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

Wednesday, November 20, 2019 8:36 PM

Name:
Megan Rogerson

Student Number:
1900764

Pathway:
Primary PGCE

Targets from previous assignment:

	Target	What have I done in this assignment...
Target 1	Aim to write in a more formal academic tone.	Before beginning this assignment, I met with the module convener of the previous assignment to discuss my work and how I could better prepare for this assignment. I have used resources that she offered to help to write this assignment and tried to avoid repetition of phrases and phrases that were flagged up in the previous feedback.
Target 2	Ensure you remain neutral within the discussion and support your points with theory/ research.	During the writing of this assignment I ensured to look at my references in more detail and strive to find recent references that offer a more current view of the topics discussed.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900764_student_uwtsd_ac_uk/ErF3h7wVFFRGqLI5MvDgAnYBJI6QvRIgBfIVFt_eEhwqLQ?e=62T5Pg

AfL Illustrative Example 1

Monday, December 9, 2019 10:07 AM

Template 1

Assessment of Non-Written task Date

Skills -

ML - Assessed by - HE, AH, YC

Name	Assessment	Comment
Aimee		
Alexander		
Amelia		
Connor		
Elena		
Emmie		
Ethan		
Evie		
Harry		
Hollie		
Jack		
Lexi		
Lily-May		
Martha		
Mason		

Assessment of Non-Written task Date-

Skill-

ML - Assessed by - HE, AH, YC

Name	Assessment	Comment
Milena		
Miron		
Nataniel		
Noah		
Oscar		
Poppy		
Rosie		
Trev		

Template 2

Skills- ML -	
Code -	HE AH YC

Skills - ML -	
Code -	HE AH YC

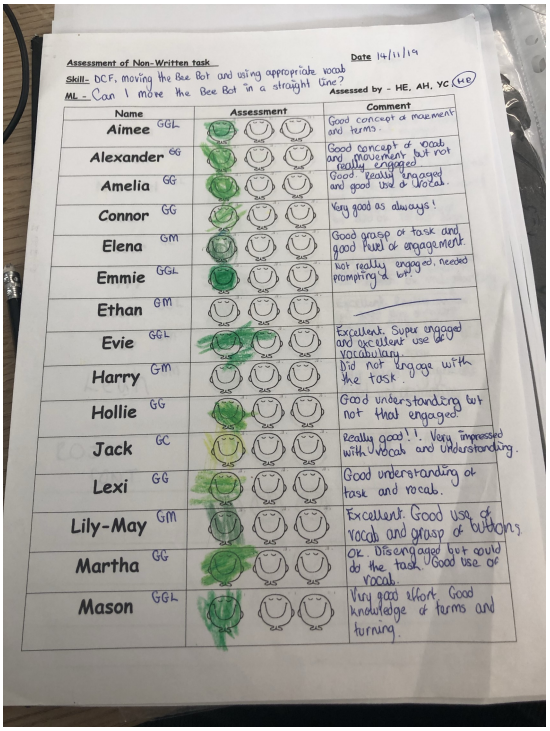
Skills -	
Code -	HE AH YC

Skills -	
Code -	HE AH YC

Skills ML -	
Code -	HE AH YC

Skills - ML	
Code -	HE AH YC

In the classroom during my first part of my placement, we used the templates shown as method of self-assessment following the completion of tasks. Template one is an example for a non-written task and was used following a digital competency task and also an expressive arts task. The learners are asked to self-assess in either green, orange, or red depending on how they feel that they completed the task. Template 2 is cut out and put in to the workbooks of the learners with a statement from the curriculum in the 'skills' and then their aim for the lesson under 'ML' which is 'My Learning.' As seen in the below image, this is usually in the form of a question. When considering self-assessment, one must think about ensuring the learners are fully aware of what is expected of them and how they can self-assess properly as many younger children may want to constantly colour their image in green at the end of ever task despite them needing help with their work. Dabell (2018) discusses how self-assessment is vital for learning and we, as practitioners, need to assist children in becoming engaged in assessing their work and also taking action on the assessment. Furthermore, Lee (2006) suggests that self-assessment helps children to become leaders of their own learning and give them higher motivation and self-esteem.



Assessment of Non-Written task

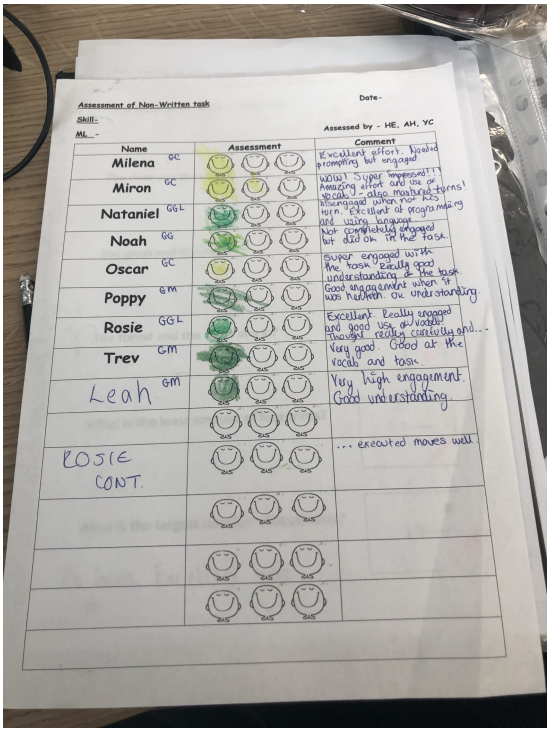
Date 14/11/19

Skill- DCF, moving the Bee Bot and using appropriate vocab

ML - Can I move the Bee Bot in a straight line?

