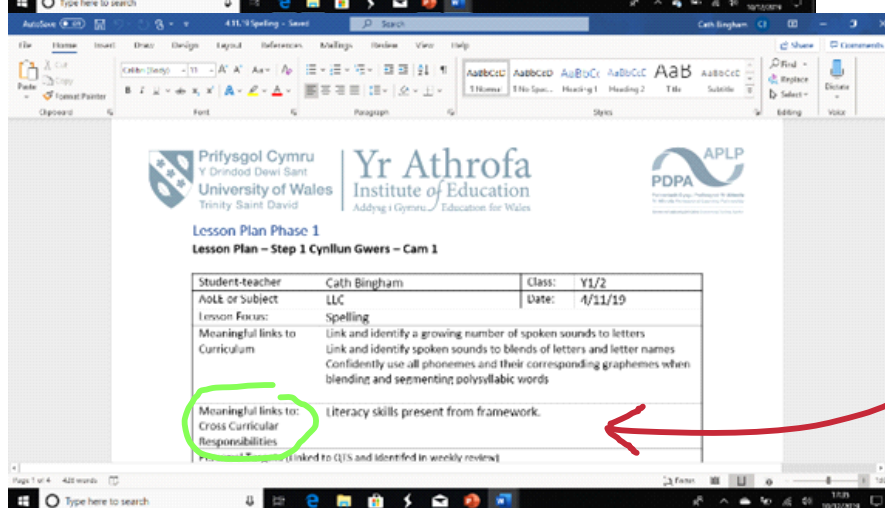
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These screenshots show examples of my lesson plans used during PTE1 in a mixed Y1/2 class. The area to focus on for this principle is the 'Meaningful links to cross-curricular responsibilities' box. I found it very helpful to document the links in this way as it made it simple to remember to include them where possible across the areas of learning (Donaldson, 2015).

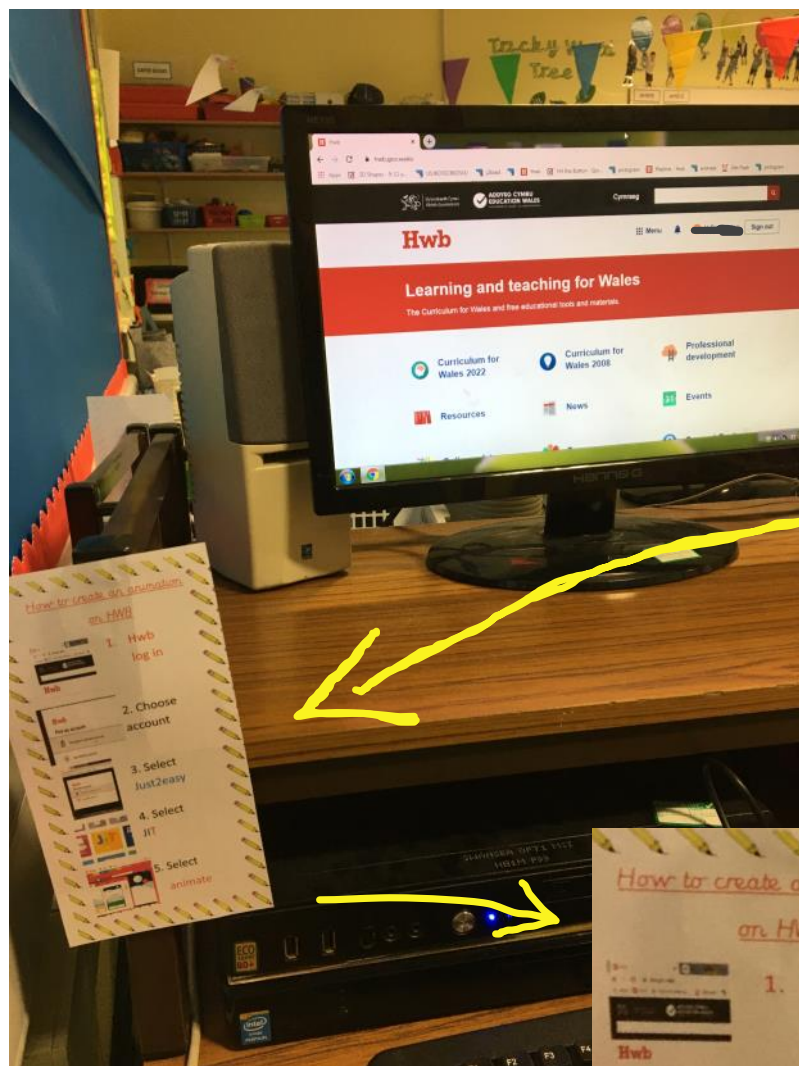


I chose to include 2 CCR's where possible in order to gain as much experience as possible of implementing the principle in my lessons. The 3<sup>rd</sup> example shown here only makes reference to one CCR (literacy) and on reflection I feel that I could certainly have included numeracy or DCF here also. I will consider this when planning for future lessons and will aim to implement this principle as widely as possible.

