



Overview

Sunday, December 8, 2019 4:20 PM

Student Name: Jasmin Barry

Student Number: 0900758

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

Pathway: Primary

Targets from previous assignment.

	Target	What I have done in this assignment
1	Continue to make sure that you make more effective use of your wide reading to support your writing. This will help give your writing more authority.	I have continued to support my writing by reading a variety of sources.
2	Read through for phrasing, e.g. ZPD is a "popular...." would be better with 'widely accepted'.	I have ensured I have phrased my work at a higher educational level.

Link to One Note: https://uwotds-my.sharepoint.com/:o/g/personal/0900758_student_uwotds_ac_uk/Ek4loVJ-snNOI9bYUJCly_QBpe9qWm8xmdN1ldhHAT7pUQ?e=7NB60h

AoLE or Subject	Literacy	Date:	26/11/2019
Lesson Focus:	The Romans		
Meaningful links to Curriculum	Literacy: - Keep in role and support others in role play - Contribute to group discussion, sharing ideas and information - Use an increasingly imaginative vocabulary		
Meaningful links to: Cross Curricular Responsibilities	Music, Expressive Arts and HWB: Learners explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through their creative activities.		

Teaching & Core Learning

Pupils to be in LA, MA, HA groups.

Group 1: Writing a paragraph about what could be happening during the music (mindmap on board, who/what/why/where).

Group 2: To create a picture to demonstrate (using watercolours or pastels) how the music makes them feel. Use colours to link to different moods: red for angry, blue for calm etc. MA and HA pupils can even draw/paint a picture of gladiators or Romans.

Group 3: Role play: ask pupils to present a short role play that matches the music. Give them ideas from the mindmap.

All pupils will have the opportunity to have a go on each task in carousel day 2 and 3.

Worksheet from Twinkl.

Pupils to write a paragraph related to the song. Pupils to refer to mindmap on the board to guide their ideas.

Pupils to paint a picture of what the song makes them feel/see/imagine. Pupils to refer to my example for guidance.

Pupils to discuss with eachother what they imagine when they heard the song. Share their ideas and decided as a group/pairs what they will perform.

Cardboard Shields and weapons pupils have made previously.

The Battle

The song made me feel ~~scared~~ scared and worried.

I like to fight a Roman or a gladiator.

One of the Roman gladiators was a gladiator.

I like to fight a gladiator. They would fight in a arena.

Good description of how you would feel.

Check spellings.

worried worried worried

scared scared scared

emotional emotional

gladiator gladiator

This lesson had a cross curricular approach, I wanted pupils to listen to a piece of music related to their topic (The Romans and Celts) and then introduced different activities for the carousel which were linked to different subjects. This lesson had a literacy focus but also concentrated on health and well-being, humanities and expressive arts. The roleplay was successful but they did need a LSA to support them and ensure they did not get over excited during the activity.

Meaningful links to Curriculum	you want for Christmas?) - view and listen carefully responding orally, in writing and non-verbally - use and link a variety of phrases, questions and sentences accurately, reinforcing Welsh syntax and using paragraphs as appropriate - respond appropriately and courteously, establishing and developing a relationship when conversing
Welsh	
Meaningful links to: Cross Curricular Responsibilities	Literacy: - speak clearly varying expression to help listeners - listen carefully and make connections between what they are learning and what they already know - explain information and ideas using relevant vocabulary - organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation - contribute to group discussion, sharing ideas and information - read short information texts independently with concentration - develop their ability to read continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing - use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning DCF: - use an online collaborative platform to create or edit a file, e.g. word processing, presenting tools, spreadsheets. - develop strategies for finding information using different keywords and techniques, e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources.

Teaching & Core Learning

Group 1: Have a conversation with their talking partner about what they want for Christmas and what they like about Christmas (in Welsh). (15 mins)

Group 2: Write a letter to Santa listing what they want for Christmas. Use chrome books to translate what they want on google translate. (15 mins)

Group 3: Welsh colour by numbers. (15mins)

Pupils to spend 15 minutes on each task before they rotate onto the next activity.

Pupils to practice their sentences and answers with their partners.

Produce a letter in Welsh to Santa. Use their chrome books to translate what they want and add to their list.