Assessed by - HE, AH, YC (HE)

Name	Assessment	Comment
Aimee GGL		Good concept of movement and terms.
Alexander GG		Good concept of vocab and movement but not really engaged.
Amelia GG		Good really engaged and good use of vocab.
Connor GG		Very good as always!
Elena GM		Good grasp of task and good level of engagement.
Emmie GGL		Not really engaged, needed prompting a lot.
Ethan GM		
Evie GGL		Excellent. Super engaged and excellent use of vocabulary.
Harry GM		Did not engage with the task.
Hollie GG		Good understanding but not that engaged.
Jack GC		Really good!!. Very impressed with vocab and understanding.
Lexi GG		Good understanding of task and vocab.
Lily-May GM		Excellent. Good use of vocab and grasp of buttons
Martha GG		OK. Disengaged but could do the task. Good use of vocab.
Mason GGL		Very good effort. Good knowledge of terms and turning.



Assessment of Non-Written task

Date-

Skill-

ML -

Assessed by - HE, AH, YC

Name	Assessment	Comment
Milena GC		Excellent effort. Needed prompting but engaged
Miron GC		WOW! Super impressed!! Amazing effort and use of vocab - also mastered terms!
Nataniel GGL		Disengaged when not his turn. Excellent at programming and using language.
Noah GG		Not completely engaged but did ok. In the task.
Oscar GC		Super engaged with the task. Really good understanding of the task
Poppy GM		Good engagement when it was his turn. OK understanding.
Rosie GGL		Excellent. Really engaged and good use of vocab. Though really carefully and...
Trev GM		Very good. Good at the vocab and task.
Leah GM		Very high engagement. Good understanding.
ROSIE CONT.		... executed moves well.

The above images show a completed version of the self-assessment sheet. This is for a non-written task using a Bee Bot. As shown, there is space to write feedback and the learners can fill in their own colour. However, all the learners coloured in green but there was opportunity for some to colour orange. This is why there is question about using it in the reception classroom as it is unclear if they are aware of the benefits of the self-assessment.

AfL Illustrative Example 2

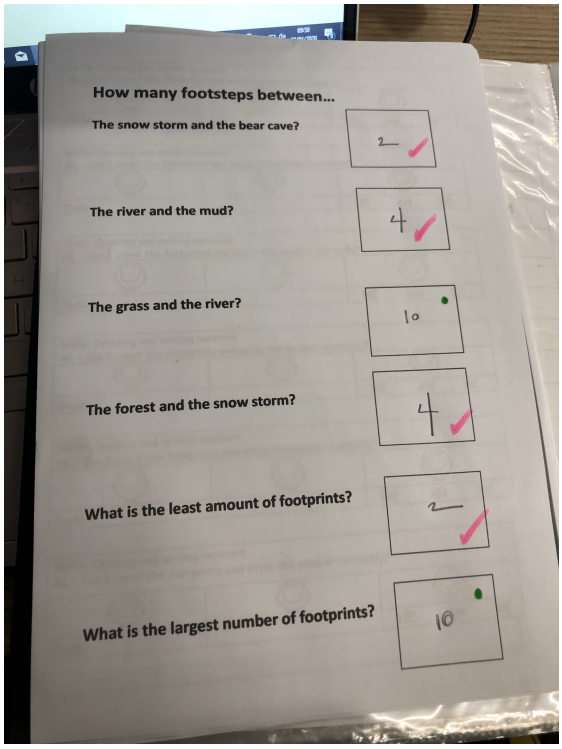
Tuesday, December 10, 2019 1:46 PM

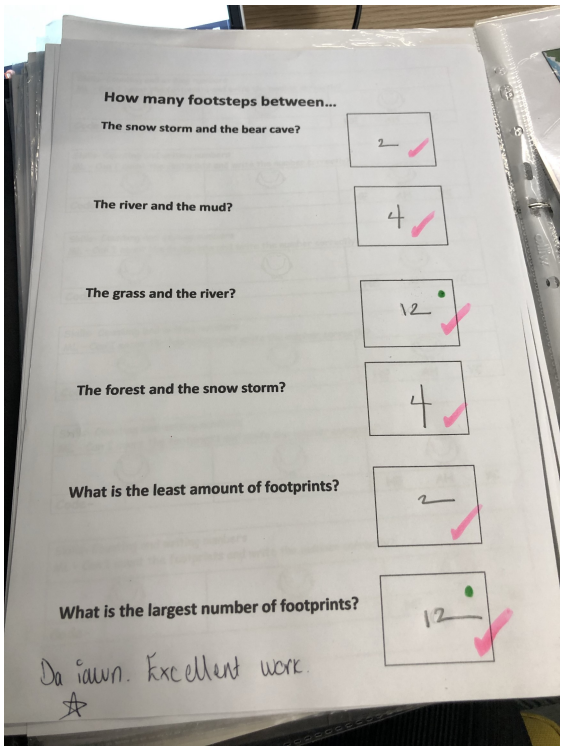
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	• This task will follow the morning session of introducing 'The Gruffalo.' During the morning session, the learners will be introduced to the characters and encouraged to think about what characters they like and dislike and why. This will form the basis of the main task. We will discuss a variety of topics surrounding the book such as emotions, rhyme, and setting. These will form the basis of other tasks throughout the week. Key questions to ask: Who are the characters? What do we like about them? Who do we not like? Why? Who is your favourite character _____? What did they do?	• Engage in the discussion and offer their prior knowledge surrounding rhyme and emotions. Start thinking about their favourite character – use THINK, PAIR, SHARE whilst on the carpet. Then, share some of these ideas.	• 'The Gruffalo'
Teaching & Core Learning	• When we seperate into smaller groups based on ability, the learneres will be asked to discuss with the group what their favourite character is and why. Also, to continue their development of like/dislike as per the curriculum, they will be asked their least favourite character. • This will consist of a focus task in which the learners will be asked to either draw their favourite or least favourite character following a small group discussion surrounding likes/dislikes. • The learners will then be encouraged to write/copy/overwrite about their character.	• Offer reasons as to why they like/dislike a specific character. Share these reasons with the group. • Draw their chosen character using descriptions and image cards from the book. Their drawings will be assessed on how well they can copy and use key features from the images of the animals. Differentiation: • Grŵp Gwyrdd: Will be asked to copy sentences and perhaps write independently if they can. • Grŵp Glas: Will copy sentences written for them. • Grŵp Melyn: Some will copy the sentences and some will overwrite. They will still use full sentences. • Grŵp Coch: These learners will overwrite sentences and will focus on key words rathet than full sentences. Words will be those of the characters.	• Workbooks • Worksheets • Colours • Pencils • Character Cards
Plenary	• During this part of the task, the learners will be assessed by me using pink ticks and green dots and also will self assess using the 'Mr Man' method. • I will look for aspects of work that can be improved and maybe ask the learners to re-write some words or explain their reasoning to me as to why a certain character is their favourite. • This will reiterate the key questions	• The learners will be asked to self-assess using the Mr Man method and discuss their work with me.	• Workbooks • 'Mr Man' self assessment • Red, orange, and green crayons • Pink and green highlighters • Worksheets

