

Title Page

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Pathway: PCGE Primary

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

Targets from previous assignment:

	Target	What I have done in this assignment
Target 1	Widening reading further	I have used a vast range of research to inform the literature and back up claims made
Target 2	Develop counter arguments	I have provided criticisms of the principles
Target 3	Further synthesis	I have synthesised points made by different educational research

One note link : https://uowtsd-my.sharepoint.com/:o:/g/personal/1900095_student_uwtsd_ac_uk/EiUQNtZA45BEs6sEFojPZ8EBsMcJLK4sC3Kj4fhdDILbaQ?e=ZEI6WY

Illustrative example 1

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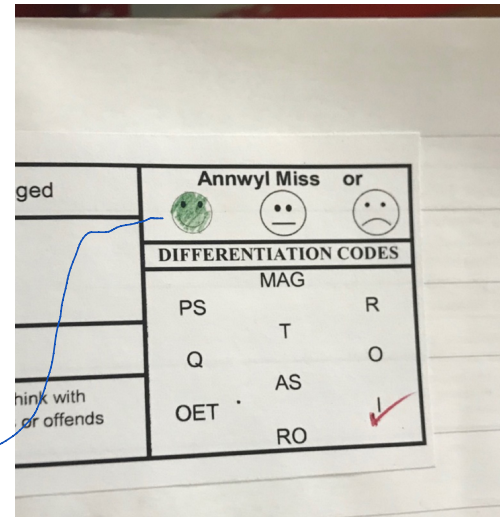
.Self Assessment

The focus of the lesson a history activity where pupils had to decide whether transport from the past or present times and either draw or cut and stick pictures in the relevant column in their books and compare and contrast the modes of transport in a few sentences. This activity was done with a mixed ability group of Year 2 pupils and highlights self-assessment as a tool for AFL.

The example used is the method of self-assessment that was chosen. This AFL strategy used allowed children to self-assess how they feel they did in the lesson using different colours and different expressive faces relating to how they felt they got on with the lesson. I chose this method of self-assessment as it was simple and age appropriate yet effective as it provided me with feedback to assess pupil achievement during the lesson. A green smiley face such as that in picture 1 indicates that the pupil understood the lesson objectives and achieved the success criteria.

As well as self-assessing in their books, children also used AFL fans, green, orange and red to show where their learning is at used during the plenary. This method of self-assessment offers myself an insight into how many pupils feel confident that they have achieved the learning outcomes of the lesson and allows us to reflect as a class on how we can deepen our understanding next time.

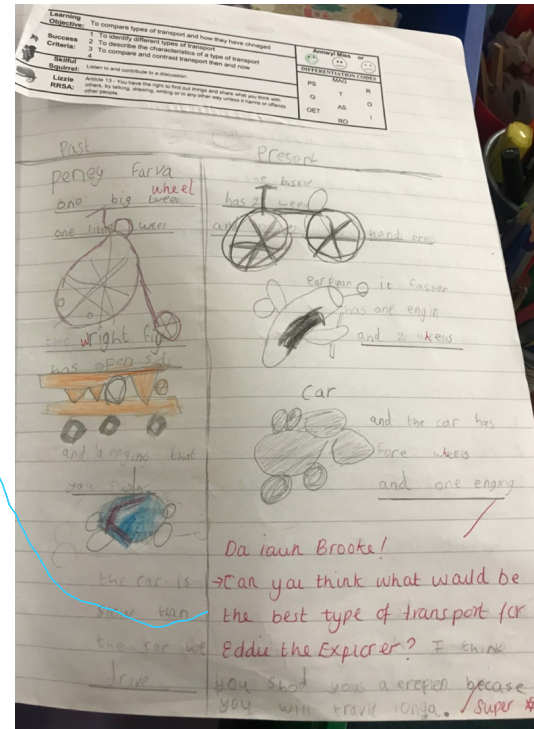
This was successful as I could clearly see how the child felt about the lesson in a simple format of self-assessment. This gave the pupils voice and informed my future practice.



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For this second piece of evidence the context remains the same as it is taken from the same history activity where children had to decide whether a mode of transport was from the past or present times. This piece of work was taken from a MAT learner in the same Year 2 class and highlights the feedback given to the pupil and how they responded.

This was successful as it has shown how learning has moved forward and encouraged a deeper understanding of the lesson objectives. To continue to develop when giving feedback I need to ensure that the feedback is always explicitly linked to the task to ensure the learner benefits from receiving it.



