

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.

Monday, December 2, 2019 9:25 PM

Student Number : 1900392 Lauren James/ Watson

Pathway: Primary PGCE

Word Count: 2992- critical reflection

	Target	What have I done in this assignment
Target 1	Be careful to thoroughly proofread your work.	I have tried to proofread this assignment several times.
Target 2	Revise use of possessive apostrophe.	I have where possible use the right possessive apostrophe.
Target 3	Broaden your reading to include more academic texts	I have read more up to date academic texts.

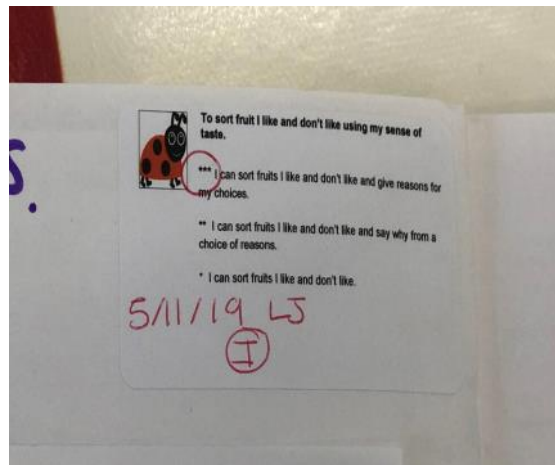
Link to Onenote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900392_student_uowtsd_ac_uk/EhW-XaCTRuRPn2AWILGpHJwB5Ib4iaU3sLzaahC6x-azuw?e=EkcVW5

Success Criteria

Monday, December 16, 2019 10:35 AM

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

- ***I can do good hand washing and say why it is important and what may happen if we don't wash our hands well.
- **I can do good hand washing and say why it is important.
- *I can do good handwashing with support.



Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

- *** I can sort fruits I like and don't like and give reasons for my choices.
- **I can sort fruits I like and don't like and say why from a choice of reasons.
- *I sort fruits I like and don't like.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

- ***I can find the camera on the iPad and take a good quality photo independently.
- **I can find the camera on the iPad and take a good quality photo with a partner to help me.
- *I can find the camera on the iPad and take a photo with adult support.

Great to see L.O. referred to, use Learning ladybird where you can with the pupils and refer back to it throughout the session and to the Success criteria. Good use of peer assessment and All strategies. Behaviour management strategies would be a good target for next week as there are definitely some pupils that have more challenging

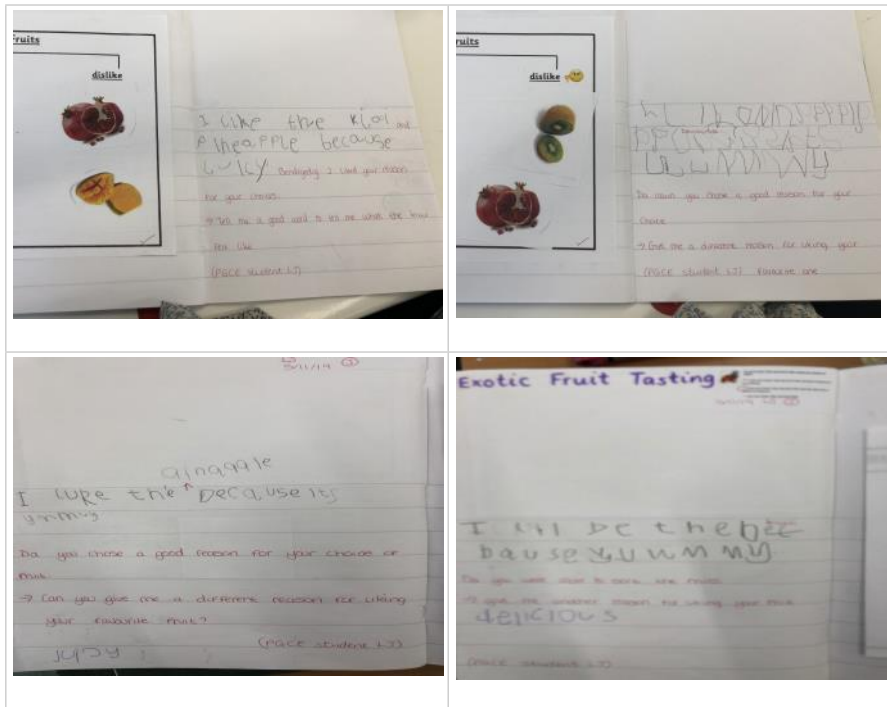
Feedback from mentor

I have included success criteria evidence from context for learning lessons I delivered in my placement school. Within my placement school context lessons are differentiated 3 ways through the use of stars. Three stars for the MAT learners and one star for the lower ability children. The planning starts with a FP skill or a NC skill. This is then broken down into a specific Learning Objective, referred to in house as Learning Ladybird evidenced above. How to be successful at this is then written as a Success criteria, referred to as Successful spider in house. Pupils are encouraged to write the success criteria with teachers. The Success criteria are written as, 'I can' statements.