Complete worksheet

Chromebooks

Christmas letter template by Twinkl

Whiteboard

Colour by numbers sheet from Twinkl

In order for pupils to work on the Digital Competency skills in their Welsh lesson one of their directed tasks involved pupils using their Chrome books to search for and translate different toys/items into Welsh using Google Translate. I provided the pupils with instructions on how to use Google translate and they were able to put the Welsh words they had learned into their letter to Siorn Corn.

This numeracy lesson focused on data handling, firstly the pupils created a tally chart and bar chart on paper and they then transferred their data that was collected into a bar chart on Purple Mash 2graph. The teacher focussed task group completed this activity and the HA and MA pupils were able to access Purple Mash independently and complete the chart with some assistance, whereas the LA needed further support and guidance when it came to typing titles for the axis and accessing their account by typing their passwords.

AoLE or Subject	Numeracy	Date:	02/12/2019
Lesson Focus:	Data handling		
Meaningful links to Curriculum	- Represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams - extract and interpret information from charts, timetables, diagrams and graphs.		
Meaningful links to: Cross Curricular Responsibilities	DCF: collect data, enter and begin to analyse in given formats, e.g. table, charts, databases and spreadsheets.		
Personal Targets (Linked to QTS and identified in weekly review)			
To introduce more incidental Welsh to my lessons. Welsh language skills: <i>There is a commitment to incremental development of personal skills in the use of the Welsh language.</i>			

Teaching & Core Learning

LA: 2- and 10-times table
MA: 2, 5, 10 times table
HA: 3 times table

Carousel
Group 1: Christmas related data handling. Number of presents under each family's Christmas tree pictogram.
Differentiated:
Create a tally chart and bar chart from the data they have collected. Create bar chart on 2graph on Purple mash on their Chromebooks.

Pupils to complete work sheets independently.

Pupils to create a bar chart on 2graph on Purple mash on the Chrome books.

Differentiated worksheets from Tes.

Chrome books.

2graph on purple mash

Dear _____

We have been learning about the Celts this term and was wondering if you would like to come to our Celtic museum. You will learn lots about the Celts and see all the work we have done this term. The exhibition will take place in school on

Let us know if you can make it or not.
From

A WABOLL example of an invitation in which I used to compare to the WAGOLL in order for the pupils to understand what needs to be included in their invitation. Paying particular attention to persuasive language and wow words.

11th November 2019

Dear _____

We would like to invite you to our spectacular Celtic Museum exhibition on the _____. The exhibition will take place in Rhys Primary school and will start at _____.

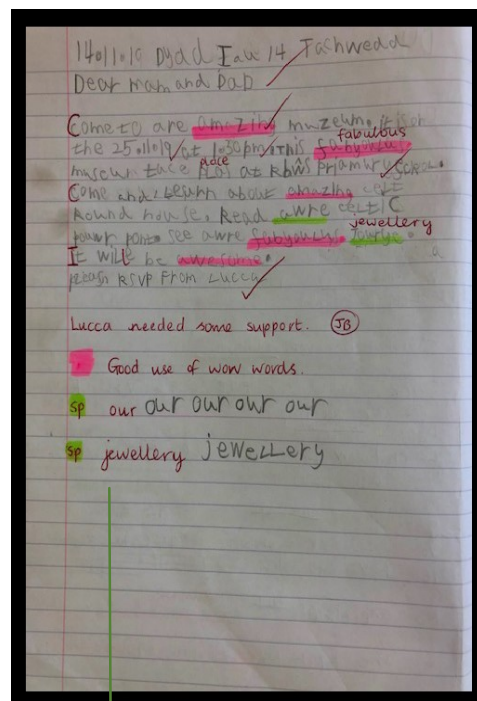
We have had so much fun learning about the Celts this term and we would be delighted if you came to see our impressive work, you will be amazed! Would you like to learn about where the captivating Celts lived? Or find out how the Celts dyed their clothes? What about learning about Celtic warriors and their weapons? Do you know how the Celts made their jewellery? You will learn all the answers to these and more if you come to our fantastic museum!