In the language, literacy, and communication lesson, as seen to the left, I employed assessment for learning strategies in the reception class with a focus on pair work in the format of think-pair-share and also questioning. These policies can be seen highlighted in red. Think-pair-share is a key strategy within the school and is highlighted in their AfL policy which can be accessed below and Cooper and Robinson (2002) says that this strategy is valuable to teachers also as a form of formative assessment. Think-pair-share worked well within the classroom as it involved all of the learners and I asked for responses from every pair in order to give all the learners a chance to respond. However, I feel that the learners do need to focus on the 'think' aspect a little more and I need to give more time for this aspect as they often just begin discussing the work with others. Furthermore, the use of questioning as highlighted in red works effectively in the classroom as they can be altered for differentiation and therefore able to give every child an opportunity to answer them.

AfL Illustrative Example 3

Tuesday, December 10, 2019 1:46 PM





In the Reception class, work is marked during tasks and immediately after in order to provide the learners will immediate feedback so they can correct any mistakes. A strategy is used to mark with green and pink highlighters. The learners will have green dots placed next to answers they need to reconsider and will receive a pink tick when their work is completed. This immediate feedback allows the learners to notice their mistakes and receive praise as soon as they have completed the work. I think this strategy works really well and gives the learners an opportunity to revise their answers by themselves without teacher input. They go on to lead their own learning and find the correct answer. Morrison McGill (2016) says that live marking can reduce the workload of marking outside of lessons.

Cross-Curricular Illustrative Example 1

Monday, December 9, 2019 10:07 AM

AoLE or Subject	Welsh	Date:	W/C 25/11/19
Lesson Focus:	Asking for your favourite food in Welsh.		
Meaningful links to Curriculum	• Speak clearly, using simple words, greetings and expressions • Make themselves understood		
Meaningful links to: Cross Curricular Responsibilities	• Oracy – discussing their favourite food with myself and other members of the group. Express what they like and dislike • DCF – Use a powerpoint to assist their work,		

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)	• Begin by introducing the learners to 'Ga i...' Activate knowledge that will remember beginning this topic last week. • Discuss the foods that were present in 'The Gruffalo.' Use the powerpoint to assist the learners. • Ask the learners about their favourite foods. Example foods on the powerpoint to prompt as well as the sentence written for visual cues. • Use the question to ask for my favourite food as an example.		

During this second language Welsh lesson seen on the left, it was clear that there was able to be a natural introduction of cross curricular responsibilities. This task allowed the reception class learners to focus on their oral skills as well as furthering their digital competence by using a power-point to assist with their work. By introducing these skills in a cross-curricular manner, it gives the children more opportunity to improve them without having a specific lesson on that skill. The introduction of the cross-curricular theme worked well in the lesson and the learners had improved several skills by the end of the theme and not just their Welsh skills. Aslan (2016) discusses how cross-curricular instruction provides "authentic, ongoing, multidimensional opportunities to assess students' progress, participation, and achievement." This concurs with the idea from Donaldson (2015) about this pedagogical principle and how it is important to the classroom.

Cross-Curricular Illustrative Example 2

Wednesday, December 11, 2019 11:40 AM

AoLE or Subject	Health and Wellbeing	Date:	25/11/2019
Lesson Focus:	Physical Education – The Gruffalo		
Meaningful links to Curriculum	• Develop coordination • Control body movements • Be ableto move safely with increasing control and coordination • Understand rules and elements of games and be able to play simple cooperative and competitive games		
Meaningful links to: Cross Curricular Responsibilities	LLC – oracy – discussing the movements and the characters.		
Personal Targets (Linked to QTS and identifed in weekly review)			

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 learners will be in the hall for this lesson. • Firstly, we will discuss movement and different speeds. What moves fast? What moves slow? Am I moving fast now or am I moving slowly? • Then, we will discuss noise levels. Is this a loud movement? (Stomping) Is this a quiet movement? (Tiptoes) • They will then look at the characters from the story and how they move. • The learners will be asked to practice standing still as possible and this will be practised during the warm up game of traffic lights.	• Engage in the discussion about fast/slow. Further engage with loud/quiet. • Be involved in the warm up! Be engaged!	• First Aid Kit
Plenary	• The learners will now be asked about whether they enjoyed the activity. • Why did they enjoy? Who did they enjoy imitating? • Ask the Gruffalos if they enjoyed being the Gruffalo.	• Engage in the discussion • Offer their feedback	• First Aid Kit

The health and wellbeing lesson plan that is evidenced on the left shows how cross-curricular oral skills were incorporated in to a physical education lesson for a reception classroom. The learners thoroughly enjoyed this lesson and it was an opportunity for them to improve their oral skills outside of the classroom during an activity they deemed as 'play.' By taking the children out of the classroom, it also gave an opportunity to the quieter learners to offer answers whereas they may not have done so when sat in the classroom. There were various points throughout the lesson where oral skills were practiced as there were questions asked at the beginning of the task and also to recap during the plenary. They were asked to use specific vocabulary associated with movement and sound so there is evidence there of improving their literacy and oral skills by widening their vocabulary.

