Portfolio for ECAD6008

09 December 2019 10:00

Student Number: **1100345**

Pathway: **Primary PGCE**

Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Aim to use long quotes sparingly (if at all) and develop the skill of paraphrasing and quoting indirectly.	*I have aimed to reduce the amounts of direct quotes by paraphrasing as much as possible to relate to the topic of discussion.*
Targed/Target 2	Explain items fully (but concisely) so that referring to them afterwards makes sense to a reader (e.g. Leuven Scales).	*I have attempted to describe things fully with further context in order for the reader to be able to fully understand and engage with my explanations and descriptions.*
Targed/Target 3	Aim to find agreeing /disagreeing sources and see if this provides any new thinking for you (synthesis).	*In my Literature review, I have aimed to look at sources from opposing sides on each of the principles in demonstrating my awareness of both viewpoints.*

Link to Onenote: 1100345 Portfolio - ECAD6008 Assignment

Cross-curricular responsibilities 1 (CCR1)

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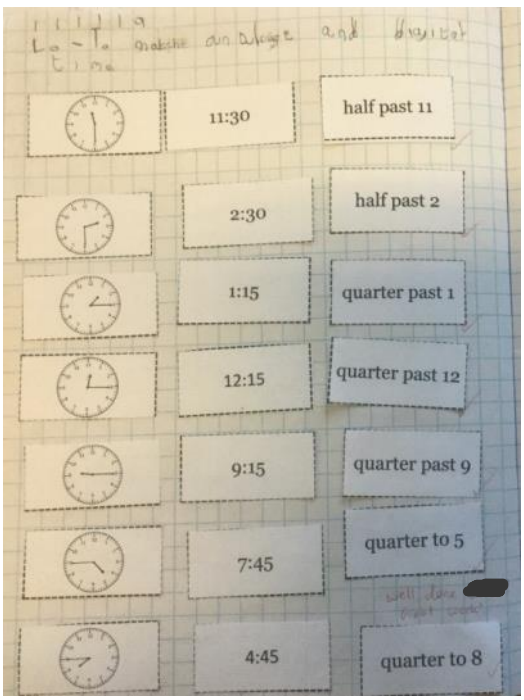
The lessons demonstrated in this section were taught and planned in consideration of a Year 4/5 key stage 2 class. In regards to the new curriculum, the class have adopted aspects of using the four purposes which are implemented in their school aims for the year. The principles are not being carried out religiously, however they are being used with some emphasis on cross-curricular being shown. In this section, I will demonstrate some examples of cross-curricular approaches I have undertaken on placement, with firstly a main focus on the three areas suggested by Donaldson in literacy, numeracy and digital competence.

Cross-curricular 1 *(CCR 1)*

This example is from a lesson early on in my placement in regards to teaching time. We had already had lessons where we discussed writing the time in words from reading an analogue clock, this lesson introduced the 12-hour digital time. Learners were tasked with having to read an analogue clock, write the time in words and in 12-hour digital. I felt this lesson went well and I differentiated thoroughly ensuring aspects of cross-curricular could be achieved.

Use of Cross-curricular responsibilities. The main subject area was numeracy, however the use of language introduced other aspects of the LNF. As digital clocks were introduced, an aspect of Digital competency was considered and discussed.

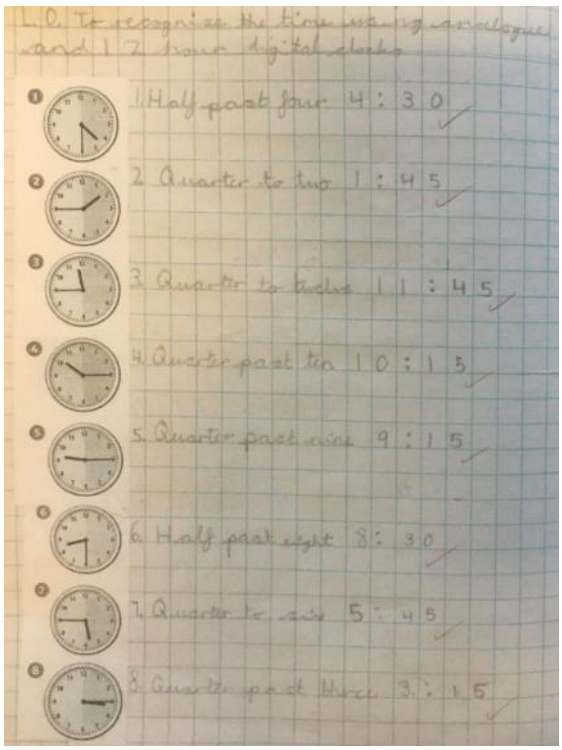
AoLE or Subject	Numeracy	Date:	6/11/19
Lesson Focus:	To introduce the 12-hour digital clock		
Meaningful links to Curriculum	LNF – To read, write and tell the time in words using analogue and digital clocks(Y5)		
Meaningful links to: Cross Curricular Responsibilities	DCF – Digital clock used in many different aspects (phone, computer etc) LNF (Writing) - use appropriate vocabulary, including subject-specific words and phrases. LNF (Oracy) – contribute to group discussion, taking some responsibility for completing the task well, *e.g. introducing relevant ideas, summing up*		



Differentiated examples of work produced.

As learners had to demonstrate they knew the time, writing it clearly in words showed understanding. It also gave clear evidence to whether they could tell the time from an analogue clock or not.

I felt this worked very well and the work was set out clearly. Differentiated work to help the lower attainment group meant they could access the work and also demonstrate cross-curricular skills, predominantly in reading.