We really hope you can attend this magnificent event

Please RSVP,
From

A WAGOLL example of an invitation in which the pupils could refer to throughout the lesson. I presented this example to the pupils during the introduction and we discussed whether this was a good example or a bad example. I asked pupils to underline wow words and persuasive language. I also discussed what needed to be included in the invitation (date, dear, what? when? where? RSVP, from). I also presented them with a WABOLL example of an invitation and asked them what they thought of it and how they could make it better.

During my introduction for this Literacy lesson I used questioning as a form of AFL in order to find out what the children already knew about invitations. I gave pupils the opportunity to answer questions independently and also gave them the opportunity to discuss with a partner to enable them to share their ideas and recap on prior learning. It also gave me the opportunity to observe whether all pupils understood what an invitation was and what needs to be included in it. If there were pupils who were not involved in discussions or answering questions, I would be able to provide further support and guidance to them.



I used the "tickled pink" and "green for growth" assessment for learning approach on my pupil's work. This approach is put in place in my placement school to focus on the positives and strengths of the pupils work by highlighting them in pink. I would then highlight the work which needs to be improved in green and write down how it could be improved beneath their work, giving the pupils the opportunity to come back to their work and receive instant feedback on what they can do to improve it. I ensured that I marked the pupils work during the lesson order for them to receive instant feedback and giving them the chance to improve their work.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

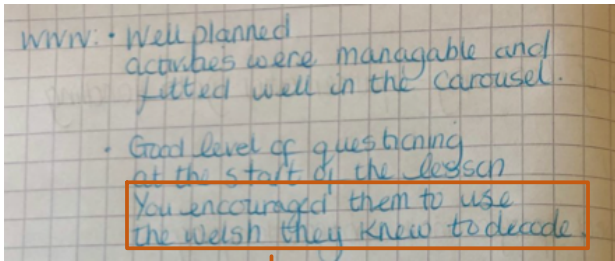
Evidence of my Effective Practice	At the beginning of the lesson I used a variety of differentiated questions as a form of AFL in order for me to have more insight on how much the children remembered since their last lesson and to check if there was anything I had to recap before starting the activity. I recapped on prior learning for the children to understand why they were creating an invitation for their Celtic museum. I used a WAGOLL and WABOLL example and asked the pupils which one they thought was the best and why did they think this, this enabled the pupils to discuss their ideas and to communicate with others why they thought one example was stronger than the others, therefore promoting sharing of ideas and gaining more knowledge from this sharing of information. I used “hands up” and “hands down” questions to ensure all pupils were involved and engaged. Collaboration was promoted as I gave pupils the opportunity to work in pairs when answering some questions and thinking of wow words. I used questioning throughout the lesson as well as the use of different examples ~~in order for~~ pupils to have something to refer to throughout the lesson. Half-way through the lesson I read out some of the pupils work in order to guide other pupils who had ran out of ideas and to boost the confidence of pupils to encourage them to continue their work. I also reminded children not to forget their wow words and to use the correct punctuation in their invitation. I marked the pupils work with them when they had finished and made some suggestions on their work such as not forgetting their capital letters after full stops and the importance of the use of persuasive language and wow words. Once the pupils had finished I asked them to swap their work and discuss what they liked about each other’s invitations.
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I used a variety of questioning techniques with the pupils to assess their learning and to ensure they understood why we were writing a invitation to their parents. I also wanted them to understand what an invitation was. I asked pupils how we could as their parents to come to their Celtic museum and guided them to answer "invitation". I then asked questions such as what would we include in the invitation and wrote their answers on the board for a success criteria for them.



Building on Previous Knowledge and Experience to Engage Interest

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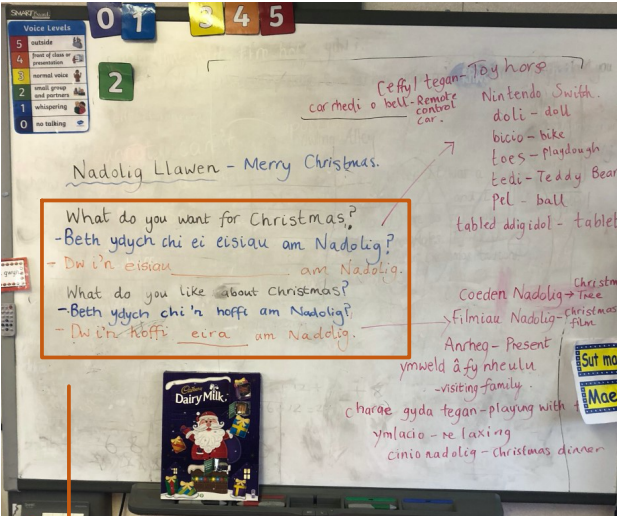