I chose to use this as it shows the importance of involving learners in every step of their learning journey. (Crichton & McDaid, 2016) highlighted the importance of the use of success criteria in promoting greater learner autonomy. During an IT lesson, I provided the children with examples of good and bad photos then gave them the opportunity to collaboratively decide what they need to do to create a good

Feedback

Friday, December 20, 2019 7:21 PM



This was the first lesson I delivered in my placement. Children were to explore different exotic fruits using their senses. They did this through the use of the red thinking hat. For the plenary of the session, using a thinking tree map they were to place the fruits into 'like' and 'dislike' and write a simple sentence of 'I liked the pompegranate because....' Within my placement school all feedback to pupils should be constructive and marked against the learning objective. Verbal feedback was delivered throughout the session, praising the children on their use of different vocabulary. After the session I marked the children's work, providing a Welsh comment from an agreed comment from the foundation phase year group, one thing they did well and a further task to develop their learning and thinking, shown in the evidence provided. According to (Williams) feedback is only effective if it allows for a response from the pupil, making feedback into detective work.

Aside from this lesson, much of my feedback was done verbally, using thumbs up thumbs down indicators. I felt this was the most age appropriate way of giving instant feedback from myself and from them to me.

Peer and self-assessment

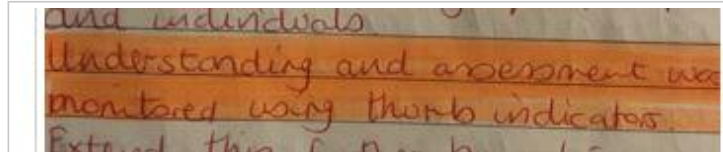
Monday, December 16, 2019 10:35 AM



This was taken from an ICT lesson I delivered. As a plenary the children took it in turns assessing eachothers photos, giving a thumbs up thumbs down response and one way in which it could be improved.



During this maths lesson, I allowed the children to have a go working independently whilst the rest of the children were able to observe what they had done and offer help if needed.



Mentor feedback, showing my use of self and peer assessment.

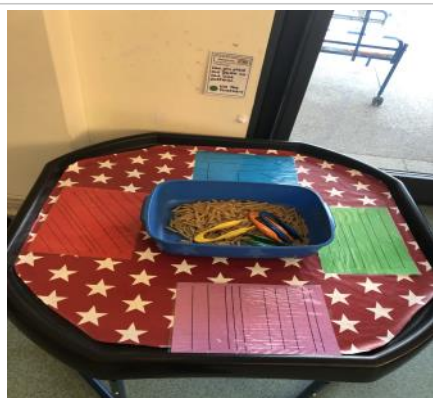
Teaching & Core Learning	Go to toilets, work in partners practising washing hands, peer assess hand washing technique using a star and a wish.
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Another example of peer and self-assessment, where the children used two stars and a wish to evaluate each-others handwashing.

Numeracy

Monday, December 16, 2019

10:37 AM



Reception class 4-5 year olds

I found it harder to incorporate maths into other subjects than literacy. I have evidenced a knowledge and understanding lesson celebrating Diwali. For this lesson we made Diwali sweets. I tried my best to incorporate maths within this lesson by asking the children to count the ingredients on the table. Using questioning techniques for how many items were on the table. (Donaldson,) show the importance of giving children regular opportunities to deepen their understanding of number in to use it in real life contexts. To incorporate maths throughout the school day I regularly planned for maths skills opportunities within enhanced provisions. I found this a more effective way than forcing maths into lessons where it is not needed. This is acknowledged by (Donaldson,) who says teachers need to be aware of how best to reinforce maths skills appropriately.

Cross curricular links within this lesson- Welsh language development, Language, literacy and communication, Health and Wellbeing

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)	- Read 'Oliver's Vegetables' to the class in the morning. - Possible questions to ask the children during and after the story to allow children to lead the learning, include 'what vegetables can you see on this page' 'how many potatoes can you see?' 'what vegetables do you like?'	Children will sit quietly on the carpet listening to 'Oliver's Vegetables' answering questions offered to them and developing conversations around vegetables and healthy eating. Let the children lead the conversation.	Oliver's vegetables story book.