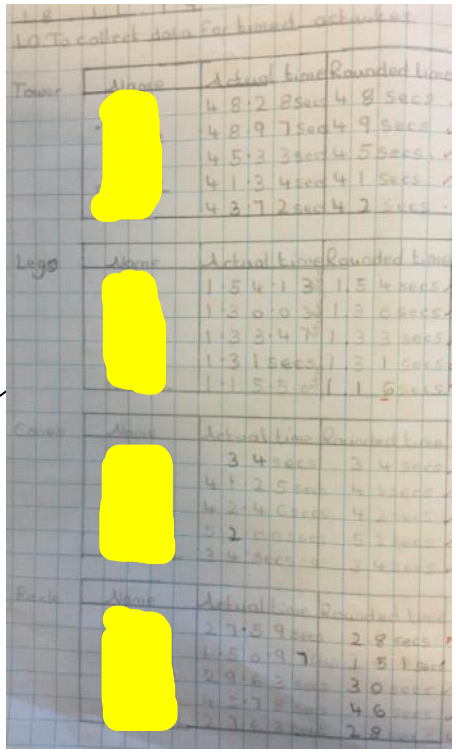
Cross-curricular responsibilities 2 (CCR2)

04 January 2020 16:18

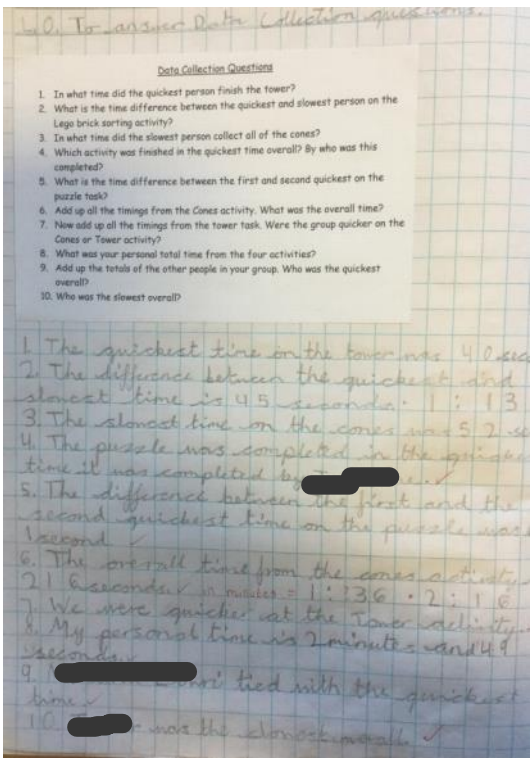
This example shows a Numeracy lesson in consideration of data handling, linking to timings. The pupils had four independent activities where they timed one another and recorded results. They then had to write-up their results in a table. Their next task regarding this data was to answer questions about the data. This was differentiated three ways in consideration of levels of attainment. The questions aided in adding other aspects of the LNF from language and literacy, alongside the numeracy skills in gathering data. It also gave the learners the opportunity to express their own feelings and thoughts in full sentences using appropriate vocabulary. I felt this lesson worked really well in regards to cross-curricular skills as it added the positive language skills and developed understanding of what has been produced.

AoLE or Subject	Numeracy	Date:	16/11/19
Lesson Focus:	Data Handling/Timing events		
Meaningful links to Curriculum	LNF (Numeracy) - represent data using: – lists, tally charts, tables and diagrams. - extract and interpret information from charts, timetables, diagrams and graphs.		
Meaningful links to: Cross Curricular Responsibilities	**LNF (Writing):** *To write a series of appropriately ordered points and a suitable conclusion.* **LNF (Oracy):** *explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids.* **LNF (Reading):** *infer meaning which is not explicitly stated, e.g. what happens next?, why did he/she do that?*		

Example of Data table

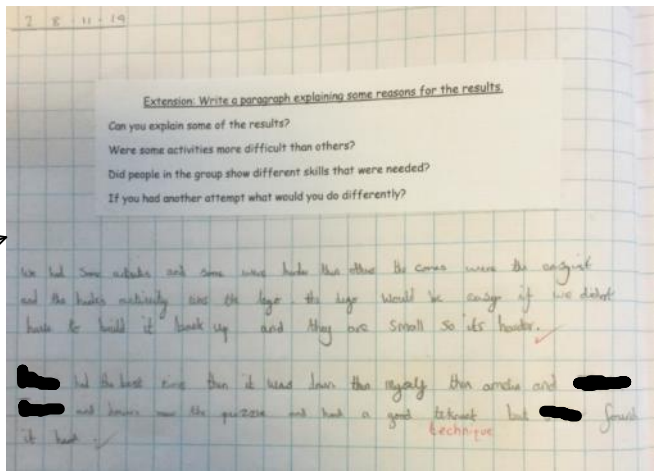


Example of higher set of questions answered in full sentences.



Learners also had the opportunity to discuss results with partners or other members of the group. All answers to the question had to be written in full sentences and answered accurately to the results of their group that they had provided in their drawn tables.

Extension task offered the learners to provide their own thoughts to why things occurred or why the results were produced.



Cross-curricular responsibilities 3 (CCR3)

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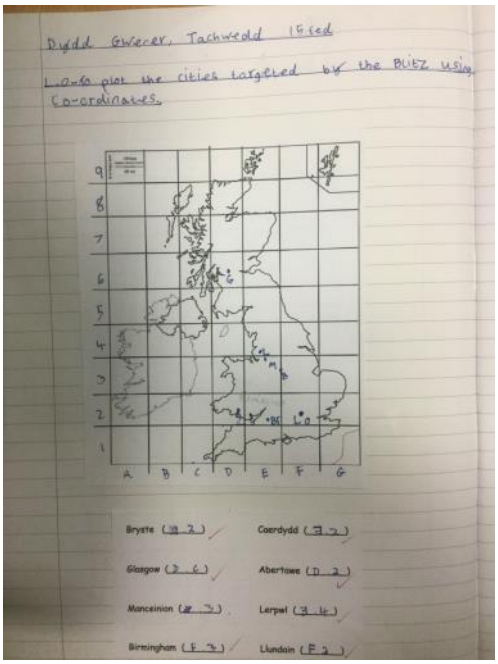
Cross-curricular 3 *(CCR 3)*