Feedback from the Deputy Head of my placement school when she observed my Welsh lesson on discussing things the pupils liked about and wanted for Christmas. I received positive feedback stating that I recapped on what they had been previously learning in their Welsh lessons and linked it to their Christmas topic that week.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

Evidence of my Effective Practice	During the introduction I asked the pupils "dw i'n hoffi Nadolig?", I asked the pupils did they know what I had asked them, and I encouraged them to use the Welsh they already knew to decode what I was saying. I repeated the question again and asked certain pupils to answer. I then wanted the pupils to be able to have a say in their own learning so I asked pupils what questions we could ask that are linked to Christmas. A few peoples
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I recapped on prior learning by asking questions they had previously been learning in their Welsh lessons rather than just concentrating on Christmas words.



I wrote the questions on the board in English and asked the pupils to translate these into Welsh for me knowing that they had previously learned this in their previous Welsh lesson. I allowed them to think they were helping me to write the Welsh version of the question on the board and then encouraged them to tell me what the answer to the question would start with and then wrote it on the board once they had answered in order for them to refer to throughout the carousel lesson.

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)	Romans Day 1 I will recap with the children why the Celts went to battle and who were they at war with. We will recap on what we already know about the Romans. What they wore in battle? Were they a stronger team than a Celt? Romans had an army, Celts had a tribe. Discuss Roman gladiators.	Pupils to answer : The Romans. Pupils to tell me what they already know about the Romans.	Song "The Battle" from the Gladiator Powerpoint from Twinkl.
	I will play a song from the film gladiator to the children. I will ask the pupils: - How it makes them feel? - Do their feelings change throughout the song? - What could be happening during the song?	Pupils to listen to the song and close their eyes. Pupils to answer the questions.	

The Pupils' topic this term has been The Romans and The Celts, however, they have been mainly focusing on the Celts. In order to gain the pupil's attention to the Romans I used a variety of questions to recap on their learning on the Celts and comparing it to the what they already knew about the Romans before moving onto more facts on the Romans.



Critical Reflection

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This assignment will provide the reader with a critical reflection of how I have progressed throughout my first block of Professional Teaching Experience (PTE1) in a year three class in a primary school in South Wales. I will evaluate and review my progress on the planning and implementation of three pedagogical principles outlined by Donaldson (2015). The first pedagogical principle I will critically reflect on will be the reinforcement of Cross-Curriculum Responsibilities, which includes literacy, numeracy and digital competence, and how I have provided the learners with opportunities to practice them (Donaldson, 2015, p.68). The second pedagogical principle to be discussed will be how I have employed assessment for learning principles into the learning environment and the final principle being the setting of tasks and selection of resources that build on previous knowledge and experience of the learners and engaging their interest (Donaldson, 2015, p67). As well as this, I will also be discussing what I could do to improve my practice in meeting these three principles and therefore improving my pedagogical skills and the children's learning.

"Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them" (Donaldson, 2015, p.68). Previously to Successful Futures being published Siraj-Blatchford (1998) expressed that children should be seen as active learners and that they require a more holistic curriculum compared to the basic national curriculum they currently receive. The new curriculum will emphasise on and ensure children learn new skills and employ their subject knowledge in a positive and creative way, making them equipped for life and enabling them to be adaptable adults in a world that is constantly changing (Welsh Gov, 2019). Wilson & Miller (2018) and Barnes (2015) state that the new curriculum involves literacy, numeracy and digital competence being three subjects that should be taught across the curriculum. Linking these curriculum subjects will have a positive impact on the promotion of creative thinking in pupils. The new curriculum also aims to link subjects that share both skills and content together in order to have a positive impact on pupil's innovation, creative and interpersonal skills. In the beginning of PTE1 I understood the importance of a cross curricular approach and tried to instil this into my planning, I found the planning template that us student teachers have to use beneficial as it gave me the opportunity to think about how I could instil a cross curricular approach and plan accordingly. Rowley and Cooper (2009) suggest that cross curricular planning enables pupils to gain a deeper understanding of subjects as well as freeing up more time for the teachers. However, Byrne (2017) argues that we do not see enough of cross curricular lessons in schools due to the lack of planning time. He believes that co-ordinating cross curricular lessons is more time consuming compared to planning a lesson which focusses on just one subject. Barnes (2015) expresses the importance of cross curricular learning stating that it enables pupils to gain more knowledge and have a more in depth and transferrable understanding of the world they live in. The lessons I have been teaching during block one of PTE1 have mainly been numeracy and literacy lessons, however as my placement and confidence has progressed, I have been given the opportunity to teach different subjects which has enabled me to implement numeracy, literacy and