Cross-Curricular Illustrative Example 3

Wednesday, December 11, 2019 11:40 AM

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

The student-teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.The student-teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.he student-teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice. She has contributed to the development of the termly theme and considered ways of best developing the pupils skills through a range of suitable focus tasks.

The above example is an excerpt from the author's mid-placement review. The above statement discusses how the author was able to successfully implement cross-curricular responsibilities and did so confidently in delivery and planning. It was viewed by the senior mentor that the responsibilities were satisfied and deemed 'on track' and done so in a manner that contributed to the school, the termly theme, and also the development of the students during the tasks they prepared.

AoLE Illustrative Example 1

Monday, December 9, 2019 10:07 AM

Along with examples of lessons planning from the cross-curricular tab, it is clear that several of the Areas of Learning and Experience (AoLEs) have been taught during this professional teaching experience. The below lesson plan shows a science and technology lesson with images attached of the learners completing the task. By integrating different AoLEs in to the planning, it means that there is a chance for learners to participate in a range of activities and broaden their skills. The learners took part in this task in an alternative setting to the classroom and the image below demonstrates a page from the author's learning journal which discusses how much the learners seemed to enjoy the task with particular focus on the low ability students who may have not been as involved in other tasks.

AoLE or Subject	Science and Technology	Date:	W/C 25/11/2019
Lesson Focus:	Following a recipe to create 'Gruffalo Feet'		
Meaningful links to Curriculum	Foundation Phase Framework 2008 - understand and use a range of measures		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identifed in weekly review) Pedagogy: Advancing – Blended Learning Experiences			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Follow a set of instructions in a recipe format to create 'Gruffalo Feet'

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Follow the instructions correctly • Be able to complete the recipe to create the desired end goal.	• Listen carefully • Be able to follow the recipe • Be aware of other aspects such as washing hands, being wary of hot items, knife safety • Ultimately, create the Gruffalo Feet

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)	• Introduce the activity on the carpet with all the learners. • Offer some insight in to what we are going to do and what items we are going to use • Ask if anyone has followed a recipe before – prior knowledge. • Discuss some safety rules with the learners such as hot items and knife safety as well as hygiene.	• Listen and engage with the discussion • Offer prior knowledge of using a recipe and also about safety rules	• Recipe cards • Ingredients • Utensils
Teaching & Core Learning	• This learning will take place in their set ability groups. The groups will come one by one to take part in this focus task. • The learners will be asked to tell me what we need for the recipe by looking at the recipe cards.	• Engage in the activity and be confident in their learning • Answer the questions asked and be independent as much as possible for the task.	• Recipe cards • Ingredients • Utensils

	• They will be asked why do we need to measure? How many do we need? What comes next? • The learning will be led by the children as they decipher the recipe and create the product. • The teacher will be on hand to help with difficulty as well as heating up items or using a knife.		
Plenary	• The plenary will consist of asking the learners if they enjoyed the activity as well as self assessment using the Mr Man method. • Furthemore, once all the groups have finished the task – they can eat their masterpieces!	• Self assess	• Mr Man self assessment sheet

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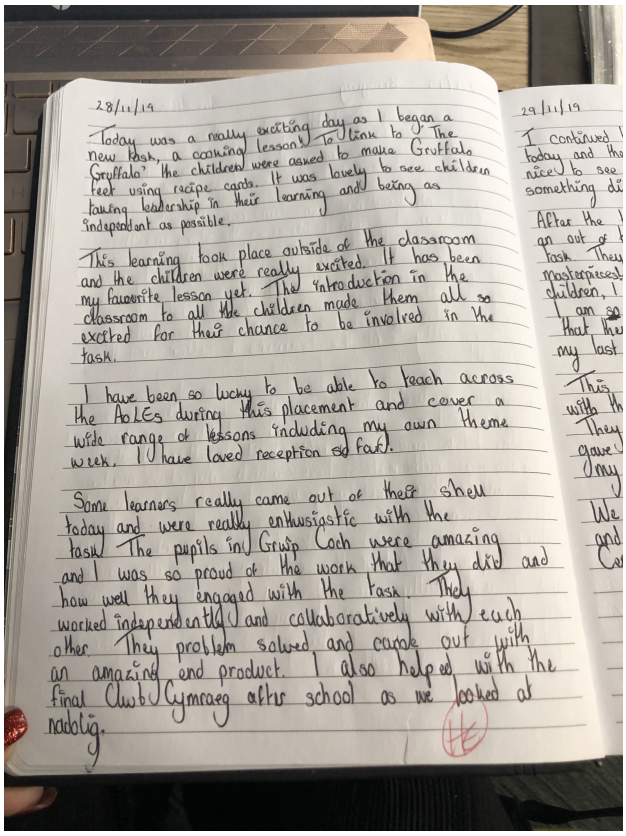
The two images above show the learners involved in the science and technology task.