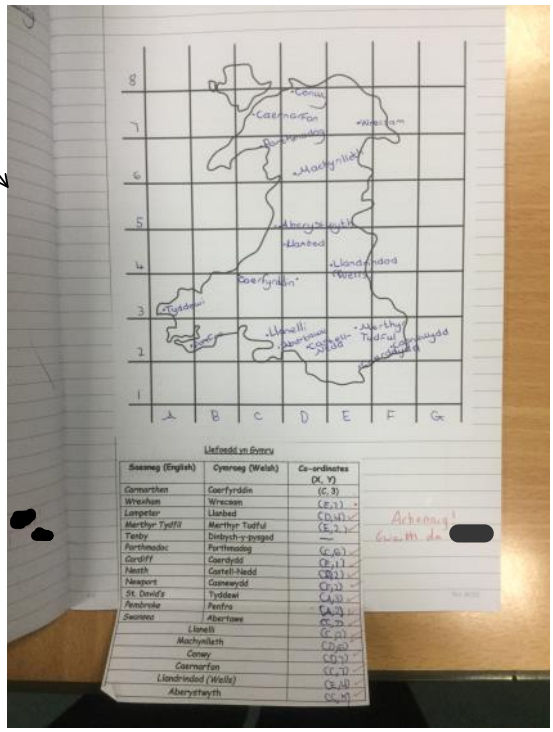
In further consideration of cross-curricular responsibilities, I taught a welsh lesson that included a number of areas. The main focus of welsh covered a lot of the LNF points, however I incorporated the lesson with coordinates, which we had covered in a numeracy lesson earlie r in the week. In addition to literacy and numeracy, I added the aspect of History and Geography (cities impacted by the Blitz of World War Two). I extended this to cover towns of Wales, furthering the geography aspect of the lesson, but also considering 'Y Cwricwlwm cymraeg' (YCC).

Student-teacher	[redacted]	Class:	Year 4/5
AoLE or Subject	Language - Welsh	Date:	14/11/19
Lesson Focus:	Co-ordinates using cities in Welsh		
Meaningful links to Curriculum	Welsh: - listen to others, asking questions and responding to both the content and the speakers' viewpoints - use appropriate vocabulary, including subject-specific words and phrases		
Meaningful links to: Cross Curricular Responsibilities	LNF: use coordinates to specify location. History – Places targeted by the blitz during WW2. Geography – specific locations on maps. YCC – Welsh places as extension task for children to learn map of Wales		



Learners were given the names of cities (in welsh) that were targeted in the blitz of World War Two. They had to plot the city on their own map by using a handout map of the United Kingdom.

As an extension task which continued over a different lesson, the learners were tasked with plotting places in Wales. I thought this was a good opportunity to promote "Y cwricwlwm cymraeg", enhancing the cross-curricular aspect of the lesson.



Assessment for Learning (AFL1)

10 December 2019 13:35

This section will produce annotated examples in considering the use of Assessment for learning principles in my time on placement. I persistently aimed to engage learners in as many strategies or activities to increase their progression and learning. Once again, these examples were all produced in a Year 4/5 class. The class teacher demonstrated repeatedly during my observation days that AFL strategies were used, especially self and peer assessment, as well as, "Think, pair, share". I aimed to continue this approach but also enhance the use of AFL in the classroom as I witnessed that they were beneficial to learners in engaging with topics and providing an understanding of the lesson objectives.

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

Jack is demonstrating professional attitudes and behaviours, and has developed positive relationships with learners and colleagues alike. He is always courteous and polite and is confident in asking question to further his understanding on a topic. He is in constant discussion with the class teacher on how to best provide for the needs of the ALN pupils and is willing to listen to take on any advice to amend his teaching styles or work provided. He has developed his questioning techniques to suit the needs of his class as this was evident in his lesson observation on electricity. Children were asked both open and closed questions of different ability and you were prepared with further questions when the opportunity arose. Jack is using the teacher's style for classroom management e.g. lollipop stick for question, hands up for attention and silence, counting down and now needs to be explore and develop his own style to maintain overall discipline. Target - To read up on different teaching theories of how to best deal with language/maths/behavioural concerns in order to further your understanding of child development.

Assessment for Learning Principles *(AFL 1)*

This example provides evidence from my mid-term placement review provided by my class and senior mentor. I have aimed to continue developing my strategies in the classroom and continuously try to question and gain an understanding. Alongside lollypop sticks and questions, I have used whiteboards as a way for learners to produce written answers and show workings out. This has been particularly useful as I have been able to notice which learners would need extra help when completing tasks. In addition to these examples, I also used whiteboards often as that strategy was commonly used by the class teachers. This approach was helpful in the learners engaging in conversation about the task and being able to demonstrate their understanding in a written form.

AFL 2

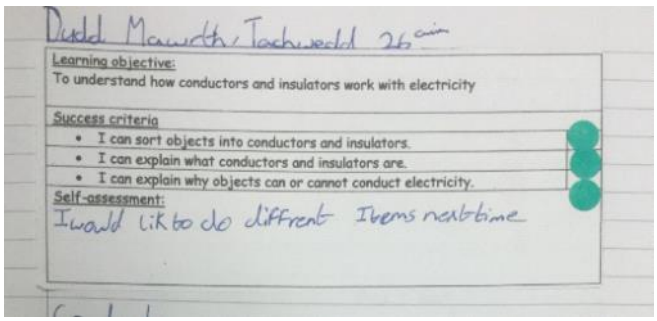
04 January 2020 16:47

Assessment for learning principles *(AFL 2)*

This example is from a lesson introducing conductors and insulators of electricity. A previous lesson had already introduced electricity, therefore this lesson extended the topic, with learners having the opportunity to use circuits and witness how electricity works. Following some group activities with items on their desks, the learners were then introduced to what a conductor and insulator was. I then used whiteboards for learners to take notes as I repeated what they entailed. I could see by walking around and reading whiteboards if learners were on the correct track. I also used the "pot of doom" (similar to lollypop sticks) for learners to read their definition, encouraging extra information if they wished. Most showed confidence in engaging in this task. This example proved how a range of AFL strategies not only enhance the learning undertaken by pupils, but aids in their engagement in the lesson. The learners felt they were part of the ongoing learning, helping one another and broadening their own knowledge at a similar pace.

Teaching & Core Learning	As learners consider what a conductor is, start giving out books so they can be prepared to stick in the skill slip and write definitions for conductor and insulator. Introduce the circuits and	Learners will need to write a sentence explaining what a conductor and an insulator is and what they do. Learners need to use whiteboard writing a sentence for "what is a conductor" and "what is an insulator". They will show their answers before writing in their books. Increased formative assessment.	Health and safety on circuits Whiteboards.

