

Overview

Wednesday, November 20, 2019

7:19 PM

Title: *Professional and Pedagogic Studies: Leading the Learning: What, how and why am I teaching?*

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Pathway: P-PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1703309_student_uwtsd_ac_uk/EvoosNfD-ppMvGDnS3m5ZLQB7Tr1r5OqFUygCa3yZGIQ0A?e=KJPvb5

Critical Reflection word count: 3050

Previous assignment targets:

- Look carefully at the structure of your paragraphs / the formatting of your sentences.
- Consider different viewpoints in order to enhance your academic writing.
- Stay closer to the assignment brief.

AFL - Evidence 1

Saturday, 14 December 2019

11:34

Plenary	Learners can share their books with the rest of the class, explain they will have an opportunity to read their stories to a year one class later in the year. Take pictures and videos of this.	In a group present their books and provide feedback on other groups.	Equipment PowerPoint Books Key words Peer-assess Self-assess
Specific Welsh Phrases	Llyfr – book Plant – children Lliw – colour Celf – art Stori – story Awdur – author		

For a series of lessons to teach I took control of year four's book making task. For this project pupils had to work in groups to think of a story idea for pupils in year one. The book could be in English or Welsh and needed to include interactive features such as flaps and pulls. Sessions were organised so that students had time to organise a draft of their books, refine any details, then to create a final product using card and the ICT facilities.

As part of one of the final lessons in this series included each of the groups showing their books to the rest of the class and model reading them to their peers.

This was useful for learners to practice their group reading and to receive constructive feedback on their stories.

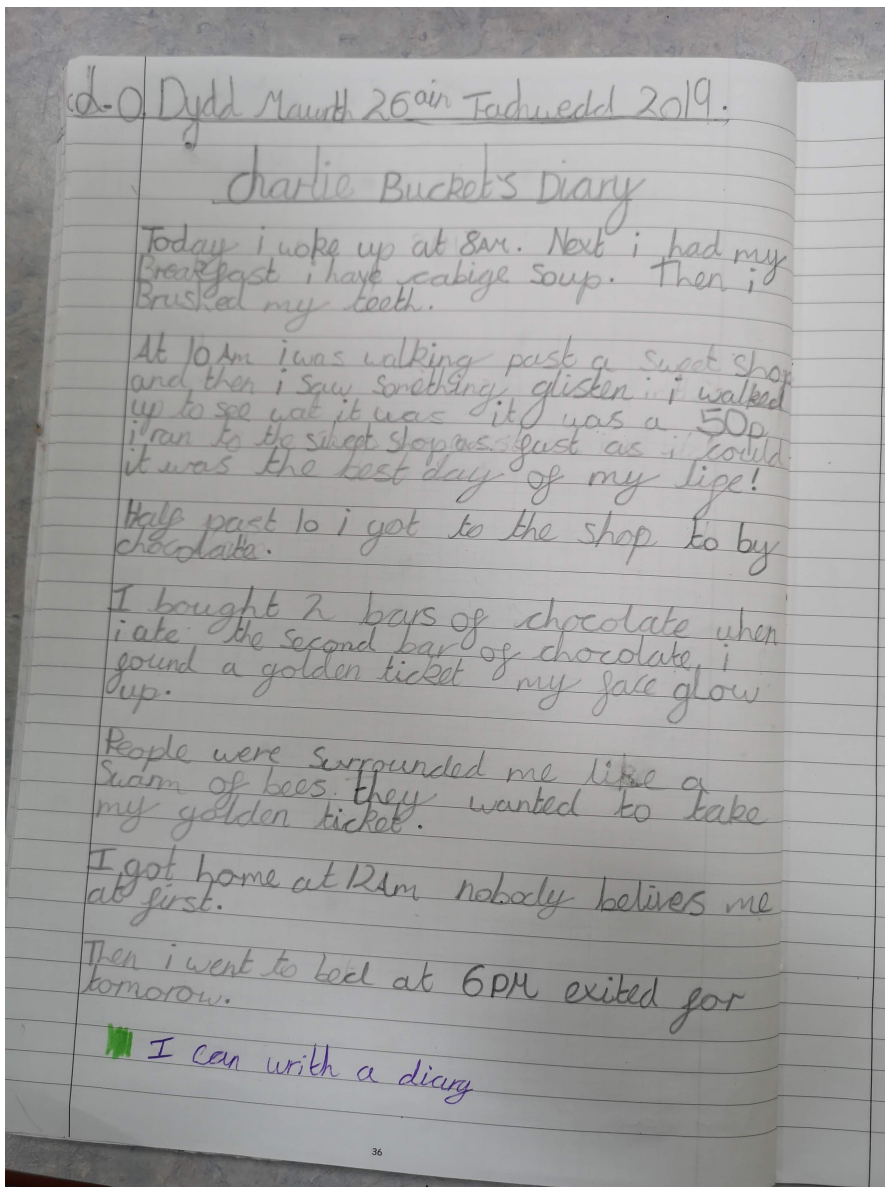
Learners had the opportunity to re-arrange their stories and edit sections of their book after this.