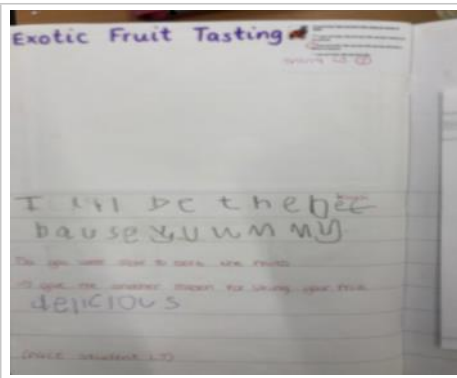
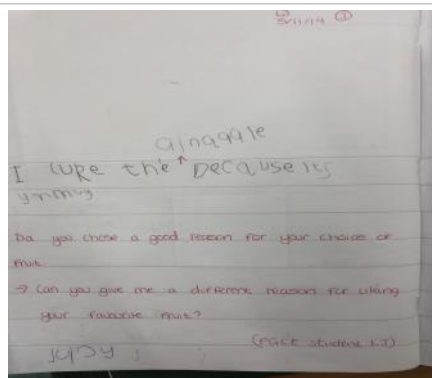
I aware that providing evidence of a math lesson doesn't cover cross curricular but I wanted to show a way of developing mathematical knowledge within the foundation phase. The learning objective of the lesson was to solve simple maths addition problems. This was taken from the numeracy framework to 'combine two groups of objects to find out 'how many altogether' and 'using counting on strategies to add two collections starting with the larger numbers'. Within the lesson I included literacy links by reading 'Oliver's Vegetables' which also incorporated healthy eating. . This was observed by my mentor as a positive aspect of my lesson. (I differentiated the lesson to allow it to be accessible for all learners. (Oecd) acknowledged that schools need to help children develop their critical thinking and find solutions for themselves. By delivering the lesson separately to four ability groups it allowed me to make changes if needed.

Plenary	- Once vegetables are sorted, explain that we must make a soup for grandad. - Explain that they must listen carefully to the instructions because they can only have 10 vegetables in the soup altogether. I will then demonstrate by putting 8 carrots and 2 potatoes. - Ask the children to record the different ways onto a bubble map so we can send to grandad. - To differentiate I will change the amount of vegetables needed in the soup.	- Children will listen to the instructions on making a soup for grandad. - Children will then work together to make the soup for grandad recording the different ways onto a bubble map. Differentiation MAT. Ways of making 20 encouraging use of counting on strategies HA. Ways of making 10 by combining two sets, record using numbers and symbols MA. Was of making 5 by combining two sets and record using numbers and symbols. LA. Ways of making 3 recorded in pre drawn circles.	Pots and pans Bubble map Vegetables
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Teaching & core learning	- Introduce the children to the vegetable patch (a box of soil with two different vegetables buried in it) - Ask the children to work with a partner to dig up the vegetables and sort by type into a shopping basket. - Ask the children to count how many of each they have.	- The children will work with a partner to dig up the vegetables. - They will then sort the vegetables by type into a shopping basket and count how many they have of each.	Vegetable patch Soil Carrots Potatoes Digging tools Baskets
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Literacy

Sunday, December 22, 2019 11:51 AM



Age 4-5 Reception class

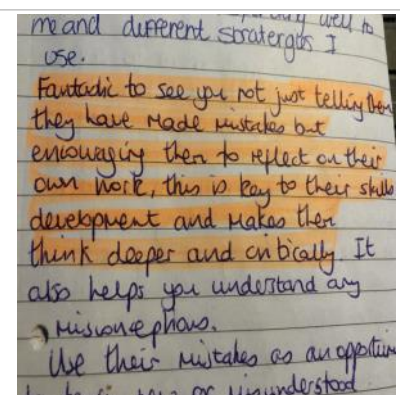
I have chosen to evidence children's work from a plenary from a knowledge and understanding lesson I delivered. The lesson involved children exploring their senses using exotic fruits. We worked collaboratively discovering new fruits then recorded our likes and dislikes on a tree map. The children then had to write a simple sentence saying why they liked or disliked the fruit. After the session was over, I marked the children's work and offered further progression in their literacy development by encouraging them to think of another word to describe their fruit **Cross-curricular links during this lesson- Welsh language development, Literacy, language and communication skills.**

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)	- Read 'Oliver's Vegetables' to the class in the morning. - Possible questions to ask the children during and after the story to allow children to lead the learning, include 'what vegetables can you see on this page' 'how many potatoes can you see?' 'what vegetables do you like?'	Children will sit quietly on the carpet listening to 'Oliver's Vegetables' answering questions offered to them and developing conversations around vegetables and healthy eating. Let the children lead the conversation.	Oliver's vegetables story book.