28/11/19

Today was a really exciting day as I began a new task, a cooking lesson. To link to The Gruffalo' the children were asked to make Gruffalo feet using recipe cards. It was lovely to see children taking leadership in their learning and being as independant as possible.

This learning took place outside of the classroom and the children were really excited. It has been my favourite lesson yet. The introduction in the classroom to all the children made them all so excited for their chance to be involved in the task.

I have been so lucky to be able to teach across the AoLEs during this placement and cover a wide range of lessons including my own theme week. I have loved reception so far.

Some learners really came out of their shell today and were really enthusiastic with the task. The pupils in Grwp Coch were amazing and I was so proud of the work that they did and how well they engaged with the task. They worked independently and collaboratively with each other. They problem solved and came out with an amazing end product. I also helped with the final Clwb Gymraeg after school as we looked at nadolig.

29/11/19

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The above image shows the learning journal of the author depicting how Grwp Coch – the low ability learners – were really enthusiastic about the task and how proud the author was of their work.

AoLE Illustrative Example 2

Wednesday, December 11, 2019 11:41 AM

AoLE or Subject	Expressive Arts	Date:	18/11/2019
Lesson Focus:	Making sounds that correlate to what the characters might have heard on their bear hunt		
Meaningful links to Curriculum	Creative Development (2008 Foundation Phase Framework) - Music • Explore a range of sound sources and experiment with different ways of making and organising sounds • Reflect on their own and others' music		
Meaningful links to: Cross Curricular Responsibilities	• LLC – language relating to 'we're going on a bear hunt • Oracy – disucssing the music and giving thoughts on their own and others.		
Personal Targets (Linked to QTS and identifed in weekly review) • To demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs (Pedagogy: Refining - differentiation)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Consider different sounds that may have been heard on the bear hunt • Discuss the sounds using relevant vocabulary

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Discuss the different types of sounds using correct vocabulary such as loud/quiet	• Can they discuss the sounds and use vocabulary? Loud/quiet?

1

• Use instruments to recreate the sounds	• Use an instrument to recreate a sound heard on the bear hunt.

The Expressive Arts lesson plan on the left shows how the author and student-teacher continued to work across the AoLEs without focusing particularly on the core mathematics, English, and digital competence. This example also consists of images which demonstrate the learners participating in the task and I believe they thoroughly enjoyed it. Similarly to the science and technology lesson shown in example one of the tab, it allowed the learners to be in a different context to the normal classroom environment and participate in a task that they may not have done before. It lends opportunities for the learners who may not be as efficient in mathematics or English to offer evidence of their skill set which may be in an alternative subject such as music in the Expressive Arts. If I was to do the task again, I would ensure there were a larger range of instruments and incorporate other aspects of the Expressive Arts curriculum as these may give learners other chances to showcase their talents.

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)	• Introduce the lesson plan and the instruments that the learners will be using. • Discuss the instruments with the learners so they are aware of how to use them. • Go on to start discussing the settings of 'We're Going on a Bear Hunt' and ask the learners what they think they could have heard during these settings. Anticipated answers: birds, wind, mud squelch.	• Engage with the discussion and offer knowledge about the instruments. • Recap the settings in the book and suggests sounds that we may have heard. • Differentiation: discuss all of the settings with the higher ability students whereas with the lower ability students, do not discuss as many and offer more support and guidance. Allow the MAT learners to lead the discussion more. If the LAP are engaged and offer several good ideas, this can be altered.	• Musical instruments • The book

Teaching & Core Learning	• Encourage the learners to start using the instruments to create sounds. • What instruments would be best for specific sounds? Can you use an instrument in a different way? How loud/quiet should the sound be? • Ask the learners to demonstrate the sounds and what part of the story they would come from	• Begin to use the instruments and offer suggestions as to what they could be used for. • Use appropriate vocabulary • Demonstrate the sounds of the instruments and relate them to a sound from the story.	• Musical instruments • The book
Plenary	• Discuss the sounds created with the learners. Suggest alternative ways to make that sound and create some sounds they haven't done yet. • Questions to ask: what sound was their favourite and why? The differences between loud and quiet? Why are some sounds loud and some quiet? • Self assess using the Mr Man method.	• Engage in the discussion about the sounds. Try and show the alternative sounds that the teacher suggests. • Self assess	• Instruments • Mr Man Self Assessment Sheet

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These two images offer a small insight in to some of the instruments that the learners were introduced to and they enjoyed playing them and being involved in the task.

AoLE Illustrative Example 3

Wednesday, December 11, 2019 11:41 AM

AoLE or Subject	Mathematics	Date:	11/11/19 and 12/11/19
Lesson Focus:	Using a map to count footprints between different settings		
Meaningful links to Curriculum	• Count reliably up to 10		
Meaningful links to: Cross Curricular Responsibilities	• Literacy – using words such as far/near		
Personal Targets (Linked to QTS and identifed in weekly review) • Differentiating the tasks for the learners.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Count how many footprints there are between settings of the 'We're Going on a Bear Hunt' story.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Count how many footprints there are between different settings • Answer the questions on the worksheet and write the number correctly.	• Be able to count the footprints • Be able to write the number in the box • Understand the questions on the worksheet.