This was a successful addition to the series of book making sessions. The learners were not only able to receive feedback on their product but the task also presented them with an opportunity to 'magpie' impressive features of their peers' books to use in their own.

AFL - Evidence 2

Saturday, 14 December 2019

11:38



At the end of every session learners in my year 4 class were expected to self-evaluate their work using a traffic light system.

Pupils can fall under three categories:

Green - A competent understanding of the ideas and themes presented throughout the session. Work can be completed independently.

Amber - A good understanding of the ideas and themes presented throughout the session. Work can be completed with some help from peers/teachers.

Red - A poor understanding of the ideas and themes presented throughout the

session. Work can be attempted when extra guidance is sought from a teacher.

Each session will conclude with the learners self-assessing underneath any work that has been completed throughout the lesson.

It is the teachers responsibility to create the self-assessment criteria prior to the lesson.

The task shown was an English session where learners had to recall prior information of Roald Dahl's 'Charlie and the Chocolate Factory' to create a diary entry for one important day in Charlie's story.

The year 4 pupil who completed the diary pictured above included the first person, time, various adjectives, and similes to enhance their writing.

Before the teacher marks any piece of work they can see how comfortable the learner is with their progress throughout the session and gives them an indicator of how much scaffolding they will require in any following lessons.

AFL - Evidence 3

Saturday, 14 December 2019

11:38

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)	Introduction to session with quick splat times table game / 6 times table chant and time questions on the whiteboard. Fizz 'woof' game with 6 times table. Introduce topic by asking how we would answer the addition on the board – column addition method. Go through some examples of column addition on the board and add a mini plenary to see pupils understanding.	Come up in pairs to answer splat questions on the board, chant along with the class to the 6 times table. Hands-up for time questions. Hands-up to answer questions on the whiteboard, introduce HTU and how to organise the column additions properly.	Equipment PowerPoint Whiteboard Key words Column method Times tables Hundreds, tens, units
Teaching & Core Learning	Set pupils off on differentiated tasks – make sure to differentiate further by giving learners easier questions to begin. Walk around the classroom checking out organisation and answers, stop for a mini plenary to check understanding then go and work with groups who are struggling.	Complete worksheets in books organising the layout of the columns appropriately and keeping neat lines and spaces between each question.	Equipment Worksheets Key words

Plenary	Check understanding with thumbs up / down and introduce next maths session – take away column method.	Use thumbs to show understanding. Self-assess.	Equipment PowerPoint Worksheets Key words Self-assess Take away
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During this session I tried to incorporate multiple Assessment for Learning strategies that had proved to be useful in previous sessions. The session included learning how to use column addition to work out the answers to mathematics questions, this was the beginning of a series of lessons I taught for a year four class.