During a maths lesson I reinforced literacy through the starter session where we read Oliver's Vegetables together and discussed the importance of eating healthy. Before we began the maths activity, I encouraged the children to retell the story, developing their oracy skills and confidence. (Donladson) explains the importance of giving children the opportunity to develop their thinking and language skills where they can be reinforced and applied in rich contexts. Once the children had listened to the story, they were given recipe cards to make a soup out of 10 vegetables they had dug up together. They recorded the different ways they could make 10 and recorded on a bubble map we created together. During this lesson I questioned children's answers as opposed to telling them it was wrong, it allowed me to gain a better understanding of where their knowledge was

Plenary	- Provide children with hand cut outs. Ask them to draw what they think a germ looks like - Ask them why it's important to wash our hands, then scribe message on their hand cut out. Display in toilet/sink area.	- Draw what germs look like on the hand cut out. - Say why it is important to wash our hands	- Hand cut outs - Colours
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Again, in a lesson where we discussed the importance of handwashing, We watched a video clip which provided the children with why and how we wash our hands. The children then had the opportunity to demonstrate good handwashing and during the plenary had to give me one reason for its importance which was then written on a cut out hand. I encourage children throughout the school day to remind themselves and each other of its importance as (Donaldson) suggests developing literacy is also about developing competence in the spoken word.



Mentor Feedback



Digital Competency / Welsh

Sunday, December 22, 2019

12:37 PM



Reception Class 4- 5 year olds

Developing digital competency is an area I need to improve in PT2. Aside from dedicating a whole lesson to it I rarely had the opportunity to incorporate it into lessons. (Donaldson,) highlights the importance of using digital technology due to an increase use in the modern world. With this in mind I intend to plan appropriately to incorporate it into lessons in PT2. To incorporate it to the best of my ability I would have the children take pictures of their work on the I Pad. In addition to this, there is a dedicated ICT area within the classroom where children can have free play with apps appropriate to their learning.

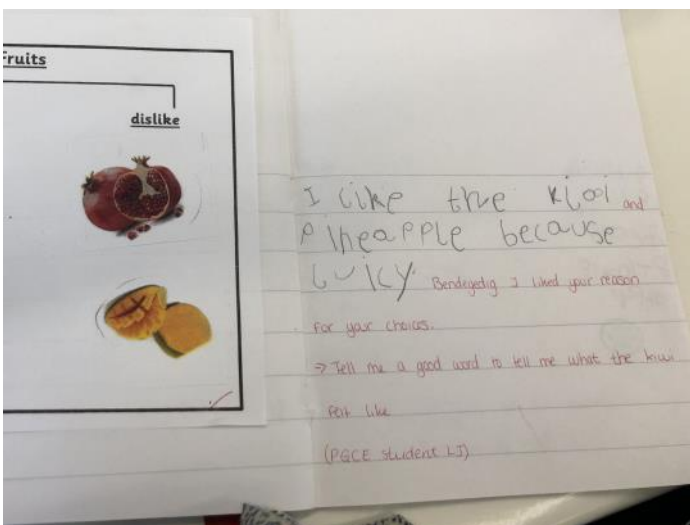
Welsh Language Standard

On track

- Comments and Evidence
- Targets for improvement and suggested ways forward

Lauren has demonstrated the ability to use and promote the use of Welsh language in reception through her use of incidental Welsh, Helpwr Heddw planning and delivery of lessons. The student-teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience. Way forward-> Further develop your own use of the Welsh language and the sentence patterns relevant to each year group on the Welsh Continuum. Develop an awareness of the Welsh Curriculum across FP and KS2.

This was taken from my mid-term review. I always used welsh within the classroom. Asking simple commands and in return getting the children to speak welsh back to me. During maths lessons I would count in welsh as well as English. During written and verbal feedback, I would always provide a welsh comment first.



Helpwr Heddiw

Monday, December 16, 2019 10:38 AM

Opening phase (with links to prior learning)	Recap on previous days lessons of Sawl? Ask children if they can remember how to ask how many in welsh?
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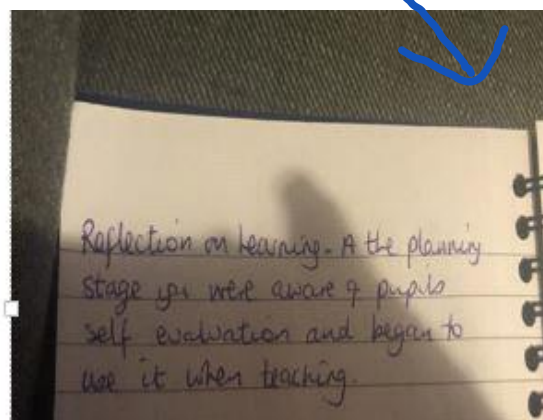
Opening phase (with links to prior learning)	Day 1 – Revise the question ‘beth sy yn y bag?’ Day 2– Revise the question ‘Beth sy yn y bag’ introduce ‘Beth sy yn y basged’ Day 3–Revise the question ‘Beth sy yn y fasged’ Day 4 – Revise the question ‘Beth sy yn y sac?’ Day 5 – Revise the sentence ‘beth sy yn y ...?’ and the answer ‘mae... yn y ...’ Line up box (bocs) bag, basket(fasged) and sack (sac) go over the names of each one.
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Helpwr Heddiw

Reception class- 4-5 year olds

I delivered daily Helpwr Heddiw sessions throughout my placement which was a great opportunity to build on the children's previous knowledge as the week went on. I introduced a new welsh sentence starter at the beginning of the week and built on it as the days went on. As shown in the evidence, I would always recap previous days learning and build upon this before incorporating new sentences. Ausubel, 1968, cited in Hattie and Yates 2014 explains the importance of prior knowledge and how it is one of the most influential factors in learning. (Hattie,) discusses the importance of understanding what a pupil already knows in order to sufficiently prepare and get children to the desired targeted outcome.