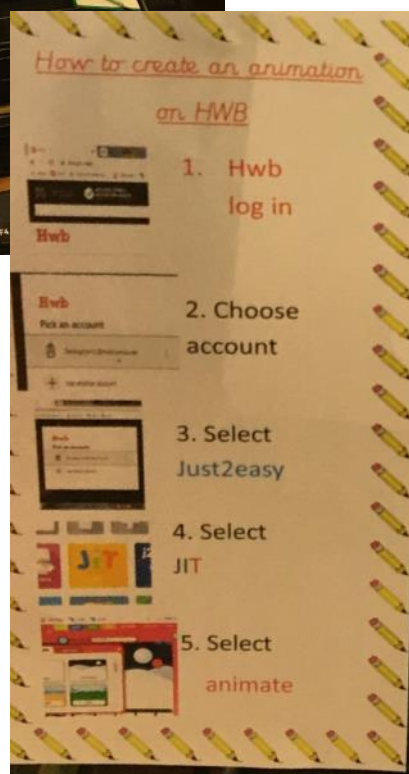


## Illustrative example 5

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This photograph was taken in my PTE1 classroom during the set-up of an independent challenge task. The 'amser skilliau' lesson consisted of christmas related activities. I planned and implemented CCR by incorporating DCF skills into a computer task. The task was predominantly independent but I was aware that the children would potentially struggle with the log in and set up of the animate function. I decided to produce a brief 'help sheet' to facilitate the task whilst maintaining as much independence as possible. The image here contains the **prompt sheet**. This was proven to be a successful activity as the children did not ask any of the adults present for help. I was able to put this help sheet next to all available computers. The pupils were successful in carrying out the animate task and all children developed skills within the DCF.



This image shows the prompt sheet (pictured in main photo)

## Illustrative example 6

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Masks used for role play/acting lesson.

This image shows the role play/acting lesson I set up to be used by the pupils of Y1/2 during PTE1. The focus of the lesson was to engage in improvising role play and acting out scenes based on the characters on the masks. My application of CCR in this lesson was present through oracy skills being developed. I chose to do this activity due to the timing of the run up to Christmas. I thought the pupils would be excited by the prospect of acting out their own mini scenes. It was very rewarding to see the children enjoying this task and being fully immersed in the activity, whilst developing confidence in applying their oracy skills to the task. The majority participated very well, however for those who were not so confident or whose oracy skills were low (due to mixed class with some young Year 1 pupils) the task appeared a little daunting. On reflection, I would differentiate this task and provide some prompt sheets to encourage all pupils to take part with confidence.



# Authentic learning context

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## Illustrative example 7

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These photos were taken during a school trip to Castell Henllys with Year 3 and 4 to learn about life in the Iron Age. This trip was a perfect opportunity for learning in an authentic context and it was the first time I gained real first-hand experience of the principle in action.

I was fortunate enough to facilitate this trip and I was encouraged to join in and assist the pupils with their learning in many different areas. Seeing the pupils so engaged and excited by the practical learning opportunity, and being fully immersed in the lifestyle of the period was really beneficial to my understanding of this principle.



I noted that making the bread was particularly successful and the children were really keen to get involved and learn by doing. This made me think about my own planning and implementing of this principle and has made me understand its necessity in teaching.



The pupils made the wall pictured



The pupils made the wall pictured here following a teaching session to explain the technique.



The pupils made bread in a realistic iron age house and cooked it over a fire.

## Illustrative example 8

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I completed a reflection following the trip to Castell Henllys as I felt so strongly about my first experience of learning in an authentic context. I felt that writing a reflection was the best way to document how my own progression had occurred and although this does not relate directly to my own planning, I was fundamental in assisting the delivery of the learning.

### Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 4/11/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Castell Henllys trip

| <u>Profiad/ Experience</u>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Teimladau/ Feelings</u><br><u>Beth yw eich teimladau ynghyd y profiad?</u><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                                                                                                   | <p>I really enjoyed my first school trip with Year 3 and 4 pupils to an iron age fort in West Wales. I feel that I gained an insight into true authentic learning contexts and exactly what it means for children to engage in such activities. I believe that authentic learning is extremely effective when executed correctly and that it is certainly as important part of a child's learning experience.</p>                                                                                                                                                                                                                                                                                                                               |
| <u>Cofio a Deall/ Remember and Understand</u><br><u>Allych chi restru'r aqweddau ac y profiad dysgu a oeth yn eidd?</u><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><u>Pa elfennau o'r profiad dysgu oedd yn siomedig?</u><br><i>"What were the elements of the learning experience that were disappointing?"</i> | <p>The children were encouraged to participate in iron age activities including building a home, making bread on an open fire and handling weapons. These activities were facilitated by actors in costumes which made the experience as authentic as possible, as well as the location and environment being very true to the iron age. All children were completely transfixed by the actors which was amazing to see! All children took part in the activities very well and seemed to enjoy the practical element of the learning. I <u>can</u> <u>not</u> say that I was disappointed with the experience at all. I would only say that we could have stayed longer or planned to return for more opportunities of authentic learning.</p> |

I feel that the most successful aspect of this activity was the organisation and availability of resources to facilitate authentic learning. This is something I will consider for my own lesson planning. If I ensure that I have appropriate and relevant resources to address the learning context, I will be more likely to succeed in implementing the principle and making learning effective.

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Gwerthuso a dadansoddi/ Evaluate and analyse</u><br><u>Beth fyddwch chi'n sefydlu'n un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</u><br><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i><br><br><u>Beth oedd achos yr elfen siomedig bwysig?</u><br><i>"What was the cause of the most important disappointing element?"</i> | <p>I will aim to incorporate authentic learning contexts into my planning and future practice as I now have firsthand experience of how effective and exciting it can be when executed correctly. I will engage with outside sources to arrange these opportunities and will consider the practical skills that can be learned well in real life authentic contexts. This will hopefully inform my implementation of effective learning experiences.</p>                                                                                                                                                       |
| <u>Casgliadau a chymau gweithredu/ Conclusions and actions</u><br><u>Beth yw eich atebion posibl i'r materion siomedig a nodwyd?</u><br><i>"What are your possible solutions to the disappointing issues identified?"</i><br><br><u>Beth ydych chi mynd i'w ymweld nesaf?</u><br><i>"What will you do next?"</i>                                                                            | <p>Next, I will discuss the effectiveness of the authentic learning experience with my class teacher and hopefully will produce some ideas of my own for implementing authentic learning experiences. I will consider the types of skills and subjects that lend themselves best to authentic learning in order to plan for teaching effectively and appropriately. I appreciate that school trips are costly for parents and other methods of applying authentic learning must be considered for more regular application of the principle. I aim to identify these opportunities throughout my practice.</p> |

## Illustrative example 9

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This example of learning in an authentic context took place during a forest school lesson with a Year 1 and 2 class. The focus of the lesson was to identify shapes and patterns within nature.

I chose to plan for authentic learning in this lesson as it seemed clear that the best way to really understand the concept of the lesson was to do so practically. This choice was also informed by the availability of the forest school facility and the plans that the other teachers had suggested for the same learning objective.



The boys pictured here created a very pattern of leaves using colours to dictate the order. They had clearly understood the learning objective and were on task during this lesson.



were on task during this lesson.

An area for improvement here would be to extend the lesson with a challenge in the same context, as the pupils seemed to finish the task quite quickly and went on to repeat the task with other patterns. However I was happy that the principle of learning in authentic context was addressed.

# Critical Reflection

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This assignment will critically reflect upon the progress made in planning and implementing three of the twelve pedagogical principles of teaching during professional teaching experience. Reference to illustrative examples supporting the application of the three pedagogical principles will be made throughout the reflection in order to portray evidence of attainment. The context in which the planning and implementation of these principles took place is a mixed Year one and two class of 28 pupils. The adults in the class included myself, the class teacher and a permanent teaching assistant. There were no children with additional learning needs and the class varied greatly in ability due to the nature of mixed year groups. The placement lasted six weeks in total which allowed for noteworthy progress in implementation of these pedagogical principles.