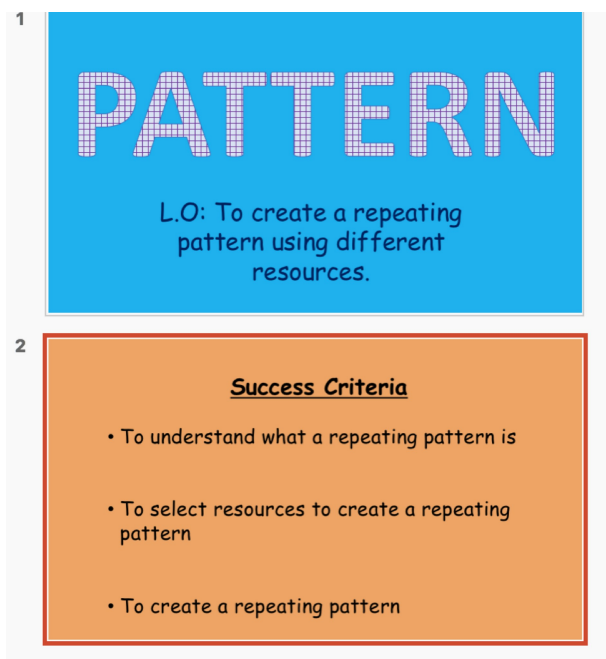
Illustrative example 3

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Sharing learning intentions

The context of the application of the third AfL strategy of sharing learning outcomes expectations took place in a mixed ability year 2 class during the introduction of the lesson. The focus of the lesson was repeated patterns and different ways to create them

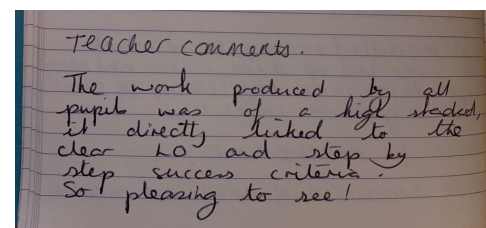
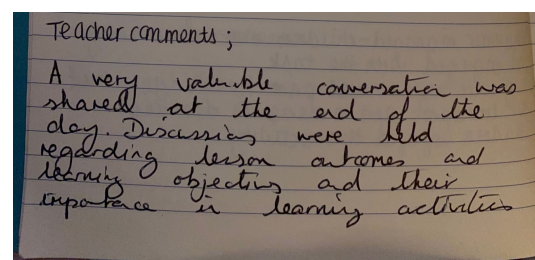
A significant feature of assessment for learning is sharing with learners – learning objectives and outcomes. This image shows screenshot of the PowerPoint presentation I used shows how pupils were made aware of the learning objectives and the success criteria at the beginning of the lesson so they understood straight away what a successful piece of work looks like for this specific task. Research as well as discussion with my mentor informed my decision to include the learning objective and success criteria in the PowerPoint presentation for the lesson.



This image shows comments in my learning journal from my mentor after a discussion after teaching my first lesson. He gave me a target to always clearly outline lesson objectives and success criteria. This second journal entry also has comments from my mentor and shows how this target was met and improved and was following the lesson mentioned above where learning outcomes and expectations were presented in the PowerPoint.

Research surrounding AFL shows that sharing learning intentions helps learners understand what a successful piece of work looks like. Learners must first understand the learning objective before they can begin towards working to achieve it, being clear of intended learning outcomes makes them more likely to be achieved. (Hattie, 2012)

Children clearly knew what was expected by them- reminded throughout the lesson – this was one of my early targets that showed significant improvements. They had a “clear and understandable vision of learning target” learners were able to assess their own learning against the success criteria. Learning intentions and success criteria are used as the basis for feedback and peer and self-assessment, so this meant they were able to successfully self-assess.



Illustrative Example 1

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Literacy

	Learning Objective:	To understand the impact of food, drink and exercise on our health.
	Success Criteria:	1 To understand what can help us to be healthy 2 To understand what foods and drinks are good for our bodies 3 To understand that there are different food groups 4 To understand what different food groups do for our bodies
	Skilful Squirrel:	Contribute to discussion, keeping a focus on the topic and taking turns to speak
	Lizzie RRSA:	Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

This lesson was with a Year 2 class. The focus of the PSD lesson was understanding how food, drink and exercise can impact health. Children had to understand what foods, drinks are good and bad for the body and the benefits of exercise. Each lesson planned included a LNF statement from the foundation phase curriculum where relevant. For this lesson, the “skilful squirrel” was literacy based and focused on developing speaking and listening skills through whole class and group discussion.

The elements of discussion during this lesson were chosen as they are vital to allow children to explore new ideas. They used discussion to talk about what foods they considered healthy and unhealthy. By engaging in discussion children were able to take turn sharing ideas by both speaking and listening to other members of the groups. This LNF statement shows evidence of cross curricular responsibilities as literacy is being incorporated into a lesson that is not specifically literacy based. Oracy skills were developed through discussion of healthy eating, by discussing with their partner and answering questions about what they knew and what they would like to find out. Questions were used as prompts on the lesson plan to encourage discussion between students and develop higher order thinking skills.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Powerpoint Observe and gain an understanding of childrens knowledge on what an healthy plate is? <i>Prompt questions: what kinds of foods are good for our bodies?</i> <i>How does exercise help keep us healthy? What effects does it have on the body?</i> https://www.twinkl.co.uk/resource/t-t-29225-healthy-or-unhealthy-sorting-powerpoint game in powerpoint to engage with	Children to engage in powerpoint discussing with partners to gain an understanding on what is an healthy plate?	Powerpoint

Developing language skills plays a vital part in learning. Engaging in dialogue and discussion with other learners promotes effective learning (Pritchard, 2014).