***Use of whiteboards to create repetition and understanding as shown in my lesson plan*.**

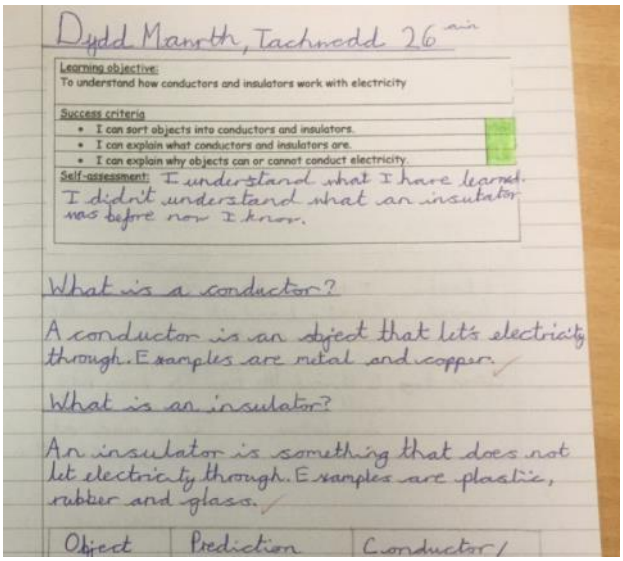

Dydd Mawrth, Tachwedd 26ain

Learning objective:
To understand how conductors and insulators work with electricity

Success criteria
- I can sort objects into conductors and insulators.
- I can explain what conductors and insulators are.
- I can explain why objects can or cannot conduct electricity.

Self-assessment:
I would like to do diffrent Items nextime

The skill slip provided the learners a clear success criteria for the lesson. The slips are used with the Red, Amber, Green (RAG) rating to demonstrate their own learning performance of the success criteria. I feel the self-evaluation box was useful for myself to realise the children's feelings of the work or lesson, but it also gave the learners that opportunity to self-reflect on their own performance.


Dydd Mawrth, Tachwedd 26ain

Learning objective:
To understand how conductors and insulators work with electricity

Success criteria
- I can sort objects into conductors and insulators.
- I can explain what conductors and insulators are.
- I can explain why objects can or cannot conduct electricity.

Self-assessment: I understand what I have learned. I didn't understand what an insulator was before now I know.

What is a conductor?

A conductor is an object that let's electricity through. Examples are metal and copper.

What is an insulator?

An insulator is something that does not let electricity through. Examples are plastic, rubber and glass.

Object | Prediction | Conductor/

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The use of AFL strategies using whiteboards, group colours and the "pot of doom" (lollypop sticks) were very effective and had learners engaged. Many were confident in producing answers, especially at the beginning where they did not know what I was looking for particularly. I also felt I managed to get the point of the lesson to the children accurately. By the end of the lesson they understood what conductors and insulators were and what they do. I repeatedly used this throughout the day when teaching.

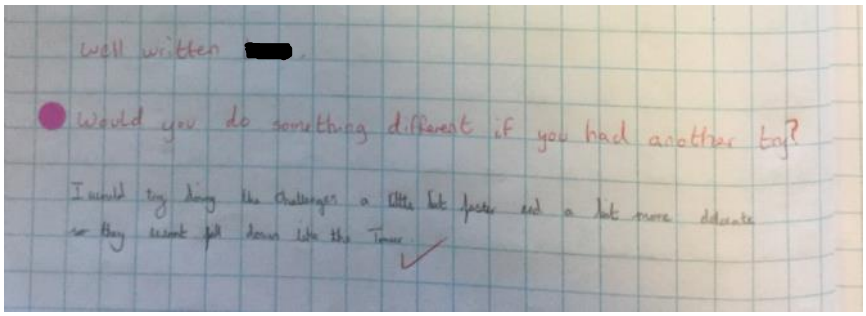
My evaluation and reflection following the lesson. I was proud of my use of AFL strategies. My target was to enhance their use and perhaps consider different approaches to engage the learners further with different ways of learning and assessing.

AFL 3

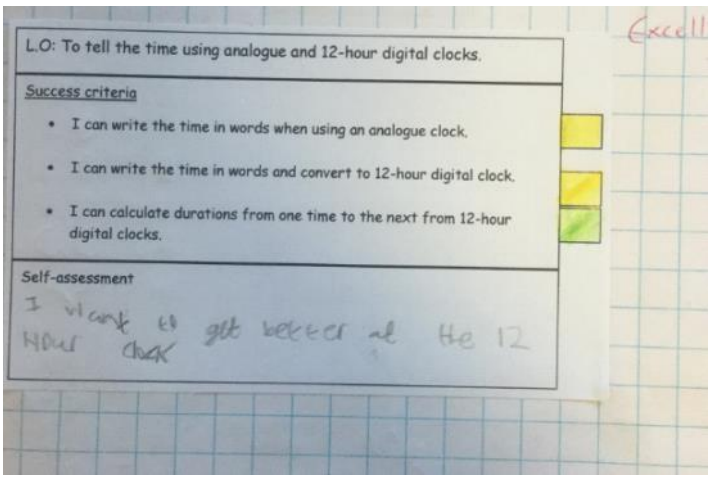
04 January 2020 16:48

Assessment for learning principles *(AFL 3)*

The final examples demonstrate the role of feedback I have intended to use for learners. I found providing formative feedback in the classroom difficult as many pupils needed extra support with some of the tasks, even with differentiated tasks. I felt during some lessons the learners would look for constant help or guidance, when sometimes they needed time to reflect themselves and try progressing at their own pace. I also felt I needed to gain an assessment and comment from the pupils themselves to help my own performance in supporting them with their work. I ensured to make the comments or information as clear as possible for learners to understand what was required.



The pink dots were used for when learners have work incomplete or had corrections to check. In this instance, I used the dot to provide a scaffolded prompt question which was useful in the learner delving further into the information provided, expanding their own thoughts of the learning taken place. I felt this particular example demonstrates how I increased the engagement of the learner with the work provided and also had them consider further options. I feel it is important that learners are sometimes given this time to reflect themselves and consider their own actions as these skills would then translate to different aspects of their learning lives.



The Year 4/5 classroom I was in used skills slips predominantly to clarify the success criteria and learning objective to begin a lesson or topic. Following my first week of teaching where I covered Time in numeracy lessons, I felt I needed to gauge where the learners felt they were with the topic. I once again used the RAG rating, but also added a self-assessment box. Some learners were unclear with this but following guidance they found it easier. If I had the opportunity again, I would have made this a plenary to most of my lessons. I would have then been able to realise where learners were with their understanding and attempt to pace the lesson to aid their learning. As demonstrated above, one learner felt they could improve in some areas, this was useful as I could then challenge this learner further with some extra support, encouraging them to improve their own performance.