I thoroughly enjoyed delivering the Helpwr Heddiw sessions, and always tried incorporating resources that complemented topics they were covering that term or week. For example their topic of the term was ‘home sweet home’ therefore I created a PowerPoint incorporating different household objects when learning the welsh term ‘sawl?’ When planning for lessons I always try to understand pupils self-evaluation in order to plan effectively.



Mentor Feedback

...only trying it on so may need
a firmer approach.
Great to see you adapting your
plan as you go along to the needs
of the pupils, planning documents
shouldn't be a rigid set of instructions,
but more working documents that
will evolve with you and the pupils.
Great in being able to...

Mentor Feedback



An example of how I adapted my lessons based on my understanding of what the children know and not sticking to the lesson plan if I didn't feel children were where they were meant to be with their learning at the time.

Reception class- 4-5 year olds

Opening phase (with links to prior learning)	• Day 1- Count backwards from 10 to 0 clapping our hands. • Day 2 – Count backwards from 10 to 0 clapping our hands. • Day 3 – Count backwards from 10 to 0 clapping our hands. • Day 4- Sing 10 bunch of grapes.	Opening phase (with links to prior learning)	Day 1- Recap on counting in 10s – go around the carpet twice counting in 10s. Talk to the children about having 10 fingers. Ask them how many hands do we have? Ask what else do we have 2 of? Point to areas of the body if they need help.
Teaching & Core Learning	Day 1 - Day 10 rubber green apples in a line then Sing 10 green apples (tune 10 green bottles) taking away 1 apple each time. Encourage children to count back along the rhyme predicting how many apples are left. Use rubber apples as a prompt. • Day 2- Sing 10 yellow bananas • Day 3- Sing 10 red strawberries • Day 4- Put 10 dinosaurs in the middle of the circle. Count them altogether and ask how many. We have 10 dinosaurs, I am going to take 1 way, how many now? Encourage children to count back 1 each		Day 2 – I will ask the children to count to 10 in 2's, clapping our hands to help. Day 3- Lay out the cards 2,4,6,8,10 in the middle of the carpet and ask the children to help me put them in the right order. I will ask the children to count up to 10 in 2's by clapping our hands.

Little Big Maths is another good way of building on previous experience and developing learning. Like the Helpwr Heddiw sessions I planned these sessions for the week. Introducing a new topic at the beginning of the week e.g counting in 2's and building on this as the week went on. I would start each session by recapping work from the previous day. The class was spilt into two groups not based on ability so planning had to be made to involve all learners. During these lessons I used a lot of repetition as a way of helping children remember and prepare them for the next day when we would add extra content. I found it helped children and instilled confidence in them to recap what had been done the previous day leaving them much more engaged and ready to learn.

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)	The lesson will be carried out on the carpet. I will start by asking the children to tell me what happened when the school photographer came to visit. I will ask the children what sort of things did the photographer bring? Was the camera big or small? Did a flash go off etc? I will let the children lead the conversation about their experience. I will then ask if anyone has ever been to a photography studio?	The children will talk to me about their school photography session. They will lead the conversation by telling me what the camera looked like and what equipment he brought with him. Some children will be able to tell me about a time they visited a photography studio.	
Teaching & Core Learning	I will show the children the iPad and ask them, 'can you take photos on here?' I will ask the children if the photographer's camera looked like this? how is it different? I will explain all cameras can look different but they can all still take photographs. I will show the children pictures of cameras on the iPad if they are struggling.	The children will tell me if photos can be taken on the iPad and tell me the differences between the iPad and the photographer's camera. They can look at camera pictures on the iPad if needed.	iPad

Opening phase (with links to prior learning)	The lesson will be carried out on the carpet. I will start by asking the children to tell me what happened when the school photographer came to visit. I will ask the children what sort of things did the photographer bring? Was the camera big or small? Did a flash go off etc? I will let the children lead the conversation about their experience. I will then ask if anyone has ever been to a photography studio?	The children will talk to me about their school photography session. They will lead the conversation by telling me what the camera looked like and what equipment he brought with him. Some children will be able to tell me about a time they visited a photography studio.
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Teaching & Core Learning

I will show the children the iPad and ask them, 'can you take photos on here?' I will ask the children if the photographer's camera looked like this? how is it different?
I will explain all cameras can look different but they can all still take photographs. I will show the children pictures of cameras on the iPad if they are struggling.