This was successful as children were fully engaged in the discussion and it promoted further and deeper thinking as they were building on each other's ideas. This discussion formed the basis of the lesson and allowed them to participate in the main learning activity that they would not have been able to do without this initial discussion.

Illustrative example 2

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Numeracy

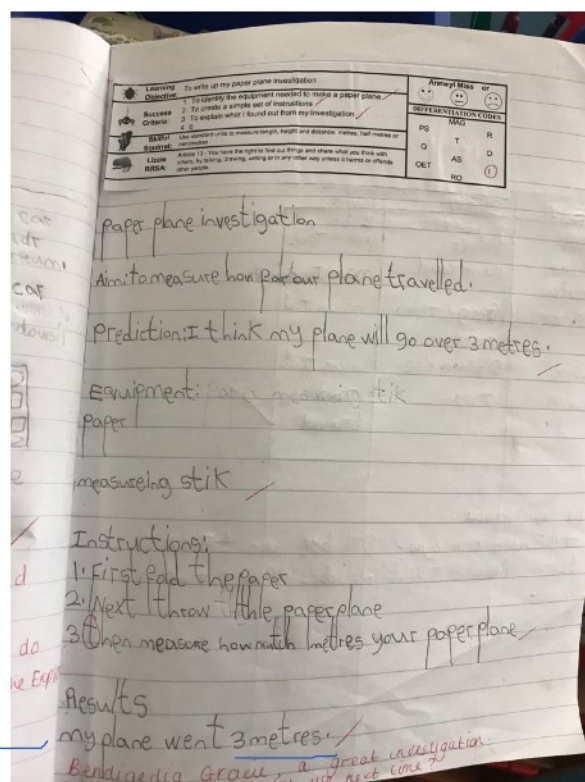
During this science lesson pupils carried out an investigation into flight. The main aim of the lesson was to measure how far the paper plane flew. Children had to throw their paper plane and measure using a metre stick how far their plane had travelled in metres. The LNF statement for numeracy outline that the cross curricular responsibility being met during this lesson was to use standard units to measure length, height and distance: metres, half metres, centimetres.

I made the choice to incorporate measuring in to our science investigation rather than investigating how different materials would fly as it linked to prior learning as they had been learning to measure in metres during maths.

This lesson shows how I incorporated numeracy as a cross-curricular responsibility in different subject area such as science as pupils had the opportunity to enhance this mathematical skill in during a science investigation lesson. Mathematical skills are enhanced when they are used in meaningful situations, this favours the cross-curricular approach as it creates opportunities for mathematical concepts to be used in different subject areas and in a variety of different contexts, there for securing understanding. (Pound and Lee, 2011)

This was successful cross-curricular activity as children were able to draw upon their previous knowledge and applying it in a new situation in a different subject area. This is a fundamental purpose of incorporating the LNF in to as many different subject areas as possible so children can apply and develop these skills.

Student-teacher	Zoe Thomas	Class:	Dosbarth 6
AoLE or Subject	KUW	Date:	5/11/19
Lesson Focus:	Science		
Meaningful links to Curriculum	Skills: exploring and experimenting identifying what they want to find out and how to do it		
Meaningful links to: Cross Curricular Responsibilities	LNF: Literacy- oracy- contribute to discussion Numeracy: use standard units to measure: – length, height and distance: metres, half metres or centimetres DCF: video evidence on seesaw of testing out paper aeroplanes		



Illustrative example 3

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Digital Competence

This history lesson had cross-curricular responsibilities relating to the Digital competence framework (DCF) to evidence work that had been completed. Year 2 pupils in ability groups had to order pictures on a timeline of transport from past to present. They then had to use digital skills as outline on the lesson plan, to take a photo on the iPad and upload to the application seesaw. To access the seesaw app they had to first scan the class QR code to access the class account.

Once a photograph was taken children created a QR code that was printed and used as evidence of the task in their workbooks.

This was a group activity where children worked together to order the pictures on the timeline, therefore taking photographic evidence and creating a QR code was a suitable choice to record this evidence in their books. This also encouraged students to develop their digital competence by taking photos, and uploading to applications such as seesaw where they have a portfolio of evidence of work they have completed.

Digital competence can be embedded in to number of different subjects to enhance better cognitive skills. (Fox and Surtees, 2010). This was successful in that it provided evidence for their books of the activity whilst also encouraging children to develop their independent digital competence skills. However, due to limited resources it was time consuming and I would be keen to find other ways of implementing DCF in the classroom.