Blend of approaches including 'Direct teaching' (BOA1)

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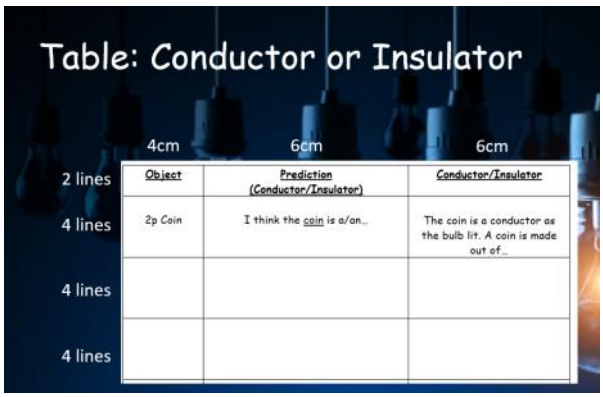
In my placement classroom, the traditional method of 'direct teaching' was mainly used. In key stage 2, teachers would mainly head the lesson throughout the day, using a range of scaffolding and modelling techniques. The pupils would be sat at their desks during the lessons with the lower attainment group having support from a Learning Support assistant. At times, the lower attainment group could potentially be taken out to a different room to have extra support at a level they can access. For the majority of my lessons, all pupils were present and encouraged to participate.

Blend of approaches 1 (BOA 1)

For this conductors and insulators lesson, I utilised direct teaching by modelling a table for predictions and results. I used the presentation and gave precise instructions for the majority of the class to follow. I felt this was the best course of action to undertake for this lesson as it would involve the children in 'active engagement' where I would be scaffolding the learning for them to produce their own work and apply their own learning (Donaldson, 2015).

As the two examples demonstrate, the tables produced were of a good quality and ensure consistency across the classroom. During this scaffolding exercise, I also felt I did not repeat myself too much, meaning the clarity of the presentation example did make it easier for learners to understand and complete their task.

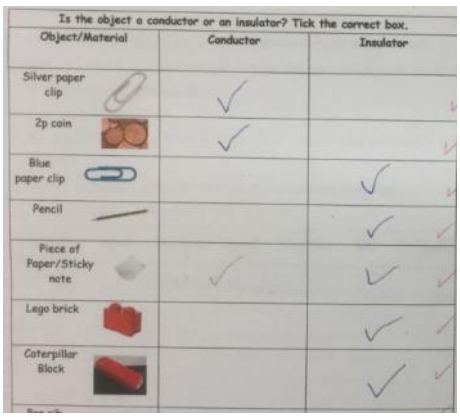


Differentiation of working levels

Differentiation:
L/A - Prepared table. Drawn items. Learners tick the correct column

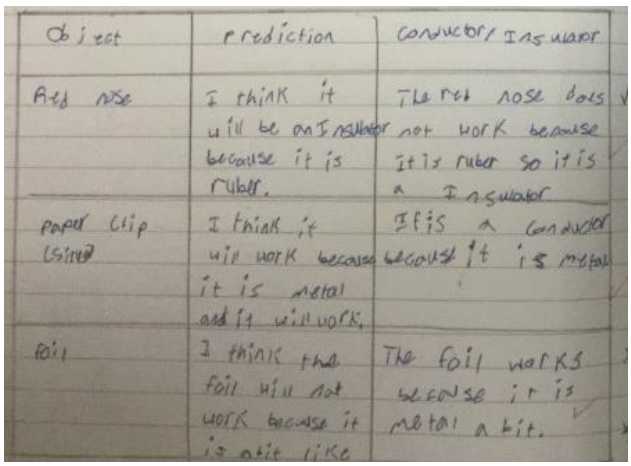
M/A - Stick in sheet, write a sentence prediction. Then give the result

H/A - Draw the table and write the names of items.

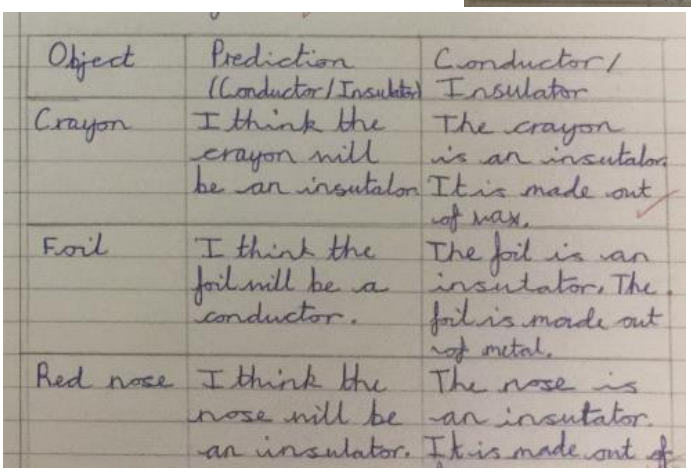


For the lower attainment group, they had to stick in their tables as demonstrated. Due to the skills required in drawing a table, it seemed easier to scaffold the learning by learners being able to participate in the practical testing of items rather than drawing the table.
In hindsight, I could have created an extension that the learners in this group attempted to draw their own tables following this provided work.

Middle attainment level



Higher attainment level



Blend of Approaches 2 (BOA2)

04 January 2020 17:04

Setting: World War Two, Start in London then Devon countryside.

Plot: Two children find a mysterious letter that hints to secret codes being given to the Germans. They try to work out who is the traitor in Brixham with the help of the other evacuees.

1. Opening

Ruby and Clive are not safe in London with the German Luftwaffe continuingly bombing the city. The children leave to the countryside of Devon where they stay with an older, cruel woman named Emily. Both children are upset at leaving their mother behind but are determined to see things through. They are put to work in Emily's shop where they have to carry heavy boxes throughout the day.

Key Words

Unkind, cruel, distraught, lonely, determination, experiences, frustration.

2. Build-up

The children sneak away from the shop on one cold Thursday afternoon and head towards the coast. They have never seen the sea up close before and want to experience the beaches. When walking along the beach the children see a lighthouse, they investigate the area and find a strange letter which reads "To Germany". An old man, named Henry, appears suddenly frightening the children at first but he tells them he is the lighthouse keeper and shows them around. The children show Henry the letter they have found. He says it is a secret code being sent to Germany by someone in the town.