I will tell the children that last week I wanted to take photographs of their welsh dragon mascot. Explain to them that I wanted to take good photographs of him working in their classroom. I will then show the photographs I have taken (a mixture of good and bad – head cut off, blurry, finger in the way). As a group on the carpet we will then place the photos on a large-scale tree map to encourage their thinking skills.

By planning appropriately, I was able to start lessons by building on the children's previous experience. I always tried to draw on personal experience as a way of engaging children and seeing where their knowledge lay before continuing a lesson. It was beneficial for both me and the children as it allowed me to see the knowledge, they already have but also engaged the children and increased their confidence from the beginning being able to participate in the lesson. They were able to encourage each other and develop upon each other's stories and answers. As well as building on prior knowledge I tried to incorporate relevant resources. Below I have included a photo I used of the class welsh mascot, I took good and bad pictures of him around the classroom to indicate what a good and bad photograph looks like. The children loved this as it was personal to them.



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.

Monday, December 16, 2019 10:39 AM

For teachers to develop and stimulate their thinking and professional knowledge they need to ensure their practice is critically informed and current (Teaching council for Scotland, 2019). According to Donaldson's 'Successful Futures' there is strong evidence surrounding the importance of good teaching to effective learning. (Machin & Murphey, 2011) cited in (Husbands & Jo, 2012) concludes that having a very effective teacher rather than an average teacher raises pupil's attainment by a third. Furthermore, (Coe et al. 2014) suggests effective teaching needs to be checked against student progress. Donaldson established a set of pedagogical principles, advising they should be applied by teachers in their planning and teaching, insuring they relate to the curriculum purposes (Donaldson, 2014). Therefore, for effective pedagogy to take place teachers need to understand the why? how? and what? of teaching practices. (Donaldson, 2012) also explains the importance of reviewing and updating teaching pedagogy, claiming it is vital to allow learners to develop the necessary skills to enable them to succeed in life. Within this assignment, I will critically reflect the implementation of three of Donaldson's pedagogical principles within my first placement in a reception class of a primary school situated in Cardiff.

The first pedagogical principle I will critically reflect upon is, 'Good teaching and learning means employing assessment for learning principles. Teaching cannot be as simple as explaining an idea and expecting a learner to understand and move forward. This is not a new concept. One aspect of assessment for learning discussed by (Ausiubel, 1968) as cited in (Williams, 2018) states formative assessment definitions and relationships suggests the most important thing influencing learning is what the learner already knows and how the teacher acknowledges and uses this information to teach effectively. (Cambridge Assessment) claims an of advantage of assessment for learning allows teachers to understand where a child is with their learning, where they need to get to and how to get the learner there. There are a wide range of assessment for learning strategies that teachers can adopt and shown in an article by the (Welsh Government, 2010) these can be often be categorised into three main areas of questioning, quality of feedback and peer and self-assessment. (Williams, 2018) evidenced that using assessment for learning strategies improves outcomes for learners. (William, 2018) also lays the importance on teacher quality, in that regardless of a learner's background, if good pedagogy is present it will have a profound effect on a learner's ability to succeed. Assessment for learning is not new and is being continually developed and reflected on by teachers, in order to provide a greater learning environment for all. During PT1 I had the opportunity to carry out and develop a range of assessment for learning strategies and assess what worked effectively developing learner knowledge, skills and confidence. Within my evidence I have included three examples of assessment for learning. The first of which is the importance of a success criteria. Success criteria according to (Crichton & McDaid, 2016) is a good way of allowing the learner to recognise what they need to do, what they will be doing and recognise if they have been successful in achieving this. They further explain that it promotes a greater learner autonomy by using them alongside self and peer assessment. There have been some negative discussions over success criteria regarding the way they are implemented. (Dymole & Harrison, 2008) cited in (Crichton & McDaid, 2016) highlights the importance of teachers acknowledging that a success criterion should be about developing learning objectives and not teaching objectives. A study by (Crichton & McDaid, 2016) surrounding the implementation of success criteria found that they are useful in planning lessons and increasing learner's confidence, however learners were often found to be frustrated with their lack of involvement in the process of creating a success criteria regarding their own learning. During one of the lessons I delivered in PT1 I sat with the children and we created a success criterion together. I found it developed confidence, knowledge and the ability for the children to successfully engage in the lesson and helped form a foundation for their peer and self-assessment implemented in the plenary. I also carried out a lesson where I didn't

use learner input or convey the success criteria effectively, resulting in the learners not being aware of what was expected of them. On reflection it can be easy to veer off course slightly, during a lesson, however as shown in my evidence my mentor observed how I always referred to it where I could in order to keep learners on track. I intend to make sure in PT2 to place emphasis on the children being involved in the process of creating a success criteria and making it a priority they know what is expected of them, as I discovered a success criterion that is done collaboratively with the children created a better learning outcome as discovered by (Crichton & McDaid, 2016) who highlighted the importance of involving learners in every stage of their journey.