Meaningful links to: Cross Curricular Responsibilities	LNF: Literacy- oracy- contribute to discussion Numeracy- sequencing/ chronological order DCF: QR code in their books that will open seesaw application and a picture of group timeline
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Illustrative Example 1

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Printing with fruit and vegetables

During this lesson with year 2, we explored repeated patterns using real life objects such as fruit and vegetables to print. Children used prior knowledge to discuss what they already knew about repeating patterns from the previous lesson and how they could use different shaped fruit and vegetables to create their own repeated patterns on t-shirts. We explored what patterns we could see around us and in real life- discussing the patterns in animals then moving in to the fruit and vegetables we had in front of us.



I chose to use this method of printing because it is example of creating authentic contexts for learning. Using fruit and vegetables to create patterns gives them the experiences of the patterns that we can find in every-day life rather than using printing blocks. They are able to see the different patterns in everyday life whilst creating a t-shirt that they can wear and later modelled in a fashion show. Recognising the patterns we see around us in everyday life, using real life objects that they can relate to put learning in to context. Making meaningful links to what is learnt encourages that idea or skills to be remembered as they can link it to an experience. This learning can then be applied in different situations. (Pearce, 2016)

Students enjoyed this activity and were thoroughly engaged, they translated knowledge of repeating patterns into creating their own t-shirts to a high standard. It was time consuming and not all groups had the chance to create a t-shirt and resources were limited, in future I would set up a printing station and have less children completing the activity at one time.

Illustrative Example 2

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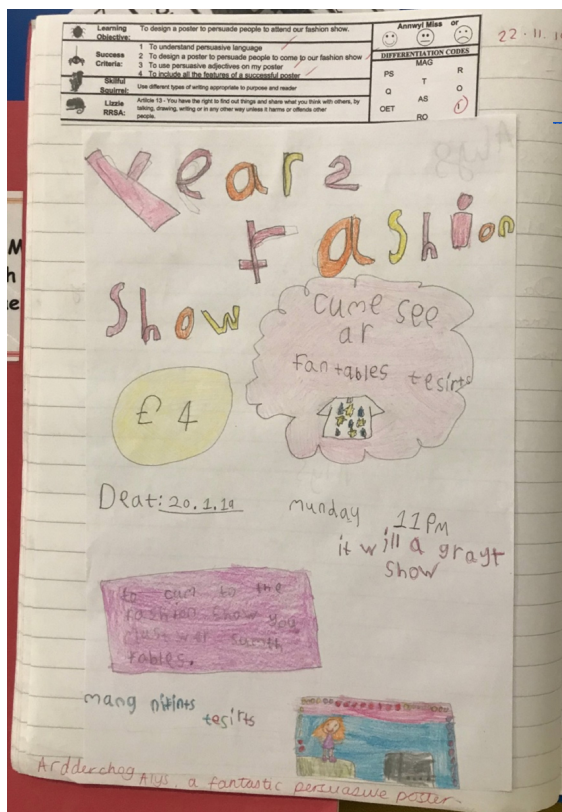
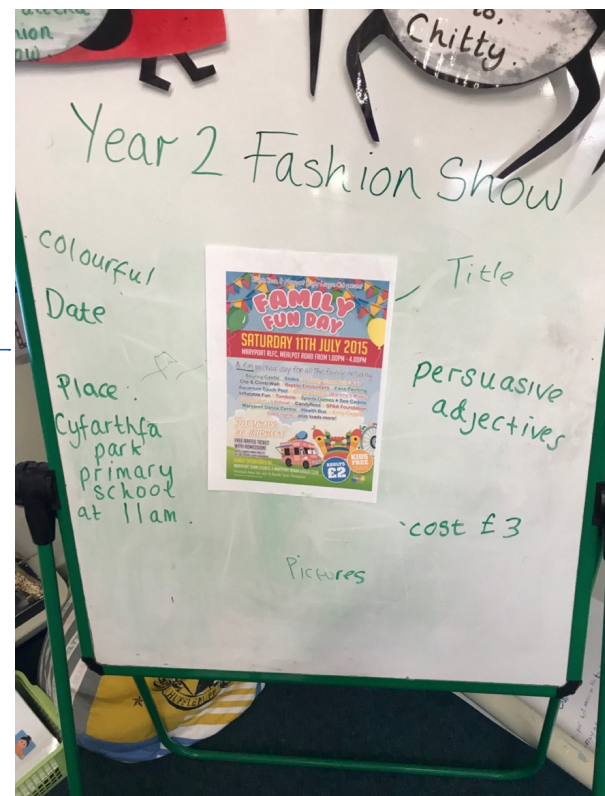
Persuasive posters

Linked to the previous lesson where children created t-shirts with repeating patterns this literacy lesson focus was to design a poster advertising fashion show where they would showcase their t-shirts, using persuasive adjectives to persuade people to attend.

First of all we look at a real life example (picture 1) of a poster and annotated it discussing what it included then used this information to create our own.