Key Words

Inquisitive, dangerous, rebellious, frightening, reality, informative, kind.

3. Problem/Dilemma

The children set out to solve who is sending the letters to Germany. They believe there is a traitor in the town and suspect it to be Emily who has always been unkind to them and seemed mysterious. They keep looking for clues and meet other evacuees who they involve in finding the search. Along the way, the children get into some dangerous situations.

Key Words

Treacherous, traitor, evacuees, questioning, sneakily, informative, investigative, determined, co-operation.

4. Resolution

Ruby and Clive get caught in Emily's office, they explain why they were there and show Emily the letter and information they have gathered with the other evacuees. Emily is stunned, but has evidence to help the children. She shows a shopping list which has similar writing to the letter. The shopping list belongs to Henry, the lighthouse keeper.

Key Words

Evidence, shocking, surprise, disruptive, surprising, useful, tentatively.

5. Ending

Emily helps the children gather the evidence needed to show the local police officer. Henry is caught in his lighthouse where the evacuees find further evidence hidden. The children are seen as heroes and have a stronger relationship with Emily. They feel comfortable staying in Devon but continue to stay in touch with their mother.

Key Words

evidence, impressive, solved, traitor, surprising, important, vital, positive.

Blend of Approaches 2 *(BOA 2)*

This modelled example sheet was used in a story mountain lesson where learners would begin to plan their own stories to write. In order for the learners to fully understand, I created my own story mountain, related to the topic of World War Two, which provided the basis of the story.

For the lesson, I went through each section, step by step, reading my own version to the class. Following this, learners would then use highlighters to pick out any valuable vocabulary or descriptions that they felt they might use to influence their own story mountain.

I felt this strategy worked really well, but I could have also encouraged opinions and thoughts from the learners. This could have been done as a classroom discussion or in smaller groups. I also feel that this level of writing was too high for some of the class, therefore a smaller groups approach may have been beneficial to those who would struggle with some of the language used.

Blend of Approaches 3 (BOA3)

04 January 2020 17:04

Opening phase (with links to prior learning)	Introduction on how data collection is important and used commonly throughout daily life. Demonstrate the activities and have learners use a stopwatch to prepare. 1. Build a jenga tower. 2. Break-up a lego tower then rebuild the towers in matching colours. 3. Collect all the cones then sort in matching colours. (Outside or inside) 4. Complete the cut out puzzles to make it a square (x2). Back-ups: Sorting lego pieces by size or colour. Use multilink.	To engage and make sure of understanding. To follow instructions when timing and completing the activities convincingly.	Learners will need to time others in their groups completing an activity. They will need to record the results on a sheet ensuring it is as accurately as possible. Learners will record results from quickest to slowest in their books using smaller tables. They must ensure all results of the group are the same.

Blend of approaches 3 *(BOA 3)*

The above examples are from my lesson plan for a Data collection lesson based on timed activities. Following a series of lessons based on time (reading and telling the time from analogue and digital clocks), I felt a different approach to the topic would engage learners further. I continued to use direct instruction at the beginning of the lesson to model and ensure learners understood the objectives of the lesson, however, I felt this approach gave an authentic context to how timings can be scattered for different reasons. This approach was similar to that of competitive learning, as the activities the children participated in were timed, and all involved in a group wanted to get the quickest time. This approach was extremely useful in showing the learners using different problem solving skills and how they would visualise how others worked differently.

Critical Reflection

10 December 2019 13:36

Introduction

The education system in Wales is experiencing a transition following the suggestions made by Professor Graham Donaldson in his review, 'Successful Futures', of 2015. In experiencing how the new curriculum is being approached, I have been on placement in a school located in a small village in South West Wales. In accordance to BERA (2018) guidelines, I will not name the school in discussion, ensuring confidentiality and anonymity. On placement, I have had experience of teaching in key stage 2, within a mixed year 4 and 5 class. The school is steadily approaching aspects of the new curriculum, in particular the four purposes, however, it is predominantly following the 2008 Welsh curriculum. My experiences from this placement will be reflected upon in relation to implementing some of the pedagogical principles and how they can influence good teaching to promote positive, capable learners in Wales.

Literature Review

Research into classroom teaching and approaches undertaken has been one of the gradual areas of complexity, with many making assumptions about the nature of effective teaching (Cooper, McIntyre, 1996). Each year schooling in each classroom by every teacher needs to be re-invented or altered. As John Hattie suggests, teachers must identify and accommodate the differences brought with each new cohort of students as every moment of learning they experience is different (Hattie, 2008, p. 1). With this consideration, the teachers must be wary of the challenges and needs of each student and therefore adjust themselves accordingly to ensure effective learning can take place. The biggest challenge facing teachers is contemplating "what works" for the classroom as there is so much research that provides recommendations as to what teachers should do (Hattie, 2008, p.2). As Donaldson states, the principles are not compulsory, however they are powerful suggestions of how to promote effective teaching and learning which lies at the heart of what it means to be an excellent teacher (Donaldson, 2015, p.63).

One of the principles suggested in Successful futures is how good teaching and learning has to regularly enforce Cross-curriculum responsibilities, with an emphasis on literacy, numeracy and digital competence (Donaldson, 2015, p. 68). This suggestion encourages particular skills to be continuously used and advanced throughout a child or young person's entire school life. As Donaldson (2015) suggests, these aspects need to be embedded within the areas of learning, and not simply seen as an add-on in lessons.

In support of the cross-curricular teaching approach, Trevor Kerry refers to the Plowden report on education in England from 1967 in his assertion that 'children's learning does not fit into subject categories' (2010, p.7). This argument is supported by Clyde (1995, cited in Kerry, 2010, p.7), stating how children learn through an interpretive network which spreads across domains. The cross-curricular integration between subjects and areas can promote understanding through building connections where the learner can develop higher cognitive thinking and problem-solving skills (Brown, 2007 quoted in Parker, Heywood and Jolly, 2012). There are also advocates throughout history, for example Bruner (as quoted in Barnes, 2018, p.49) who believed truly in a cross-curricular approach in linking the insights and skills within a questioning, exploratory and open-minded context. Jonathan Barnes has continuously argued for cross-curricular pedagogies to be adopted as they are better placed to motivate, sustain, be meaningful and socially satisfying than a curriculum devoted to separated subject teaching (Barnes, 2015, p.264).