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This final example demonstrates a mathematics lesson that the reception class learners undertook to correlate with the theme of 'bears.' During this task, it was differentiated for the ability groups within the classroom and that differentiation is clearly set out in the lesson plan. By offering differentiated work, it allows the learners to progress at their own pace with the opportunity to complete extra/more advanced work if they wish. I believe this differentiation worked well as there was also extra tasks for the higher ability group whereas the lower ability learners could progress on to the higher task if they wished. There was ample amount of work to challenge the learners at their different stages of ability.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	This activity relates to 'Going on a Bear Hunt.' To begin with, learners will be asked to recall the settings in the story. They will also be asked to count up to 10 so it is clear they can do it. The task will be explained and I will answer any questions they have. The task is, using a map, count how many footprints there are between the settings and write that number correlating to the question on the worksheet.	Engage with the questions asked and use their prior knowledge to answer them. Engage in the counting and demonstrate that they can utilise this skill. Listen to what the task is and ask any questions they may have.	• Worksheet • Map • Pencils • Rubbers • Workbooks
Teaching & Core Learning	This will consist of a focus task in which the children will use a map to count the footprints between different settings and then, using a worksheet, answer the questions about the amount of footprints between the settings and the overall amount of footprints. This will be an independent task although I will be sat with the group to offer help if they need it and to encourage some individuals to stay on task.	The learners will be expected to count the footprints and, using resources if they wish, write down the correct number on the worksheet.	• Worksheet • Workbooks • Map • Pencils • Rubbers

	This task is differentiated for the groups. Grŵp Glas and Gwyrdd have more footprints on their maps up to 12 in one go whereas Grŵp Melyn and Coch have 6. Also, Grŵp Gwyrdd will have a 'Bonus Question' where they can count all of the footprints on the map (a total of 30). This is to really test them and their number skills. This can also be applied to some students in Grŵp Glas on a case-by-case basis. During the task, there will be assessment happening as I will be looking at their work throughout to ensure they have understood and looking for any common misconceptions to address in a mini plenary.		
Plenary	This will look at the children's counting and writing of numbers and I will use the strategy of pink ticks and green dots to initially mark their work. I will ask the learners to count the footprints in the smallest and largest capacity to ensure they have labelled them correctly. The self assessment will come in to play here as well as the children are asked to colour in a 'Mr Man' figure in either green, orange, or red depending on how they found the activity. Their work will be discussed with them and asked what colour do they think it should be.	The learners will demonstrate their counting ability and self assess using the Mr Man method.	• My Learning Statement • Workbooks • Gluestick • Red, orange, green crayons • Green and pink highlighters

Critical Reflection

Monday, December 9, 2019 10:07 AM

Professor Donaldson published his highly anticipated Successful Futures in 2015 which offered 65 recommendations for a new curriculum in Wales. Within this document, Donaldson discusses twelve pedagogical principles, three of which will be reflected on within this essay and how they were implemented during the first block of professional teaching experience. The three pedagogical principles that will be considered in this essay are; good teaching and learning means employing assessment for learning principles; good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them; and good teaching and learning ranges within and across Areas of Learning and Experience (Donaldson, 2015). The suggestion to implement these pedagogical principles is fast becoming a reality with the new curriculum set to be published and implemented in schools in 2022. Therefore, when considering their professional practice, one must consider how to ensure these are being sufficiently employed within their classroom and lesson planning. The professional teaching experience that will be referred to in this writing took place in a primary school in a small town in South Wales. They currently have 237 pupils enrolled at the school (My Local School, 2019). The student-teacher was placed in a reception class of 27 mixed ability students.

Although Donaldson is at the forefront of the new curriculum and the proposed principles, there is still a vast amount of research from other practitioners and researchers that have influenced his recommendations. Firstly, employing assessment for learning (AfL) principles within the classroom derives from Black and Wiliam's 'Inside the Black Box' (1998), which advocates assessment within the classroom that is less focused on tests and instead occurs on a more continuous basis. They argue that learning can occur at approximately double the rate if practitioners employ formative assessment as part of their teaching. Wiliam continued his research into this field with his 2014 paper which states that 'self-regulated' learning is a key aspect of formative assessment and can be encouraged through the use of AfL strategies. Furthermore, when considering the responsibility of the learner within AfL, Hattie (2012) discusses how AfL strategies assist in making understanding 'more visible' and allows learners to be increasingly aware of how they can develop their work to reach the highest standards without waiting for national test results.

However, implementation of Afl in the classroom can become difficult due to the lack of clear definition or framework to adhere to. Stiggins (2005) proposed seven strategies for the implementation of AfL in the classroom with many other scholars such as Popham (2008) following the same type of strategy although presenting it slightly differently. These strategies included; using examples and models of strong and weak work; offer regular feedback; teach learners to self-assess; encourage self-reflection and keeping track of their learning. On the other hand, Leahy et al. (2005) conceptualized AfL in to five strategies as a result of three key processes; where the learner is currently, where the learner is going, and how to get them there with a focus on three agents in the classroom; the learner, their peers, and the teacher. These are two different interpretations on what it means to include AfL inside the classroom but despite them being different, both studies showed that the strategies work. This concurs with the previous point of how there is not a definitive framework to follow and a practitioner can alter their execution depending on their learners.

AfL strategies clearly have an important role in and out of the classroom including during planning of lessons, but one must also consider cross-curricular responsibilities when planning lessons and how to apply them appropriately. One of the most significant discussions surrounding cross-curricular responsibilities comes from the Rose Review (2009) which addressed concerns surrounding the curriculum. Rose outlined how cross-curricular teaching is to be used to strengthen the six areas of learning and therefore, should be suitably integrated into the teaching practice, stating that some of

the “most effective learning occurs when connections are made between subjects” (Rose, 2009, page 12). Rose continues that all subjects offer dual purpose and can be valuable to cross-curricular studies, without a core focus on mathematics, English, and digital competence. This is supported by Wallace, Cave, and Berry (2009), who discuss how scientific investigations can be used in stories, drama, and history along with many other aspects of the curriculum.