I chose to look at a real example persuasive poster as a focus to our literacy lesson as it had a meaningful link to our previous learning and was something children would come across in real life.

Creating posters was meaningful task because they could see a reason for doing it in real life they were going to put on a fashion show and needed to advertise it. They needed to think critically to decide a price, date, time and place.



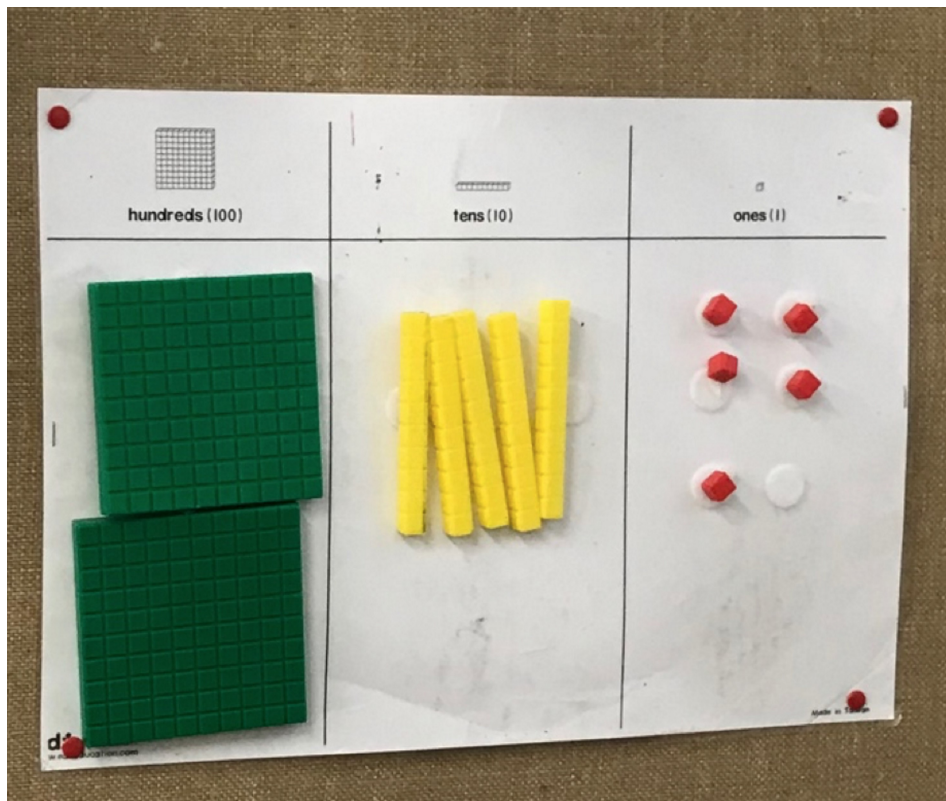
The second image shows an example the work that was produced that we photocopied, laminated and displayed around the classroom to advertise when our fashion show was going to be.

When children see a purpose for what they are doing, its meaning in real life, children are more likely to be engaged. (Lombardi, 2007) This was successful as it puts the learning in to real life contexts and gives a meaningful purpose to the activity that they carried out. Pupils were more motivated and engaged because they could see a purpose for completing the task.

Illustrative Example 3

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During a maths lesson with the focus of adding and subtracting 2 and 3 digit numbers we used the dienes blocks to develop concrete knowledge and apply these skills in to column addition. Children initially worked in groups to create the 2 and 3 digit numbers correctly partitioning them before progressing on to adding together 2 numbers using the blocks. Eventually once the skills had been understood children were able to use column method of addition to add 2 and three digit numbers. I chose to introduce the activity in this way as by creating numbers physically using the dienes blocks children were developing their concrete knowledge. They were able to physically count the blocks together and see which place value each number represented.



Children were able to manipulate the blocks physically taking away and adding blocks to create work with addition within 1000. This is an example of learning by doing. From experiencing this first hand they are able to relate this skill to an experience and use it in different contexts. Authentic learning is learning by doing and is considered the most effective way to learn, focuses real-life contexts and situations, e.g. role play and problem solving activities. (Lombardi, 2007)

Carrying out the task in this way allowed the children to see first-hand how many blocks there were by adding them all together to work out the answer. This progressed to adding within columns by the end of the lesson therefore was a successful authentic learning context to build the initial skills of addition.

A portfolio illustrating a critical reflection of progress made on the planning and implementation of three pedagogical principles. (word count: 3178)

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The evidence gathered for this assignment was collated during the Professional Teaching Experience (PTE) in a primary school set in a large town in the South Wales Valleys. The school has 449 pupils within the age range 3-11 (Estyn, 2015). In this assignment, based on the evidence I have gathered and annotated, I will set out to critically reflect on how I have implemented three of the pedagogical principles outlined in Donaldson (2015) *Successful Futures*, namely:

“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 practice them”

“good teaching and learning creates authentic contexts for learning”.