We must also consider there are difficulties with the cross-curricular approach to pedagogy. The delivery is dependent upon the knowledge and abilities of the teachers in creating productive links between subjects (Parker, Heywood, Jolly 2012). Teachers may attempt to force the use of cross-curricular in their lessons when sometimes it is not necessary and can create confusion for the learners. It is clear from these arguments, there are positives to adopting cross-curricular approaches, which teachers in Wales must consider implementing into their classrooms. In order for learning to be fully effective, children and young people

must use skills they have developed throughout their whole school life.

The next principle to be considered is the employment of assessment for learning (AFL) strategies. In considering why AFL principles is being proposed in the new curriculum for Wales, in 2014 the Welsh Assembly Government acknowledged that assessment for learning practices were not well embedded in all schools (WAG, 2014, p. 13). A potential reason for this could be teachers needing to change their approaches. Paul Black states that a teacher would usually teach linked with their own personality and identity (2003, p.80). In light of these issues, Donaldson (2015, p.78) suggests a potential solution in teachers being supported through professional development with the use of exemplars to demonstrate the contribution of assessment.

Following on from these points, it is important to consider the different strategies and approaches that AFL entails. These include continuous, on the spot feedback for learners, involvement of students in creating a learning objective of what to achieve during the lesson, self and peer assessment of production and, finally, ensuring quality and quantity of questions and talk between teacher and pupils. If these approaches can be provided repeatedly, Donaldson (2015, p. 68) suggests the strategies can give insight into the effectiveness of learning, helping learners raise their standards and nurture their own ambition. He continues to quote Dylan Wiliam, who suggests how the effective use of AFL can double the rate of learning.

Using their analyses, Black and Wiliam (1998, p. 2) clearly state that AFL works in meeting the needs of learners, enhancing progress quicker than summative assessment. Hattie (2012) is another advocate for how AFL strategies are useful for the learning of children and young people. He argues how rapid formative assessments help students to “see” their progress, consequently being able to monitor their investment and confidence in learning (2012, p.46). In an opposing view of formative assessment, Bennett argues that the meta-analysis that Black and Wiliam produced is too diverse to be sensibly combined and summarised by a single, mean effect-size statistic (Bennett, 2011). He suggests that each area of AFL would potentially need to have its own thorough research and that expectations need to be considered as its impact still needs to be scrutinised.

The third and final pedagogical principle to be discussed is the employment of a blend of approaches including direct teaching. Donaldson makes clear that this suggestion does not want to support a particular ‘camp’, but encourages that effective teaching utilises a range of different strategies and experiences to reflect the curriculum purposes (2015, p. 65). The Successful futures suggestion for teachers is not to follow a particular method as stated in the curriculum, however they must be open to the introduction of new approaches, such as the continuous provision in foundation phase classes within primary schools. Broadening the approaches in classroom environments can cater to many of the learners’ needs in aiming to push their progression in their learning. Wiliam (2018) explains how teachers varying their approaches and styles can not only provide experiences for learners within their comfort zones, but also have the opportunity to be pushed beyond and explore further capabilities.

What is clear from the principle is that the traditional methods of teaching cannot be dismissed. Direct teaching, or ‘direct instruction’, as it also known, is the most widely used and effective teaching method (Muijs and Reynolds, 2011, p.36). One positive of the use of direct instruction is that it is the most rapid way of attaining new knowledge, meaning it quickens the ability in which learners can learn (Kirschner et al, 2006, cited in Muijs and Reynolds, 2011, p.40). Hattie expands that, learners need to utilise the skills taught with direct instruction in different contexts, not just that where a teacher models and guides through these particular steps (2008, p. 207).

Despite direct teaching seeming the easiest and quickest approach for teachers in the classroom, other strategies and approaches must be considered to broaden the experiences for learners. Hattie (2008) summarises how there is no ‘recipe’ for effective teaching in the classroom. It is more the fact teachers can enable students to learn, imparting new knowledge and understanding and learners adapting their ways of conceptualising what they have learned. The only way in which this can be succeeded is through teachers and learners being open to a range of approaches. Each learner is different, as is every teacher, and an openness to how people learn differently is needed for effective teaching and learning to take place.

Conclusions on implementation

The value of reflection in teaching and learning is that it encourages one to view problems from different perspectives (Loughran, 1996, p.4). In this section I will be analysing and reflecting on my approaches during my time on placement. I will consider this in regards to three of the principles previously mentioned; cross-curricular responsibilities, the implementation of assessment for learning strategies and the blend of approaches, including direct teaching, that I undertook.

In consideration of the cross-curricular responsibilities principle, I did find it was difficult to plan and ensure it was implemented in every lesson. I especially found it difficult to incorporate digital skills due to the classroom routine that had been set by the class teacher. The classroom had electronic devices available to access, however they were not used as often as expected. Different visual aids and supporting resources, such as word maps, were usually provided. I also felt that some of the topics and areas I delivered did not always provide the opportunity to broaden the opportunity of increasing cross-curricular responsibilities. Despite this, I feel I managed to include some positive examples of cross-curricular during my placement.

CCR 1 demonstrates how a lesson on 'Time' provided a clear opportunity for cross-curricular responsibilities to be developed. The lesson focus was numeracy skills; however, literacy skills came natural as the main objective of the series of lessons were for learners to be able to tell, read and write the time as accurately as possible. I felt I delivered the principle positively in this lesson, utilising the approach of repetition and modelling, learners knew they had to demonstrate clear literacy skills in order to produce positive results. As the annotations provided demonstrate, the work produced demonstrates the positive use of numeracy and language skills in one task.

In addition to *CCR 1*, the next example, *CCR 2*, provides another focus on numeracy where cross-curricular came naturally and was easier to plan. The learners engaged positively with the task of answering questions on their own table of results, however some did find it difficult with particular questions. Despite some errors, what this did represent is that some learners could potentially benefit with extra support in reading or guidance with reviewing their work, linking to self-assessment as an AFL strategy. In this case it benefitted the learners that the cross-curricular and AFL principles were used alongside one another in producing a positive reinforcement of learning and developing their skills in a number of areas.