Once a good success criteria is developed and put in place it provides learners with a basis to peer and self-assess against and acknowledge if they have achieved what has been expected of them and what they could do further to develop their learning. (Kathy and Winifred, 2014) explain success criteria gives learners an example of what is 'good' and what is needed to ensure assessment is valid. (Kathy & Winifred, 2014) explain further that self and peer assessment allows learners to take control of their own work and accept responsibility of their own learning. This is agreed by (Black et al, 2007) who claim learners can better self-evaluate when they have a deeper understanding of how their work is judged and are aware of what is expected of them. During an ICT lesson I delivered, shown in my evidence, the children were able to work collaboratively deciding from a selection of photographs which were good and which were bad, they created a success criteria which they were then able to use to judge their work against during the plenary, offering further discussions on how they could improve next time. This was done through a simple yet effective thumbs up thumbs down strategy. In PT2 I would like to develop my plenaries within a lesson by incorporating more peer and self-assessment and better quality of feedback.

Feedback according to (Black et al, 2007) is an essential part of formative assessment, finding out where the learner is and what their next steps are to progress. Within PT1, my feedback was predominantly given verbally, as I felt this worked better with the age of children I was working with. Within my evidence I have also shown learners work where I was able to leave a constructive comment and a next step progression for the learner. (Black et al, 2007) believes that feedback is only effective if it provides for a response from the learner. Time should be given for learners to follow up on comments (Black et al, 2007), which is why I allocated time in my weekly timetable to communicate with each child, talking about the previous lesson and helped them develop their answer further.

The second pedagogical principle I am going to discuss is 'Good teaching and learning regularly reinforces cross- curricular responsibilities, including literacy, numeracy and digital competency. I had the opportunity during PT1 to reinforce several cross curricular responsibilities through lessons and interaction with the children during the school day. In a report by the (Welsh Government, 2015) cross curricular responsibilities and their development are the key foundations for almost all learning and are essential to being able to succeed in the modern world. Throughout my time in PT1 I found reinforcing literacy and numeracy skills across other subjects easier than incorporating digital competency. Therefore, this is an area I am keen to develop during PT2. I found apart from dedicating a whole lesson to digital competency I didn't incorporate it as much as I could have. However, working to the best of my ability I often asked the children to take pictures on the I Pad to evidence their work, this was an effective way to get children used to using technology within the foundation phase. I have evidenced an ICT lesson; however, I am aware that for it to be successfully implemented as a pedagogical principle it needs to cover other areas of learning. During my time in university I had the opportunity to gain knowledge of how digital technology can be incorporated into teaching with the use of apps. My next placement will be in a year three class where I intend to broaden my planning and implementation by incorporating these apps into lessons to engage children across other subjects. (Education Endowment Foundation, 2009) suggests there is clear evidence that digital technology approaches are beneficial across the curriculum and with young learners. Within (Donaldson's, 2014) 'Successful Futures' report it is suggested that a digital competence framework should be developed to establish progression in children and young people, as the workplace is an ever-demanding area of the use of digital skills. As well as the lesson I have evidenced I planned for ICT enhanced provision areas where the children could explore different apps and games that helped develop their digital skills alongside literacy

and numeracy. There is a dedicated ICT area within the classroom where during free play the children can use different apps to develop their learning. In order to incorporate cross curricular approaches, I would inform the children which apps to use. They had the opportunity to develop their literacy skills through letter formation and sound matching, as well as this they could use apps to develop their mathematical skills with simple addition and subtraction problems. In addition to this I once used the interactive white board as an enhanced provision where the children had to pick the word that corresponded with the sound. This activity developed their digital competency skills as well as their literacy and social skills by learning to take turns and helping their peers.

I delivered several maths lessons throughout my time in PT1 and have chosen to evidence this maths lesson as it incorporated literacy as well as health and wellbeing. I based my lesson plans around the LNF, (Welsh Government, 2015) shows the importance of this framework in the development in annual expected outcomes in both literacy and numeracy. The report by the (Welsh Government, 2015) further details the importance of achieving the aims that welsh children should develop excellent literacy and numeracy skills during their time in school. As evidenced in the lesson plan, I began by reading 'Oliver's Vegetables' this engaged the children from the start and gave them a basis to develop their maths skills. Throughout the story as a group we counted the vegetables in the book, and I encouraged children to develop their oral skills in telling their peers their favourite vegetables and why they are important to us in being healthy. To develop their literacy skills further, before the children began the maths activity, I encouraged the children to retell the story which again helped develop their oral skills. On reflection I feel for a foundation class the lesson could have been split into two, the story was relatively long and to follow on with a maths task some children became distracted and less engaged as I had hoped. Further on in the lesson, I asked the children individually to explain to me how they had reached their answer as opposed to just accepting their answer, this is a further example of developing oracy skills within a maths lesson. (Fox & Surtees, 2010) claim that maths can be developed through other subjects using real- life situations and practical tasks and these situations are the core of all mathematical learning. With this in mind I would like to draw attention to a Diwali lesson I planned which I have included in my evidence. Simple problem-solving tasks were incorporated into the lesson, e.g. how many milks were on the table, and counting the amount of equipment and ingredients we needed. I also incorporated literacy into this lesson. From the instruction cards I made I laid them on the table, said the name and asked the children to sound each one out and pick the correct card. I tried to reinforce literacy skills daily within PT1, through daily letter and sounds and guided reading sessions. To establish a cross curricular approach, I developed this during morning and afternoon registration, snack time and free play outside.