In addition to the substantial evidence on how cross-curricular teaching can benefit the learners, there is discussion surrounding its benefits for practitioners. Grenfell (2002) discusses how cross-curricular teaching can make demands on teachers in two areas; bringing them towards their limits of knowledge and understanding of other subjects as they move away from their favoured subject; and it challenges them to progress in ways that can support their teaching using other topics and areas of learning experience. This discussion relates to the topics that are not considered to be ‘core’ and how they can be integrated more fully in to the curriculum using those aforementioned subjects of mathematics, English, and digital competence.

Similarly to AfL principles, there is not a clear definition relating to cross-curricular responsibilities and how practitioners can use them. Some researchers such as Jacobs (1989) believe that a cross-curricular approach can be viewed as interdisciplinary as it incorporates one or more subject areas linked through themes, topics, or issues. On the other hand, Fogarty (1995) proposes 10 levels of cross-curricular work; fragmented; connected; nested; sequenced; shared; webbed; threaded; integrated; immersed; and networked. Despite there being contrasting definitions, there is a consensus among researchers that employing cross-curricular responsibilities is a means of forming connections across the humanities or across the sciences (Lake 1994, Claire 2004). The relevant literature emphasizes the importance of integrating cross-curricular teaching into practice and how it can positively affect the learners inside and outside of the classroom. Furthermore, Fautley and Savage (2011, page 95) encourage practitioners to “value the natural emergence of cross-curricular links.” This is something to consider when planning my lessons to enhance the learning of the pupils as much as possible.

Cross-curricular teaching is also discussed by Donaldson (2015) as he proposes six new Areas of Learning and Experience (AoLEs) for the 2022 curriculum. There is emphasis on how cross-curricular teaching can be integrated into the AoLEs in order to create a rich learning environment across the school and key stages. The new proposed AoLEs will consist of links to the four purposes, the essential aspects of learning within that area, the knowledge and skills required for learners and also progression steps and outcomes. The suggested areas are expressive arts, health and well-being, humanities, language literacy and communication, mathematics and numeracy, and science and technology (Donaldson, 2015). It is made clear in *Successful Futures* (Donaldson, 2015) that the existing subject boundaries need to be broken down so there is means to view all subjects in equal importance. This is crucial to creating the best learning experience possible for learners who excel in different areas.

When proposing the new AoLEs, Donaldson (2015) explains his rationale for the name. It moves away from ‘Area Of Learning’, the current term used in the Foundation Phase, which he suggests is much narrower. He goes on to state that the new term is intended to signal the “importance of educational experiences… broaden children and young people’s horizons, stimulate their imaginations and promote enjoyment in learning.” (page 40). The new term AoLE was previously used by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) in 1996 as well as in the HMI Report (1985). Donaldson (2015) refers to the Cambridge Primary Review (2010) to offer characteristics that can help to define the AoLEs. He suggests that that AoLEs proposed should “provide a rich context for achieving the purposes of the curriculum; be internally coherent; employ distinctive ways of thinking and have an identifiable core of disciplinary and instrumental knowledge” (page 40). Donaldson has started a very important discussion surrounding the curriculum and the implementation of the proposed AoLEs but there is very little further literature relating to this topic.

In order to effectively implement AfL strategies in the classroom, I ensured to include them not only in my practice but also in my planning. Hattie (2012) discusses how planning is a crucial aspect of teaching practice and how planning should be used to anticipate the prior knowledge of the learners and the targeted learning which can be ascertained through the AfL strategy of questioning. In the notebook, example two in the AfL tab demonstrates how I planned to use questions in my lessons and therefore, incorporated the key questions in to my lesson plan. Questioning serves a number of purposes such as giving immediate feedback to the learners, prompting existing knowledge, and they can be differentiated to offer an opportunity for all learners in the classroom to answer with no dependence on ability. I incorporated the use of questioning in to a 'Think-Pair-Share' (TPS) task with Cooper and Robinson (2002) describing this strategy as valuable to teachers as a form of assessment. Both strategies of questioning and TPS worked well within the classroom and the learners responded positively. It was beneficial to be able to retrieve answers from those children who may not have offered their thoughts before discussing with a peer. However, due to the age of the learners in this reception classroom, they became quickly distracted and perhaps did not completely understand the concept of the activity. I would reuse these strategies but strive to explain thoroughly what is expected of the learners during the TPS so they can achieve maximum benefit in their learning. I do believe the questioning worked well and allowed the learners to begin thinking in more depth about the topic at hand so this is a strategy that will be recycled throughout planning and practice.

Continuing the implementation of AfL strategies in the classroom leads to self-assessment and Black and Wiliam (1998) states that it is an essential part of assessment with Basnet et al. (2011) depicts it as a means of monitoring and tracking personal study which can result in opportunities to better your own learning. Example one of the AfL tab shows the self-assessment sheet that is employed in the classroom in question. This model is used after every task and there are variations of the template depending on the type of task that is completed. I believe that self-assessment is a vital aspect of learning but the learners of this age struggle to understand the concept and therefore, do not complete the reflection properly. They are keen to always give themselves the highest form of reflection and can need prompting to say that they needed some assistance with a specific task. Consequently, similarly to the previous example of TPS, I would continue to employ this technique in the classroom as it can offer invaluable insight into how the learners are performing but it needs to be explained clearly so they are aware of the benefits to them if they complete the assessment truthfully.

Finally, the third example in the AfL tab demonstrates a strategy that is used across the whole school and is coined as 'tickled pink, green for growth.' This strategy is effective but I feel more so in the higher year groups as they have the capacity and initiative to reflect on and edit the work that has been marked 'green for growth.' In the reception class, some of the learners firstly did not understand the concept of the colours and then struggled to come to the correct answer without substantial help from the teacher. I think a variation of this technique could work in the lower key stage but at current, this strategy can be confusing for younger learners and I would not implement this exact strategy in my classroom if I was practicing in Key Stage 1. I would, however, use it in Key Stage 2 as these learners can take charge of their learning in more depth so can come to conclusions about their growth independently by using other resources.