The final example, *CCR 3*, gives a further demonstration of both literacy and numeracy skills being used in one lesson. This example goes one further in demonstrating hierarchical cross-curricular learning. The lesson focus was Welsh language, however the skills from numeracy and knowledge from history helped create a measurable learning experience for the learners (Barnes, 2015). This lesson I found challenging for myself, however considering the number of areas I could cover, it made the planning and implementation of the principle easier. In linking with other pedagogical principles, I used AFL strategies to encourage oral skills, and with the work being related to numeracy, I knew learners could use their prior knowledge to be able to engage with the task. Some learners did find the mixture of approaches difficult, however I feel the general plan and idea of the lesson was a positive in embracing cross-curricular skills. I feel I could have improved had I planned to encourage the welsh language development as priority, using the cross-curricular skills as an add-on to boost repetition and encourage engagement.

Overall, I feel I utilised the cross-curricular responsibilities positively during my numeracy lessons, however I did find it difficult to incorporate numeracy skills in my literacy lessons. I also feel I should have been more prominent in using digital devices in being available for learners to use to enhance their progression. The digital skills of searching for a word to spell or finding out further information would have been beneficial in some of the lesson examples provided. This would be a next step of consideration when I plan for future lessons in a key stage 2 classroom.

I feel I adjusted to using assessment for learning (AFL) strategies well during my time on placement. As I had many opportunities in front of the class teaching, there were numerous opportunities to encourage the use of questioning and ensure a good quality of talk and feedback. There were some areas I feel I should have improved, especially in regards to

promoting formative assessment continuously during lessons.

In my examples, *AFL 1* summarises some of my use of formative assessment strategies. I witnessed immediately that questioning and gathering an understanding from learners was vitally important, especially when a traditional form of direct teaching is being used. The interactions I gained not only increased the progression for most learners, but also improved their social skills, linking to the principle that 'good teaching and learning supports social and emotional development and positive relationships (Donaldson, 2015, p.69). I feel I did achieve in creating a positive environment for the learners in engaging with their work but also enhancing their interactions with the topic in progressing their understanding.

AFL 2 is a demonstration of how I planned appropriately to use strategies encouraging continuing assessment and feedback. I aimed to follow the thoughts of Hattie, that the further challenging the goals, the more powerful the feedback in producing a progressive success criteria (2012, p.52). In future, I feel I will aim to encourage learners to create their own next steps following a lesson, this would enhance engagement and own self-assessment, and encourage the need of repetition of particular content or skills. From my time on placement I have also seen the benefits of learners knowing the importance of using their success criteria to benefit their learning. In future I will ensure learners will use the criteria as a 'step by step' guide. As Clarke (2003) explains, following these steps would usually ensure success in reaching the learning intention, this would usually then ensure quality production by the learner.

AFL 3 also demonstrates the use of skill slips to encourage learners to provide their own written feedback. Due to the traditional, direct teaching approach that the classroom used, providing formative feedback to every learner was very difficult to do due to time constraints and some pupils needing extra support. I feel I could have used these skill slips during a lesson as in this case, I have missed the opportunity to work on a next step for the pupils. The formative feedback approach would have encouraged immediate action on the work provided, leading to learners recapping what they have learned in that lesson.

I can see that AFL is an important principle that needs to be considered by all teachers in the classroom. I feel it can link positively with many of the other principles in implementing a positive, learning environment where effective teaching and learning can take place and I will attempt to utilise the strategies during my teaching methods.

In considering different approaches to teaching, I felt I did consider how I could adapt to ensure effective teaching and learning. My placement school are still very much following the traditional direct teaching approach in key stage 2, there I had to adjust my own planning to how the classroom operated routinely under the class teacher. This was sometimes difficult to do as I felt a different approach, such as focus task groups, may have benefitted the learners. The common classroom strategy I undertook would usually be myself guiding the lesson and providing the learning objective and success criteria, either with use of a skill slip or written on the whiteboard for the learners to follow.

From my annotations, *BOA 1* demonstrates a positive example of how scaffolding and modelling worked well for the learners. In linking with cross-curricular skills, the need to measure and accurately draw a table was considered. The modelled example on the screen gave clear and precise instructions which also persuaded the notion of repetitive practice. As Hattie points out in one of the seven steps of 'direct instruction', the learners need to be provided reinforcement practice in order for them to master content or skill in different contexts (2008, p.206). In this case, the learners had drawn tables previously during a maths lesson on data handling, but in this lesson the skill was used to provide results of a science investigation. Direct instruction used correctly in this case provided very positive results as shown. I feel I could have done this more often in other lessons using accurately guided instructions for learners to follow at their own pace.

Modelling was once again used in a literacy lesson as shown in *BOA 2*. In this instance, the provided story mountain gave an example to the pupils of what was expected at the end product of their work (Hattie, 2008, p.205). The students were able to use the example provided to expand their own ideas and vocabulary by labelling and highlighting anything they felt they would find useful. When the workers produced their own story mountains, a majority had similar ideas to my modelled version. This provided a range of results as this benefitted the stories of some learners'; however, others would struggle to utilise the

information they gathered correctly.

The final example. *BOA 3*, demonstrates a slightly different approach I undertook earlier on in my placement. Barnes (2015, p.264) explains how experiences can capture children's senses, emotions, enquiring minds and a desire to be active in learning. I followed this thought process as I believed the children could become actively engaged in producing their own information. In linking with the cross-curricular responsibilities and AFL strategies, this approach blended a range of skills that enhanced learning in a number of areas. The learners demonstrated an array of communication, cooperation, numerical and personal skills that benefitted towards achieving the learning intention.

Overall, I feel I used the direct teaching approach well and was continuously open to considering other approaches in the classroom. I did find it difficult leading the whole class at times, as I could see that some learners would find the objective and instructions difficult to understand. If this seems to be the case during my planning, I feel I would take a different approach such as inquiry-based teaching. I witnessed my class mentor use this approach during a language lesson where the learners were immediately inspired and involved in the lesson. This approach would have engaged the learners not only for a "right answer", but to engage with experimentation and exploration of topic and areas (Hattie, 2008, p. 209).

Further Development

In reflecting on my experience during my first block of placement, I have realised there are areas I need to consider developing. I have realised when planning, I need to consider the different levels of attainment in the class at all times and be prepared that some pupils work at different paces to others. I have also realised the potential that the new curriculum can provide in producing the four purposes, with many of the pedagogical principles being used effectively. I have witnessed how learners can struggle in the classroom due to a number of different reasons and I feel being open to different approaches and strategies will only benefit children and young people throughout their school lives.

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