At it's basis, while this lesson is important and necessary, the session's content is not the most exciting. It would be easy to simply explain how to use column addition and set the learners off to work on their worksheets. What I found during the session is that the Assessment for Learning strategies broke up the session for pupils and provide alternative avenues for learning that encouraged retention and participation that would have otherwise been lost.

As outlined in the lesson plan above, the session's Assessment for Learning strategies included;

- Using mini-whiteboards to answer questions, at the beginning of the session I was more concerned with whether the learners had organised their HTU columns appropriately rather than them getting the correct answer.
- The use of a mini-plenary during the main section of the lesson, this was encompassed with one or two quick questions on the whiteboard I asked learners to answer. I was careful to choose pupils to answer from a wide mix of abilities so gauge their understanding holistically. Following this I was able to position myself so that I could work with groups who were struggling the most and divide my time equally between them.
- At the end of the session during my final plenary I used the 'thumbs up' strategy to assess learners understanding. This was helpful, however it would have been more advantageous to switch the mini-plenary at the end of the session with the one conducted while the session was taking place. The thumbs up strategy provided a greater amount of instantaneous feedback compared to choosing only a few learners for feedback during the mini-plenary conducted earlier in the session.
- In addition to the Assessment for Learning strategies explained above, the learners also self-assessed their work in their books falling into one of three categories;
 - Green - I understand the work and can complete it independently
 - Amber - I mostly understand the work and can complete it with some help
 - Red - I have minimal understanding of the work and can attempt to complete it with help

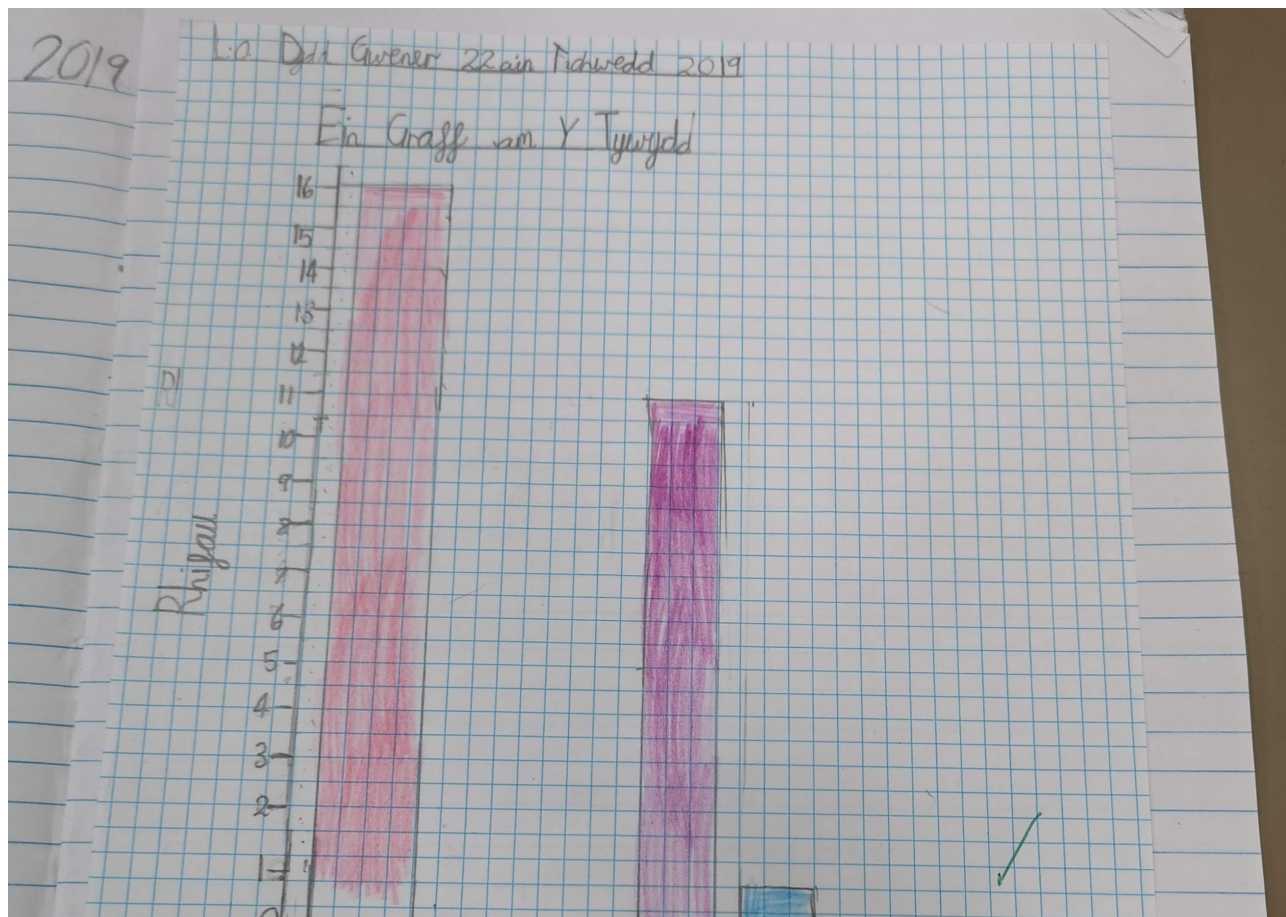
While this is useful for the practitioner to see when marking completed work, the strategy is retrospective and could be considered inappropriate for work that is not continued in a series of lessons.