The classroom is an environment where learners should be exposed to topics across the curriculum and Donaldson (2015) states that good teaching and learning regularly reinforces cross-curriculum responsibilities including literacy, numeracy, and digital competence and provides opportunities to practise them. Example 1 in the Cross-Curricular tab shows a lesson plan for a Second Language Welsh lesson that also encompasses the use of oral skills, and digital competence. By offering cross curricular rich lessons, it helps to develop the knowledge and understanding of the learners along with motivating them using interconnected topics (Dean, 2011). In accordance with the Government initiative of achieving 1 million Welsh speakers by 2050 (Gov.Wales 2017), there is a

clear emphasis on the use of Welsh within schools and particularly in the new curriculum which is why a Welsh lesson was planned for the learners. The natural introduction of cross-curricular links as previously mentioned by Fautley and Savage (2011) was clear in the planning of this lesson and offered an ample opportunity to help the oral skills of the learners as well as their digital competence skills using a power-point presentation and virtual prompts to assist their learning.

Example 2 in the Cross-Curricular tab demonstrates how the language, literacy, and communication AoLE is introduced to a Health and Wellbeing lesson focusing on a physical task. The learners are asked to discuss different movements as well as linking to a story that they had already been introduced to in class that week. By introducing these cross curricular links, it allows the learners to improve these skills without realising it is happening as they are introduced subtly and naturally to the lesson that is happening. By introducing practicing oral skills during a physical education lesson which takes place in an alternative setting to their normal classroom, it can evoke responses from learners who may not usually discuss their answers in front of the group and therefore, as Rose (2009) suggested, the most effective learning can occur.

The third example present in the Cross-Curricular tab is an extract from the mid-placement review completed by the senior mentor of the author. The review states how the student teacher has successfully implemented cross-curricular themes across her teaching and planning. It discusses how the student teacher understands the pedagogy needed to effectively use cross-curricular themes in her teaching and how to suitably introduce them to the learners after considering their needs and abilities.

In terms of cross-curricular responsibilities, I attempted to integrate them as much as I could to my teaching and planning. However, if there were no natural links then there were certain lessons that did not have any cross-curricular links as I did not want to make them appear forced. I will definitely continue to consider the implementation of cross-curricular links to my classroom practice and how I can improve the skills of the learners in all areas of learning and experience. I believe the cross-curricular connections that were employed during this placement were done so with rationale and effectiveness to enhance the learning of the pupils.

Finally, as per Donaldson's recommendations (2015) I have started to use the new AoLEs in my lesson planning to offer a wide range of experiences to the learners. As shown in the last discussed example under the cross-curricular tab, the mid-placement review of the author shows how she is aware of the relevant pedagogy and disciplines across the subject content and the areas of learning and uses her planning effectively to contribute to the termly theme with suitable tasks for the learners in her classroom. It is also evident from example one and two under the cross-curricular tab that different AoLEs have been employed as it demonstrates lesson plans for health and wellbeing and also language, literacy, and communication which is where Welsh Second Language is concerned.

Under the AoLE tab in the notebook, example one delivers a science and technology lesson plan along with images of the children completing the task. The cooking task deterred away from the conventional tasks that the children had completed prior to this and was an opportunity for the learners to become engaged in an alternative task and there is evidence in the same tab of the learning journal of the author stating how a low ability group of students thoroughly enjoyed the task and seemed to come out of 'their shell.' Example two under the AoLE tab demonstrates a lesson plan for an expressive arts lesson which I felt was important to include as the 2022 draft curriculum (hwb.gov.wales 2019) discusses how expressive arts can nurture the well-being and self-esteem of the learners to enhance their confidence. There is further evidence under the same tab of the learners during the task and it is clear to see how much they enjoyed the task. Tab three for evidence of incorporating the AoLEs into my practice shows a mathematics lesson plan with differentiation for the ability groups. By using these examples, it is clear that the AoLEs were indeed

applied to the highest of my ability in to my teaching practice during this part of the professional teaching experience. I thoroughly enjoyed being able to plan lessons for all the AoLEs and offer the learners opportunities to enhance their learning through alternative lessons outside of the classroom environment. I am also pleased that these efforts were commented upon in the review and therefore, received and viewed positively by the mentors. I will strive to continue to create interesting, fun lessons for the learners that incorporate the different AoLEs as well as cross-curricular responsibilities.

In conclusion, it is evident that the proposals made by Professor Donaldson (2015) stand to positively impact the curriculum by offering more opportunities for the learners inside and outside of the classroom. In the next part of the professional teaching experience I will strive to continue to deliver the pedagogical principles discussed in this essay along with the other nine that have not been mentioned. I feel by implementing these in my practice, it gives the best chance of learning for the pupils and is also a means of furthering my professional development when considering planning. I would reconsider certain aspects that I used during this professional teaching experience such as AfL strategies including TPS and self-assessment; I believe they will be more successful in the year four classroom I am entering rather than the reception classroom I have been in, due to their improved ability to think critically about their learning. The Sutton Trust (2011) suggests that AfL has a considerable positive impact on the learning experience of both lower-ability learners and learners from disadvantaged backgrounds. In line with Donaldson's (2015) proposal that AfL should be further integrated into the classroom, I will endeavour to do so in order to ensure that less advantaged children are properly catered for in my teaching. In order to further my professional development and continue to enhance the learning environment, it is key that these pedagogical principles are implemented as much as possible through the teaching and planning of the student-teacher.

Word Count: 3176

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Tuesday, December 10, 2019 2:20 PM

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