The twelve pedagogical principles were identified by Professor Donaldson in his Successful Futures report (2015). Donaldson (2015) advises that these principles should be addressed by all teachers during their lesson planning to ensure that all activities are relating directly to the four purposes of the curriculum. Three of these pedagogical principles will be focused on within this assignment.

## Assessment for Learning

The first of these principles is 'Good teaching and learning means employing assessment for learning principles'. Assessment for learning is an essential tool in giving practitioners insight into how effective learning is (Wiliam, 2017). It requires teachers to give feedback regularly and meaningfully to learners and to be adaptable in response to individual needs. Research by Black et al (2007) confirms that the development of formative assessment results in the improvement in students' achievements. Bowen & Ellis (2009) add that it should be central to teachers practice and is considered an essential skill for teaching professionals.

Dylan Wiliam (2011) suggests that the use of assessment for learning strategies is simple, however ensuring that teachers are consistently implementing AFL strategies is not so straightforward. It must be considered that the use of AFL strategies requires careful consideration and meaningful application, as a key aim of AFL is to sustain the motivation for pupils to learn (Bowen & Ellis, 2009). Supporting this, Nortvedt (2015) explains that the effective implementation of AFL carefully considers appropriate and relevant modifications to teaching and learning strategies. He argues that it plays a significantly important role in supporting student learning (Nortvedt, 2015).

Brown (2019) suggests that AFL does not meet official assessment requirements and it is therefore not certain that conclusions regarding assessment and progress through AFL are valid. However, he acknowledges that AFL is an important principle which should be used as an adjunct alongside official assessment. Wiliam (2011) concludes that careful integration of assessment with instruction may improve the engagement of students and lead to achieving learning outcomes sooner. It may be concluded that careful consideration of AFL application is required in order to prove effective.

An interesting view point raised by Smith (2011) suggests that student teachers do not hold sufficient competence to successfully implement AFL in their teaching. I related to this initially and found that planning for this principle was quite daunting. In order to implement effective AFL techniques I had to develop a good baseline understanding of the available methods. Through my own research, I learnt about four elements of AFL; sharing criteria with learners, quality of questions, use and quality of feedback and peer/self-assessment (Black et al, 2007)( Wiliam, 2017). Additionally, I observed the class teacher using AFL techniques regularly. I began to feel confident that I could replicate this and plan for implementing AFL in my own lessons.

Illustrative example 1 portrays development in my planning of AFL techniques. The initial lesson plan did not include details of the AFL techniques I would use during the lesson. Following discussion and feedback from the class teacher I was able to edit this appropriately to include specific AFL strategies. I was mindful of the various AFL strategies (Wiliam, 2017) and considered how I could best implement these in my lesson to offer a wide range of learning opportunities. By including

these details in my lesson plan I felt well prepared to deliver a lesson which was rich with AFL strategies, despite having minimal practice of delivering them. I found it hard to determine how effective the learning was in this lesson as I was preoccupied with managing the class, utilising the correct resources and maintaining good time management. However, I was happy that I remembered to implement each strategy included in my plan and on reflection I feel that the overall effect was beneficial to the pupils learning. I now feel that as a student teacher I can be competent in delivering AFL techniques, contrary to the suggestions made by Smith (2011).

During PTE1, I attended an AFL workshop held by the headteacher of my school. This session focused on the professional learning pack produced by Impact Wales (2019) (example 2). I was particularly impressed with the document relating to questioning. It explained how specific attention to the use of verbs within questions can address pupils at different levels to inform varied outcomes (Impact Wales, 2019). My interest in this led me to research the area further and my reading included Bloom's taxonomy (Bloom, 1956). Following this workshop, I felt that my understanding of AFL strategies and their impact on learning improved significantly. I was able to implement a variety of strategies without necessarily including them in my formal lesson plans, as they began to occur more naturally in my teaching practice.