For each of these three principles, I will use the examples that I have collected to inform my critical reflection on how I have planned for and used them in my own teaching practice. I will reflect on how they were planned for and applied during PTE 1, assessing the success of their implementation and how any issues that arose were overcome. Using this information, I will think of next steps that will allow me to progress and inform my future practice. Hattie (2009, 22) states “the biggest effects on student learning occur when teachers become learners of their own teaching.” To become more successful, educational practitioners need to reflect and develop their practice from their experiences.

In this section I will consider the relevant literature surrounding the three pedagogical principles selected and how they promote effective teaching and learning. Donaldson's *Successful Futures* (2015, 67) outlines that “good teaching and learning means employing assessment for learning principles”. Teachers therefore need to use Assessment for Learning (AfL) principles within their teaching, which Dylan Wiliam suggested can ‘double’ the rate of learning. AfL strategies are methods of formative assessment defined by Kerry (2010, 143) as the “continual or ongoing process of the review of learning and progress”. Black and Wiliam (in Pollard 2002: 314) state that formative assessment is the ‘single most powerful tool we have for raising standards and empowering lifelong learning’. The review of Black and Wiliam (1998) proved how formative assessment raises standards. Inside the Black Box by Black and Wiliam defined AfL as an ongoing process that promotes student learning and informs practice to best suit its learners needs (Black and Wiliam, 2005). AfL attempts to ‘close the gap’, focusing on where the learner is, where the learner wants to be and how best to get there. AfL strategies such as questioning, feedback, sharing learning intentions and self and peer assessment all assist in this process (Wiliam, 2017). Formative assessment is based on the idea that there is gap between the end goal and current state of knowledge and there are steps taken by the learner to reach this end goal (Black and Wiliam, 2012). Questioning is one element of AfL. Questions allow teachers to assess learner's progress and deepen understanding (Welsh Government, 2010).

Feedback that moves learning forward is another significant aspect of AfL. This feedback is given by teachers and outlines ways children can improve. However, feedback needs to be purposeful, age appropriate and offer next steps for progress in order to benefit and not diminish learners' confidence (Welsh Government, 2015). Feedback needs to be an ongoing process, promoting deeper understanding whilst addressing what has and has not been understood. Instruction is in some cases more effective. Where understanding is limited, instruction needs to be provided before feedback. Educators need to be mindful of their wording of feedback as this can also have negative as well as positive consequences (Hattie and Timperley, 2007). Welsh Government (2010) suggest that children should have the opportunity to follow up any feedback comments to promote further learning.

As feedback needs to be given related to the learning objective and against the success criteria, children need to firstly understand what is expected of them. Crucial for learning to take place is the transparency of learning objectives and success criteria. Black et al (2003) and Hattie (2012) agree that sharing learning intentions with children at the start of the lesson is vital so that they can work towards achieving these intentions. The learning objective is what the expected learning outcome is, whereas the success criteria are the

steps which need to be undertaken in order to achieve the objectives against which progress can be judged (Fox and Surtees, 2010). Once learners are fully aware of learning intentions and how to get there using the success criteria, they are ready to self and peer assess (Black et al., 2003). Pollard (2014, p371) determines self-assessment as “thinking about one’s own performance in relation to clearly stated objectives”. This links with the idea of metacognition “the process of reflecting on one’s own learning” (Kerry, 2010). AfL encourages reflection and allows children to reflect on how they can improve (Wallace, 2009). AfL has many benefits. Learners become more independent and learner outcomes are improved. However, there are some challenges to using AfL as there remains confusion surrounding the word ‘assessment’ and its implementation requires training and commitment. (Cambridge Assessment International Education, no date)

“Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them” (Donaldson, 2015). Literacy, Numeracy and Digital Competence are the three cross-curricular responsibilities that need to be embedded throughout all subject areas. These skills need to be developed and applied in a range of contexts (Welsh Government, 2017).

Cross-curricular approaches need to have meaningful connections that children can make sense of (Kerry, 2010). Their application needs to be “natural...rather than an add on” so that children can develop the skills needed to participate in society (Donaldson, 2015).

Children learn holistically, an idea which is at the heart of Donaldson’s (2015) Successful Futures. The way children learn encourages a cross-curricular approach to be adopted, as “their learning ‘is not compartmentalised’ (Ashbridge and Josephidou, 2009, 18). New skills are better developed when cross-curricular approaches are used (Barnes, 2018). The curriculum needs to be structured in such a way that children have the chance to apply these skills in different contexts and develop a high level of competence in each (Donaldson, 2015). Using mathematical skills in different situations significantly develops understanding. Skills such as problem solving, reasoning and representing data can be used within different curriculum subjects. Digital skills can be embedded into different subject areas to enhance the specific skill (Fox and Surtees, 2010). Teachers need to consider and plan for literacy, numeracy and digital skills across the curriculum following the framework provided (Welsh Government, 2019). There are however arguments against cross-curricular approaches as knowledge naturally falls into distinct categories and requires different kinds of thinking. A criticism of cross-curricular activities “is the danger of losing sight of educational goals pertaining specifically to knowledge of a subject” (Kerry, 2010, 147).