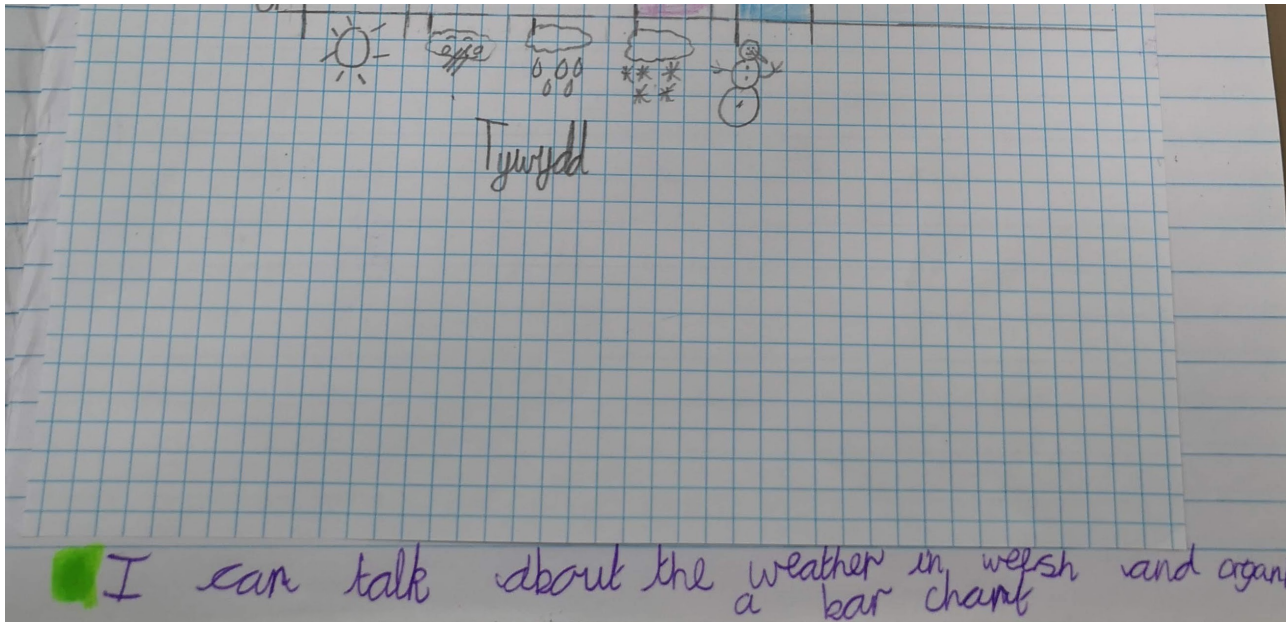
Cross-Curricular Resources - Evidence 1

Saturday, 14 December 2019

11:35

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce session with a recap of y tywydd – ask learners to complete sentences and fill in the blanks on the PowerPoint, this is to engage prior knowledge of Welsh previously learned and will act scaffolding for the task planned for learners later in the session.	Engage with PowerPoint by coming up to the board and answering the questions about what the weather is like. There are lots of opportunities for learners to contribute in this section, I will make sure to choose learners who do not usually engage with questions during introduction.	Equipment PowerPoint Key words Y tywydd Oer Heulog Wyntog Glaw Eira Gymlog
Teaching & Core Learning	learners are to fill out the tally chart with their peers' favourite weather types ask using Pwy sy'n hoffr... Translate this into a bar graph using graph paper. Scaffolding will be required for this task from the board, I will model how the graph should look from the front. Once completed students are to work in pairs to organise a dialogue between two people about the weather in Welsh.	