Example 3 shows my use of 'growing green' and 'tickled pink' stamps during focus tasks. This method of AFL aims to address the learning at that specific moment and to give meaningful and timely feedback (Welsh government, 2010). I know that this strategy promoted effective learning as I had immediate engagement and feedback from the pupils. The stamps were accompanied by a challenge or 'next step' which required the pupils to build upon their learning at that specific moment, meaning I could witness the learning and progression taking place (William, 2017). A difficulty associated with implementing AFL in this way is that sufficient time is not always available. For example, if implemented during last lesson this method loses impact as the pupils can not necessarily complete the challenge on the same day as the original work is completed. Guidance from the Education Endowment Foundation acknowledges that providing effective feedback may be challenging so aiming to be accurate and clear is advisable (EEF, 2019). It is understood that for this AFL technique to be effective the feedback must be given and acted upon in a timely manner (EEF, 2019). The timing of implementation of this AFL technique is an aspect of my practice which requires development.

A difficulty identified during my planning and implementing of AFL strategies is that peer assessment within this demographic may not be as simple as it is amongst older pupils. Despite giving clear objectives as shown in example 3, the children did not have the best handle on the marking criteria which led to some incorrect marking and inaccurate peer feedback. Harris and Brown (2013) also noted these issues within younger students regarding accuracy of peer and self-assessment. They advise that tasks with objective answers are considered for peer assessment at this level (Harris and Brown, 2013). This is certainly an area for my own improvement. In order to develop in this area, I could provide very specific success criteria for tasks with objective answers. This should facilitate effective implementation of this AFL technique.

### Cross-curricular Responsibilities

The second principle for consideration is 'Good teaching and learning regularly reinforces Cross-Curricular Responsibilities (CCR), including literacy, numeracy and digital competence, and provides opportunities to practice them.' Donaldson (2015) explains that these responsibilities must be embedded throughout the areas of learning and experience to ensure that they are explored in varying contexts. Donaldson acknowledges that it may be challenging for teachers to incorporate these responsibilities into planning and teaching, nevertheless EEF (2019) state that they should not be an afterthought. The CCR should be embedded into the lesson with purpose and relevance (Donaldson, 2015). This will be explored in reference to the illustrative examples included in this assignment. Barnes (2015) describes cross curricular responsibilities as attempting to create a link between core subjects, topic studies and general authentic life skills. He suggests that cross curricular learning and experience should be central to the school curriculum. This is a very important principle as it facilitates the crossover of subjects which occurs naturally in life and authentic contexts, therefore assists in preparing learners for applying knowledge from different

fields in application to many circumstances (Barnes, 2015).

During PTE 1 I was impressed with the standard and frequency of cross curricular learning that was taking place. The importance of incorporating DCF into lessons within schools is widely recognised (Hazar, 2018) and it was evident that this was embedded within teachers' lesson plans in PTE1. When writing my lesson plans, I was prompted by the 'cross curricular responsibilities' textbox in the template to consider how my lessons will incorporate literacy, numeracy or DCF where relevant. Example 4 shows how I have completed lesson plans which include plans for CCR. I was surprised by how easily I began planning for CCR within my lessons. Despite having initial assumptions that it may seem forced to include elements of numeracy, literacy and DCF as CCR, I soon realised that they have a place in many areas of learning (EEF, 2019) I will elaborate on one example to show how the learning was effective. The pupils were developing Welsh oracy skills through partner conversation which was filmed by the pupils using an app on the iPad. They then created QR codes with support to evidence the work. This experience encouraged crossover of subjects and relates to the work by Barnes (2015) explaining the importance of this format of learning.

Example 5 shows how I implemented DCF into an expressive arts lesson where students were required to create an animation portraying the Christmas story. I found that planning to implement the CCR principle using DCF was more challenging than applying numeracy and literacy. I had successfully planned for and implemented numeracy and literacy into many activities as I felt that these areas lent themselves to fit into most subjects. Following some personal research into the available digital platforms within the classroom, I discovered the 'animate' function on the Hwb website which all pupils have access to. I produced a guidance sheet to facilitate log in and use of the animation programme, thus implementing DCF into the expressive arts lesson as a cross-curricular responsibility (example 5). The pupils saved their animations to their Hwb accounts which I was able to view. I could see which animations had been produced correctly and therefore concluded that effective learning had occurred. I observed clear interrelation of CCR implementation and AFL planning in this instance, as I gave meaningful and timely feedback to the pupils on completion of this task (Hazar, 2018) (William, 2017).