Children learn holistically. Structure is less important in the foundation phase as children learn from their experiences as a whole (Ashbridge, and Josephidou, 2009). This fits in with the next principle of authentic learning. Donaldson Successful Futures (2015) aims to make learning more meaningful and encourages teachers to provide authentic contexts for learning. It is important that children feel that what they are learning is relevant to their lives and will help them develop skills that will equip them for the future. Authentic learning is based in a constructivist school of thought, Vygotsky’s idea that we construct knowledge from our world (Beames and Brown, 2016). According to Kolb’s (1984, 38) 4-stage model “Learning is the process whereby knowledge is created through the transformation of experience” i.e. by doing, learning is contextualised and retained. Authentic learning is an approach where students construct knowledge by putting it into real life contexts, preparing them for the future. Learners look for a connection between existing knowledge and previous experiences when learning a new concept for the first time in order to make sense of it (Lombardi, 2007).

It is important for students to see the significance in the tasks they are completing. Students are more motivated when learning in this way because it is meaningful and provides opportunities to enhance skills relevant to students’ daily lives (Beames and Brown, 2016).

For Dewey (1938/1997, p. 73) anything that children learn “must be derived from the scope of ordinary life-experience”. Learning needs to involve real-world problems. By offering authentic contexts for learning, children are given “the ability to apply their learning, to learn

through doing... to adapt and change, and to form the habits required to do this successfully in their lives beyond school" (Pearce, 2016, 1).

However, not all skills can be mastered through this method of teaching and some abstract concepts need to be learnt by repetition.

Reflection, more importantly critical reflection is an essential skill for teachers to develop (King, 2008). Being reflective allows practitioners to assess a situation and make necessary adjustments so that effective teaching can produce the best possible outcomes (Coe et al, 2014).

Reflective practice consists of analysing the situation and reflecting on one's performance to improve and develop their own professional practice (Brookfield, 1998). Educators need to stay up to date and commit to becoming life-long learners. By reflecting and drawing on theory we can assess why things have been done in a certain way and how it might be better to do them in future (Fook, 2007). Reflection promotes self-awareness and identifies next steps (McGregor, 2011).

AfL was a principle that I had widely researched and witnessed in practice prior to beginning PTE 1. This knowledge supported my own lesson plans. As previously discussed the research portrays AFL as an integral part of teaching and learning. It encourages children to become active participants in their own learning and become life-long learners (Heritage, 2018). The implementation of AfL is vital for effective teaching and learning to take place. The three elements of AfL I have provided evidence for are self-assessment, feedback and sharing learning intentions. These were strategies that I witnessed during the observation week of PTE so therefore I was keen to incorporate these into my own planning and teaching. Self-assessment was used to discover how successful learners felt they understood the lesson. The self-assessment techniques were age appropriate and accessible to all learners. (Boud, 1995) defines the act of questioning our performance and making decisions for how we can progress as self-assessment.

As evidenced, learners used AfL fans to show their level of understanding prior to the lesson so that I could evaluate who needed more guidance before the task began. Self-assessment was also used after the task had been completed. Learners assessed and showed their understanding by colouring in the different faces in traffic light colours. This method of self-assessment was effective as it was useful for me to judge their level of understanding and give the appropriate feedback. From pupils' self-assessment I could develop future lesson plans and differentiate tasks appropriately to meet the needs of different pupils.

Feedback must offer guidance on how learners can make progress (Fox and Surtees, 2010). The school's policy of 'feed forward marking' was implemented and developed in my own planning and teaching. Research shows that feedback is more beneficial when it is related to the task and outlines next steps (Hattie and Timperley, 2007). The illustrative example provided shows the positive impact of task related feedback. The student successfully responded to the feedback and this pushed their learning forward.

It is important that children learn to independently evaluate and assess their own learning. As discussed previously, this is only possible if learners are aware of the learning intentions and success criteria. Sharing learning intentions was a method of AfL that required the most development. A weakness was highlighted in a conversation with my mentor (as displayed in the illustrative example of the learning journal) and given as my initial target. Teachers need to share learning intentions from the start of the lesson so children are aware of what is expected of them and have a goal to work towards (Black et al, 2003).

This element of AfL was developed considerably during the PTE. The progress made was commented on by mentor in my learning journal. Illustrative examples of how I successfully developed this strategy are exemplified in the Powerpoint presentation used for the lesson on repeating patterns. During this lesson, I emphasised the learning intention and success criteria from the outset. This indicated progress by the standard of pupil understanding and work produced. Assessment first and foremost must support learning. From completing PTE1, I recognise the importance of successfully implementing AfL strategies to help improve students' performance. The evidence provided shows the progress that has been made with the pedagogical principle under consideration during this PTE. Formative assessment highlights learners' strengths and weaknesses thus informing planning and allowing teachers to meet individual needs. I will continue to develop AfL during the next

stage of PTE, testing out different methods such as peer-assessment and reflecting on the experience to inform my future practice.