Listen to other learners responses to 'pwy sy'n hoffr...' and complete a tally chart along with adding the findings to a bar graph on squared paper. Work in pairs to complete a conversation between two people. This could be pen pals or a weather presenter.	Equipment PowerPoint Books Graph paper Key words Y tywydd





The lesson plan excerpt is from a Welsh lesson I taught to a year four class focussing in on their knowledge of 'y tywydd' - the weather.

The lesson was devised in the lead up to Christmas where the majority of the available lesson time was being taken up with school concert practice and there was not a lot of time for the usual schedule in the classroom.

As such I decided to add in a few different cross-curricular responsibilities into the Welsh lesson. This not only helped to include learning outcomes for multiple areas of learning and development but it also enhanced the learning by relating what the learners had covered in previous Welsh sessions to other learning environments, this seemed to give the topic new life.

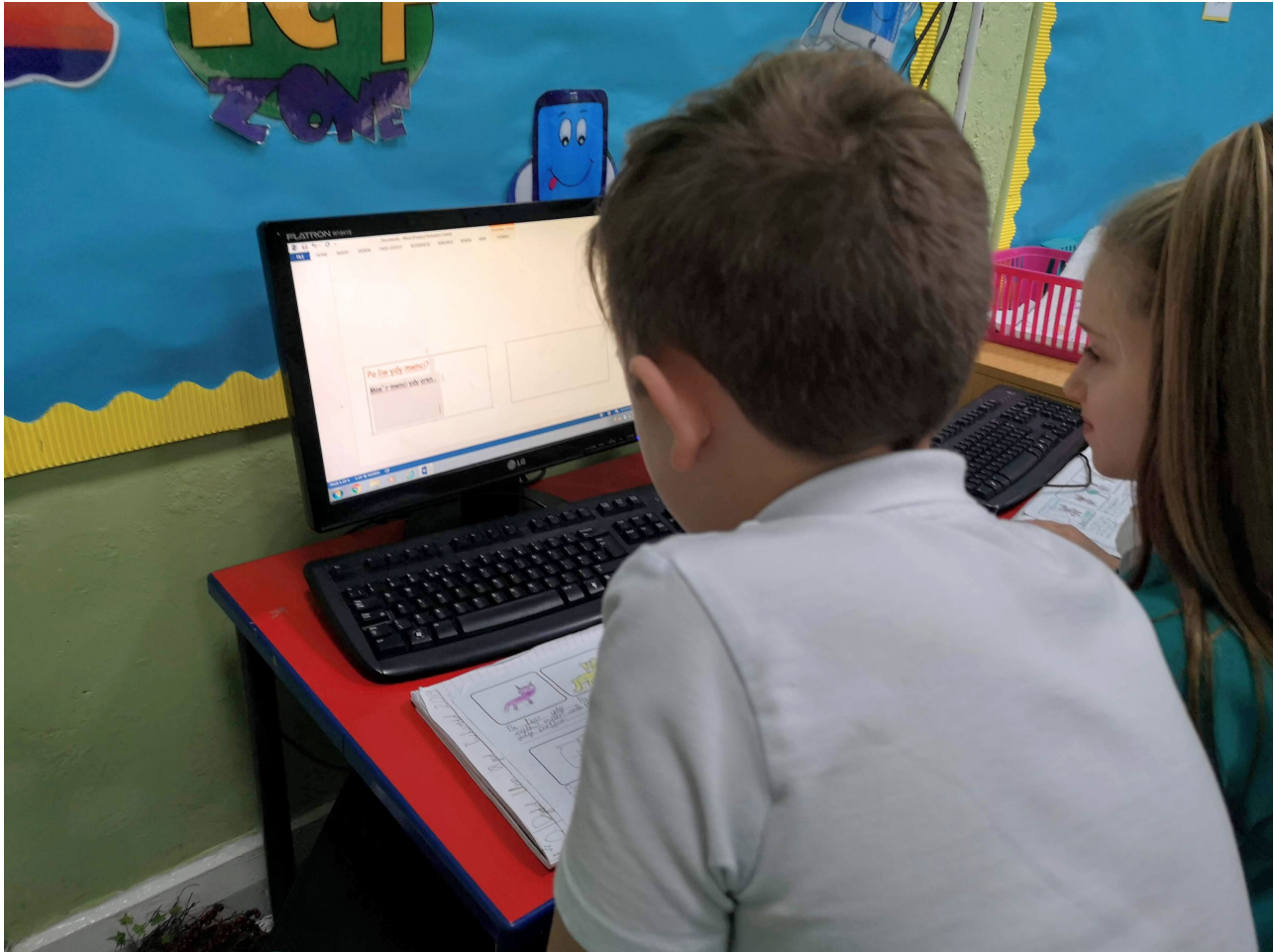
The cross-curricular themes during this lesson were as follows:

- Mathematics
 - Learners were encouraged to survey their peers in Welsh by asking them what their favourite kind of weather is. Students then had to collate this information in the form of a tally chart and then translate this information in to a bar graph.
- English / Welsh
 - Following the creation of the bar graphs students were asked to work in pairs to create a dialogue between two people about the weather in Welsh. Some learners decided to write a letter to their pen-pal about what the weather was like in their country, others decided to create a weather report in a newsroom.
- DCF
 - While not encompassed in this lesson, learners who decided to create a weather report had the opportunity to use the green screen in the following session to record their weather report.

Cross-curricular Resources - Evidence 2

Saturday, 14 December 2019

11:39



During an series of lessons given to year 4 students on book making, learners had the opportunity to enhance the presentation of the books by typing up the text to make their final product look more professional.

For this activity learners encompassed the following cross-curricular activities:

- English
 - The majority of learners decided to write their books in English, having chosen to do this over creating a Welsh book pupils were encouraged to include literary devices covered in the previous week's poetry sessions. This included; alliteration, onomatopoeia, simile, rhyme, and adjectives
- Welsh
 - Students who decided to challenge themselves further to create their storybook in Welsh did not have to use the same literary devices as their peers who created theirs in English. However. they did need to create a

coherent story featuring the conventional attributes of early-years fiction such as repetition, short sentences, big colourful pictures, and an easy to understand plotline.

- DCF
 - Despite whether the learners chose to write their stories in English or Welsh all pupils were promoted to type up their books using the computers available in the classroom and in the ICT suite. Learners had to organise the Word document so that a landscape page had two pages of their book on it with a small text box at the bottom of each side of the page leaving a space at the top for their pictures (pictured above). This task was completed independently for the majority of the pupils.
- D&T
 - In addition to thinking about and writing up their stories, learners had to coordinate how they were going to design the layout of their books in groups. Following conversations about how their final product was going to look pupils needed to carry out this vision using physical and digital resources.
Students had to delegate tasks such as creating the physical book, designing pictures, colouring pictures, typing up text, and compiling the book between themselves.