I have also chosen to evidence my use of Welsh throughout lessons. The Welsh Minister cited in (Welsh Government, 2015) highlights the importance of the welsh language and how it is ambitious and essential in our reforms for the new curriculum. Shown in my evidence I provided feedback with a welsh comment. Alongside this I used simple welsh commands as often as possible throughout the school day, encouraging children to repeat these back to me. The importance of Welsh being implemented within schools is important for me, so I intend to continue finding ways to incorporate it into the classroom and increase the children's use of incidental welsh. (Kerry, 2011) suggests that cross-curricular approaches have an important place in primary teaching and learning. Further suggesting that it makes learning more relevant, and builds and reinforces key concepts and skills (Kerry, 2001)

The third pedagogical principle I implemented throughout PT1 is 'Good teaching and learning sets tasks and selects resources that builds on previous knowledge and experience and engage interest. In a research article by (Rosenshine, 2012) findings showed that reviewing previous work daily can strengthen our knowledge and ability to take on new information. (Rosenshine, 2012) further explained that effective ways of doing this were using ten-minute starter sessions. During my placement in a reception class I adapted this idea by continuous use throughout the day. During morning and afternoon registration, snack time and carpet time at the end of the day I would always engage the children in having them telling me what they had been doing that day or by turning to a friend and telling them. It was an effective way of recapping children's memory. The two examples I have included in my evidence to show the implementation of building on previous experience are the daily Helpwr Heddiw and Little Big Maths sessions. I planned the lessons for a week of

development. For the Helpwr Heddiw, at the beginning of the week we would start with a simple sentence structure and build upon it daily. Each day we would recap previous days learning and add a next step progression into the sentence. As shown in my evidence I often tried to incorporate resources that complimented the topic of the term so not to overload children with new information. (Ausubel, 1968, cited in Hattie and Yates 2014) explains the importance of prior knowledge and how it is one of the most influential factors in learning. (Hattie, 2014) discusses the importance of understanding what a pupil already knows in order to sufficiently prepare and get children to the desired targeted outcome. I also tried to incorporate this in other lessons which I have included in my evidence. During an off-timetable day where we spent time celebrating and learning about Diwali. I planned several carousel activities. When delivering them, I drew upon the children's experiences of days they celebrate for them to make connections and get a deeper understanding of what Diwali celebration is. My evidence shows my lesson plan for Diwali sweet making. We discussed in a group what days we celebrate and what foods we eat on these days. This engaged the children and allowed me to see their understanding of why these sweets are important on Diwali. As shown in my evidence my mentor observed the children making progress in their knowledge and understanding of traditions associated with Diwali. I found building on previous experience so beneficial in engaging children, it captures them straight away and provides them with confidence to portray their knowledge and understanding in order to develop their learning further. Another example of how I did this was during the starter of and ICT lesson. I asked the children to tell me about their experience when the school photographer came to visit and questioned what they already knew about taking photos on an I PAD. I could instantly see where their knowledge was and how I should progress with the lesson. According to (Pearce, 2015). Learning doesn't come from a blank slate. Instead it brings personal experiences that needs to be constructed rather than acquiring it. For a reception class I think I did well in implementing this principle, however I understand that adaptations will need to be made for older learners and during my observation day of PT2 I was able to see ways in which this can be done which has left me feeling more prepared and excited for the challenge.

To conclude, during my time on PT1 I had the opportunity to implement many pedagogical principles some of which I have given examples of within this essay and my evidence. My feedback has always been positive from my mentor. One comment I received stated 'You are committed to your own professional development and are proactive in asking for advice and asking for modelling and techniques' To succeed in becoming an excellent teacher it is important to continually critically reflect on your own practice. (Tripp, 2012) highlighted the importance of reflecting in teaching practice, suggesting that all teachers that learn from experience become experts at making practical judgements. I have planned for and delivered lessons which I have been able to reflect upon, take advice from my mentor and progress in providing an excellent learning environment for all learners. PT1 has instilled confidence in me and prepared me for PT2, being able to acknowledge the need for differentiation within the implementation of pedagogical principles.

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