digital competence into my lessons. Due to my placement school being a pioneer school, they are currently trialling whether Foundation Phase pedagogy can help to improve pupils' progress throughout the key stage two phase. In my placement class the lessons are delivered as a carousel which made it less challenging for me to deliver cross curricular teaching and learning as the class is split into three groups, which involved one teacher focussed group, an independent activity group and a LSA focussed group. I found that I tended to focus on digital competence for the independent groups and set tasks where they used their chrome books to complete their set activities. However, with certain lessons I tended to find it challenging to include both Literacy and Numeracy into the lesson and only managed to include just one of these subjects. Barnes (2015) states that there has to be continuous links and thorough attention to planning, assessment and good progression in order to make cross curricular learning effective. I feel that once I become more familiar with the curriculum and gain more knowledge and experience in connecting different subjects then this will become less challenging. Donaldson (2015) states that children need to learn how to use digital technology skills creatively as this is becoming a vital skill that will be needed in the modern workplace. This leads me to discuss another area that I could improve on, which is to be more creative with my implementation of digital competence into my lessons, rather than relying on chrome books and the interactive whiteboard in order to develop my pupil's digital skills and I plan to discuss with the school's ICT co-ordinator to explore what resources I can use for my future lessons. Lucas et al (2013) believe that cross curricular learning provides pupils with authentic learning experiences and allows them to enter the real world of learning. One lesson I found to be successful in delivering a cross curricular approach was a lesson which introduced the children to The Romans. I managed to incorporate Literacy, Expressive Arts and Health and Well-being into my lesson. I decided to deliver this lesson after attending an expressive arts lecture in university which gave me the idea to link all of these subjects together. The feedback I received from my mentor and the pupils were positive and I enjoyed delivering this lesson. I found that the pupils were animated and engaged, they particularly enjoyed the role play activity which allowed them to express how they were feeling when they listened to a piece of music. My mentor and I have both agreed that during block two of PTE1 my mentor I will be given more freedom with the lessons I teach which will therefore give me the opportunity to deliver more cross curricular lessons where I can increase my confidence and experience with cross curricular teaching.

"Good teaching and learning means employing assessment for learning (AFL) principles" (Donaldson, 2015, p.67).

In the beginning of PTE1 I did not have much confidence with AFL techniques; I was aware that when I was questioning the children during my lessons, I was mainly using closed convergent questions and I was not giving them enough time to answer. Coe et al (2014) state that there is strong evidence that the use of questioning and assessment by teachers can either have a positive or negative impact on pupils' learning. My use of questioning did not seem to be beneficial for the lower ability pupils who were unable to expand on their answers and I felt I was not meeting their educational needs. Although the higher and middle ability pupils were able to answer the questions, my use of questioning did not encourage them to develop their critical thinking skills and expand on their answers, therefore I felt I was not challenging all of learners. WAG (2010) suggest that it is thoroughly important pupils are actively engaged in their lessons from the start. Although I had planned thoroughly for each lesson and I was aiming for pupils to be actively involved, my introductions did not seem to flow and by reflecting on my lessons, I believe it