Progression in my planning and implementation of this principle was clear towards the end of my placement in this context. I felt that I had maintained a holistic approach to incorporating CCR into my lesson plans and discussion with my class teacher confirmed that I had successfully executed the principle. My final lesson for this placement focused on developing role play and acting skills, embedding literacy as an essential CCR. Confidence in oracy is essential across the curriculum (Donaldson, 2015) and finding ways to incorporate this into many areas of learning is something I now have confidence to do. Example 6 displays the masks that I made for this lesson, which were chosen and used by the pupils to prompt their role play and acting. I was impressed to see that learning took place quickly during this activity, as the masks sparked creativity and excitement amongst the pupils. To further develop the implementation of CCR in this task, I would extend the lesson to include a written element for further literacy. Additionally, I could promote DCF skills within the lesson using a 'green screen' app to film the pupils' scenarios.

I have learnt that there are infinite opportunities to implement CCR within the curriculum. I feel that I have made good progress since having initial concerns regarding the principle and its application. To progress further I must study the literacy and numeracy framework (LNF) to deepen my understanding of the required skills at varying levels through foundation phase and key stage two. This will surely enrich my knowledge and enhance my application of appropriate tasks in accordance with the framework. In turn this will impact positively on planning and implementing the principle of CCR.

### Authentic Contexts for Learning

The third principle which was implemented during professional teaching experience is 'Good teaching and learning creates authentic contexts for learning'. This principle focuses on making the learning relevant to pupils by offering a true to life context in which learning experiences can occur (Donaldson, 2015). Waters (2013) reports that encompassing material learned in the classroom with outside influences or experiences creates an authentic learning environment. This allows meaningful and opportunistic connections to be made and gives life to the abstract concepts learned by pupils

(Waters, 2013). It is accepted that schools recognise their responsibility to deliver this principle and many arrange outside bodies and visitors to deliver the learning experience to pupils (Donaldson, 2015). This initiative is hugely important, as it may greatly assist in the attainment of this important pedagogical principle. Johnson et al (2015) found that learning in authentic contexts created an environment which enabled application and synthesis of ideas and facilitated deeper comprehension of the learning material.

It may be suggested that cognitive realism is equally as effective as physical realism, which would suggest that the need for practical authentic learning experiences may not be the necessary to address this pedagogical principle (Roach et al, 2018). This view point may be valid and applicable to some contexts, however it has been widely reported that physical authentic learning is important and effective (Waters, 2013) (Johnson et al, 2015). For the purpose of this assignment, the planning and implementation of physical authentic learning experiences will be reflected upon.

I began to truly understand the principle of authentic contexts for learning when I accompanied Year three and four classes on a field trip to Castell Henllys (illustrative example 7). This took place on the first day of PTE1, when my prior experience of authentic learning was minimal. I was amazed at how the effect of authentic learning immediately took hold of the pupils. On arrival they were greeted by actors from the Iron Age who transported them to their villages to complete tasks typical of that period. This experience was paramount to my development in planning and implementing authentic learning in my own practice. The application and synthesis discussed by Johnson et al (2015) was clearly conveyed in the pupil's tasks, encouraging me to plan for implementing this principle in my forthcoming lessons. I feel very fortunate to have had this opportunity and strongly believe that my positive attitude towards authentic learning stems from this experience. Illustrative example 8 reflects upon this experience.

Building upon this experience, I was eager to plan for authentic learning in my lesson plans. Incidentally, I recognised an opportunity to do so within a Maths lesson. I planned to carry out a lesson in forest school focusing on finding shapes and patterns within nature. I identified a need to transfer the pupils acquired skills into an authentic context to consolidate learning, as encouraged by Ekoko (2007). I found this principle quite simple to plan, as the resources were readily available and the pupils had good prior knowledge of the subject. Implementing the principle in this scenario was also rather straightforward, as the pupils were keen to search for patterns in the forest including leaves, twigs, rocks, branches, colours and many more aspects of nature. I found it difficult to assess the learning and therefore could not quantify how effective it was to implement the principle in this manner. Having collected some photographs and through feedback from the children I could see that they had identified the correct sources and that the learning objective had been achieved but I was aware that this was very subjective. To progress my implementation of this principle, I need to plan activities for learning in authentic contexts which can be clearly evidenced showing that learning has been effective. An idea for this is for the pupils to complete closing surveys to show their understanding of a given subject following the lesson.

Through critical reflection, I have identified personal strengths and areas for development of planning and implementing three of the twelve pedagogical principles. My progression has been discussed and supported by illustrative examples from PTE1. Finally, recommendations for future practice and ongoing professional development have been made and justified through consideration of a range of available literature.

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