Reinforcing cross-curricular responsibilities including literacy, numeracy and digital competence is an important aspect of planning and teaching.

Donaldson's (2015) *Successful Futures* offers a holistic approach to learning. A cross-curricular approach to teaching and learning is supported by the argument that learning should not be separated into distinct subject categories (Kerry, 2010). Cross-curricular teaching and learning creates meaningful links between different subject areas thus developing literacy, numeracy and digital skills that can be applied in different contexts.

At the beginning of placement, I found it challenging to develop meaningful links to cross-curricular responsibilities and often felt as if these were overlooked at the planning stage. As placement progressed, I became more confident in following the LNF framework to source the appropriate cross-curricular links to adopt in most lessons for literacy and numeracy. The 'skillful squirrel' highlighted in the illustrative example indicated to the children what LNF skills were being enhanced during each activity. Developing speaking and listening skills played a huge part in many of the Year 2 lessons I planned and delivered as we often discussed as a class our thoughts on a topic. Discussion in pairs was also used to develop their ideas. Research points out the importance of including discussion as often as possible to develop language skills (Schunk, 2012).

Numeracy was incorporated across the curriculum and built on children's prior mathematical knowledge. Children used the skill of measuring in an alternative context, measuring how far paper planes travelled in a science investigation. The DCF was more challenging to embed across the curriculum due to limited access to digital equipment. However, the use of QR codes proved effective and provided evidence of children's participation in tasks on an online portfolio. Children effectively used their digital skills to scan and create their own QR codes. During PTE 1 the employment of cross-curricular responsibilities has been effective as children were able to use skills in a variety of different contexts and situations. Teachers need to provide meaningful opportunities to enhance these skills, developing the child holistically (Hayes, 2010). Going forward in to the next stage of PTE I will continue to develop my knowledge and understanding of the LNF and DCF in order to be able to incorporate cross-curricular responsibilities thoroughly into my planning and teaching. I will aim to identify which particular skills need further development and find new and exciting ways to further enhance these skills.

Creating authentic contexts for learning was the principle I was most concerned about implementing due to the limited examples I have witnessed in practice. Pearce (2016, 1) notes that "learning is best done through experience" a claim widely supported by other educational researchers. Authentic learning is an essential principle of effective teaching and learning as it connects real life problems to what students are taught in the classroom. This in turn allows them to develop the skills needed to successfully progress into adult life.

The examples provided illustrate how I planned for and implemented a range of authentic learning contexts, some more successfully than others. The first illustrative example of printing repeating patterns allowed children to use every-day objects such as fruit and vegetables to create repeating patterns on a t-shirt that they could wear. This was effective as children already had some prior knowledge that they used to create their own patterns. By using the fruit and vegetables, the skill of recognising and creating a repeating pattern was developed further than if they had drawn a repeating pattern. The children were engaged and were excited to showcase their finished products. The only limitation to this activity was the lack of resources. Therefore, it took longer for children to complete the task so less children had the opportunity to do so. In hindsight, I would have planned another activity to run alongside. This would mean smaller groups would get done more quickly by not having to share resources.

Another illustrative example offered shows how I linked the printing lesson to a literacy lesson where children created a persuasive poster to advertise a fashion show wearing their creations. Children were presented with a real-life example they could relate to and use to help with their own work. They could see the relevance for the task as the posters were displayed around the classroom to advertise their fashion show. This made the task meaningful to the pupils and therefore levels of engagement were increased (Lombardi, 2007).

The numeracy task using the dienes blocks was useful in exposing how children need to use a hands-on approach initially to acquire new skills. This is something I wish to develop further by giving them as many practical opportunities to develop knowledge when learning new concepts for the first time. Once they grasped the skill they were able to apply that knowledge to complete column addition without using the dienes blocks. This also revealed that lower ability children benefit from a more hands-on approach. This will inform my future practice as I will ensure the children have the appropriate level of physical experience needed to master a new skill. Children learn new skills from experiencing the world around them (Ashbridge, and Josephidou, 2009). Learning through practical activities has proven to be an effective teaching method (Kerry, 2010) and one that I will continue and find different ways to implement as I progress to key stage 2 during the next phase of PTE.

From critically reflecting on my implementation of the three pedagogical principles under consideration, I have been able to measure their success and highlight areas that need further development. The illustrative examples provided have exhibited how each principle has been implemented effectively during the planning and teaching phases. Reflection is one of the Professional Teaching Standards. Reflecting on practice is fundamental as this “informs professional learning to progressively develop pedagogy” (Welsh Government, 2018). Critically reflecting in this way has provided me with the opportunity to consider any weaknesses and develop strategies that will allow me to be able to further improve each of the principles going forward in to the next stage of PTE and my future as an educational practitioner.

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