was down to the use of closed questions which did not allow the children to be active participants to the lesson. I also received verbal feedback from my mentor where she informed me to try and use more open divergent questions which enabled the pupils to increase their thinking and promote their discussion skills and ideas. Following my feedback, I ensured that I planned and framed the questions I would ask in my lessons; focussing on the introductions in particular, in order for the pupils to thrive and be challenged, therefore having a positive impact on their learning and motivation. This gave me the opportunity to identify what the pupils already knew, what they may need more support with and what the next steps of their learning will be. Although my use of questioning improved and I was gaining more confidence during my introductions, I still received feedback that there was still not a consistent flow to my lessons. If a pupil answered the question wrong then I would move on and ask another pupil to help them out, however, I now realise I could have discussed with the pupils why they thought of that answer and created a class discussion where pupils could have shared their thoughts and ideas. Black et al (2007) believe that it is important to concentrate on what the pupil have said instead of accepting a right or wrong answer and then moving on as this gives the teacher an opportunity to discuss with the whole class everyone's ideas and methods of thinking. Each time I was not teaching I would observe my mentor teaching the class, paying particular attention to her questioning strategies, this enabled me to gain more understanding on what type of questions were appropriate for the class and to witness how the class react to different questioning techniques as well as taking into account the amount of waiting time the pupils were given for each question. Rowe (1974) states that when pupils are given an increased wait time it can result in pupils responding more confidently, their answers being longer and failure to respond can be decreased. I noticed that my mentor used mainly open divergent questions which encouraged open ended answers, therefore I realised I was preventing the pupils from using their creative thinking and problem-solving skills. I also learned the importance of giving pupils the time to absorb and answer questions, Black et al (2007) state that questioning and wait time allow teachers to gauge what steps they need to plan next to ensure the pupils are being challenged. Piaget (1970 cited in Hattie, 2012, p.42) believes this allows teachers to understand how pupils think and therefore enabling them to construct their pupil's knowledge and understanding. The use of open divergent questioning seemed to promote critical thinking and problem solving and the pupils seemed confident to answer the questions and discuss their ideas as the types of question asked did not require just one correct answer. WAG (2010) state that developing pupils thinking by the use of appropriate questioning techniques enables pupils to gain a more in depth understanding of topics and therefore allowing them to be flexible and critical thinkers. All of these skills that the pupils will learn from the use of successful forms of AFL such as open divergent questioning allows pupils to make well thought out conclusions and decisions; all of these skills are needed not just in school but in the wider world (Donaldson, 2015). As my placement progressed, I became more familiar with the pupils in my class and I seemed to be more successful in my use of questioning. I continued to observe my mentor teaching and made notes where appropriate and my feedback from her was more positive, my mentor and I both agreed that my confidence had greatly increased and that my introductions ran more succinctly due to the correct use of questioning and discussion starters. As I moved further into my placement I became more familiar with different forms of AFL such as marking pupils work, ensuring that the pupils received beneficial feedback which promoted their thinking. Black et al (2007) state that a vital part of formative assessment is providing pupils with feedback on

their work, which includes assessing their existing achievement and providing them with the next steps they need to take progress. However, EEF (2018) state that providing pupils with beneficial feedback can be challenging. Feedback needs to be precise and clear, ensuring that it supports and encourages further effort from the pupil as well as providing them the appropriate guidance on how they can improve their work without telling them exactly what to do. My placement school has a marking policy which is referred to as 'Tickled Pink' and 'Green for Growth'. Rather than using red pen, pink highlighter is used to highlight the strengths of the pupil's work and a green highlighter is used to highlight what needs to be improved. I would then write feedback on the pupil's work which firstly identifies what has been done well and then leads on to what needs to be improved. Guidance is then provided to the pupils on how they can improve their work. Black et al (2007) state that pupils should be given opportunities to follow up on this feedback and that this should be incorporated as a part of the whole process of learning.

I also thought of different ways of delivering success criteria to the pupils such as the use of WAGOLL and WABOLL pieces of work. Hattie (2012) believes it is vital for pupils to be active participants in creating success criteria with their teacher. He states that pupils need to be engaged in their learning; enjoying the challenge and this is the teacher's role to ensure this happens. Following lectures in university I learned about the benefits of WAGOLL and WABOLL examples and decided to try this in one of my literacy lessons. Cooper (2019) states that if teachers want their pupils to become exceptional writers then they need to see exceptional writing that demonstrates what they are working towards. The use of WAGOLL examples in the classroom model the quality of work needed for pupils to meet their learning objective. In block two of PTE1 I will aim to introduce WAGOLLs into a variety of lessons as I felt that they were beneficial to both myself and the pupils during my literacy lessons as the pupils had something to refer to throughout the lesson and I was able to provide immediate feedback to pupils about their work by referring to the modelled example.

"Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest" (Donaldson, 2015, p.67).

One of the most influential aspects in learning is a teacher's ability to build on children's prior knowledge as new learning relies on prior knowledge (Wenk, 2017, & Ausubel, 1968, cited in Tay, 2018). I have learned that recapping on prior learning is an important factor in the classroom and during my observation week for PTE1 I observed that my mentor would do this in a variety of ways, particularly in the beginning of her lessons. I was aware that I did not have much knowledge of the pupil's prior knowledge and I tried to overcome this by looking through their books, it also led me to ensure that I included time to review on their previous learning in my planning. At the beginning of PTE1 I would always recap on prior learning in my introductions by discussing what had been learned in the previous lesson with the pupils and linking what they have learned to the new material I would be teaching them. I was aware that not all pupils were taking part in the discussions, so I decided to use questioning and different types of quizzes to involve all pupils in my future lessons. Wenk (2017) states that prior knowledge will vary for each child meaning there can be misconceptions on what they understand if teachers only rely on class discussions, in order to overcome this, teachers should aim to engage all children by using a variety of techniques. My mentor also informed me that I did spend too much time in my introductions and that I needed to focus on the pace of my lesson so we were not spending too much time discussing what they had learned previously and therefore having

less time to focus on new learning. In order to overcome this, I included time limits in my planning for me to follow in order for me to stay on track in my lessons. Rosenshine (2012) states that reviewing previous learning and knowledge should be around five to eight minutes long where the teacher should discuss the topic and any misconceptions in order to increase the links between what they have already learned, and they are about to learn.

As my placement progressed, I became more aware of different techniques on engaging the pupils' interest by using a variety of techniques such as a class quiz, think, pair, share and questioning. Sherrington (2018) expresses that recapping on prior learning from a previous lesson by the use of a daily review is a strong teaching technique that can increase pupil's confidence and fluency, especially when it comes to introducing new topics. I was receiving positive feedback from my mentor who stated I was recapping on prior learning in a successful manner and I had found ways to ensure all pupils of all abilities were involved. Enser (2018) believes that every time teachers recall prior learning to pupils; it makes it easier for them to remember for the future. By recalling prior learning, it enables teachers to link new learning so that it fits with what they pupils already know and therefore enabling them to construct a deeper understanding on the subject. An example of this was a Welsh lesson I taught which focussed on what the pupils liked about and what they wanted for Christmas. I linked the lesson being taught to their previous lesson where they had been learning how to say 'I would like' and 'I want' in Welsh. The pupils worked in pairs or small groups during the introduction to try and translate the questions into Welsh and all pupils seemed to be engaged in the lesson. Rosenshine (2012) and Wenk (2017) suggest that if teachers do not recap on previous learning and do not have enough knowledge on what their pupils already know, then it will result in them having to make more effort to enable children to remember what they have learnt as well as learning new material and therefore making it more challenging for them to learn the new material. If teachers support pupils to engage with their previous knowledge, then it is more likely they will be able to learn successfully.

To conclude, Coe et al (2014) state that successful teachers should have in depth knowledge of everything they teach and if they do not have this knowledge then it can have a negative impact to their pupils' learning. I have realised that when I started PTE1 I did not have much knowledge on implementing these pedagogical principles, however, as my placement has developed, I have gained more knowledge and confidence in implementing them. In the beginning of PTE1 my confidence and the fact I did not know the pupils very well was a barrier to implementing the principles, however, as my placement progressed, I became more familiar with the pupils and my pedagogical skills seemed to improve. Another vital aspect of PTE1 which I feel was beneficial to me was observing my mentor as well as the professional discussions we had following my lessons which gave me the opportunity me to discuss what went well and what needed to be improved. I found this feedback extremely valuable and I always took it on board for future lessons. Although there are still some areas that need to be improved, I feel that I am making good progress in my first placement and I aim to continue to improve my practice to become the best teacher I can possibly be.

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