This lesson was effective in engaging learners with the task at hand, utilising all the appropriate resources available to create a professional product, and cultivating independence in learners.

All pupils finished the lesson with a completed storybook and a greater understanding of English, Welsh, IT composition, and design & technology.

Cross-Curricular Resources - Evidence 3

Saturday, 14 December 2019

11:39

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce Remembrance Day on PowerPoint by reading the history of the war and explaining the significance of 11.11.11 (the 11th hour, 11th day, 11th month). Look at the poem in Flanders field and explain more about the poppies we have available to us today and what they mean. After watching a short video about Flanders fields ask questions about what they have seen.	Dialogue with peers about what Remembrance Day is for – what, why, and who are we remembering and why is this year more important? Looking at the poem, ask them what they think it means and for them to pull out some poetry devices they can see – engaging prior knowledge. Learners to use mini whiteboards to answer multiple choice questions.	Equipment PowerPoint Mini whiteboards Pens Rubbers Key words Flanders field Remembrance Poetry devices Poppy
Teaching & Core Learning	Colour in the three poppies the with the colours of the ones we can buy (red, white, purple) and then design your own using one of the examples we have talked about.	Match the poppies to their meanings and add them to their worksheet. Then design their own poppy using one of the examples we have talked about and choosing their own colours.	Equipment Poppy templates Colours Pencils Key words Remembrance Poppy
Plenary	Ask learners to come out the front to share their poppy ideas with the class and give chance for their peers to ask them questions about it – what do the colours mean, why have you chosen to remember...? Learners to stick in worksheets from today and those from Friday.	Learners to peer assess each other work and self-assess their own.	Equipment Workbooks Glue Key words Peer assess Self-assess

Remembrance Day fell during my time on placement in year four, I took the opportunity to combine history, English, and expressive arts into a lesson that brought a higher understanding of the importance of November 11th.

During the introduction to the session I gave learners the opportunity to discuss with each other and myself the impacts of Remembrance Day and why we still remember the events of WW1 in present day.

Part of this was taking a look at the poem 'In Flanders Fields' by John McCrae, here I was able to engage students in accessing their prior knowledge to discover poetic devices within the poem and explore the themes and ideologies presented by McCrae.

When it came to the main task of the lesson I led learners in a discussion regarding the

poppy that we wear around Remembrance Day and the different varieties that are available to buy and what they represent.

Students had to design and colour the three main available poppies that can be currently bought along with deciding on a new design to remember something there is not currently a poppy for.

Suggestions for new designs from learners were brilliant and included; a poppy decorated with pictures of teddy bears to remember child refugees, a poppy to remember the people who were left behind during the war who had to take up new jobs with little to no contact with their loved ones, and a poppy that resembled the propellers on an aircraft to specifically remember pilots who gave their lives.

The cross-curricular themes encompassed within this lesson were:

- English
- History
- Well-being
- Expressive arts

Bringing all of this together and asking learners to think of a new poppy design created a context of learning the pupils could not have had otherwise. They all brought forward new inventive suggestions to the discussion, upon marking their work I found that learning had been enhanced by the use of cross-curricular themes within the session as they facilitated further discussion and reasoning, particularly for the lower ability learners.

Previous Knowledge - Evidence 1

Saturday, 14 December 2019

11:35

Find the differences between two numbers up to 1000

Find the differences between the following numbers using the **number line** and **column method** to work out your answer.

1. What's the difference between **638** and **744**?
2. What's the difference between **122** and **650**?
3. What's the difference between **95** and **799**?
4. What's the difference between **122** and **977**?
5. What's the difference between **503** and **892**?
6. What's the difference between **12** and **944**?
7. What's the difference between **646** and **871**?
8. What's the difference between **333** and **888**?
9. What's the difference between **511** and **931**?
10. What's the difference between **4** and **989**?

Find the Differences Between Two Numbers up to 500

Find the differences between the following numbers using the techniques covered in this lesson.

1. What's the difference between **79** and **263**?
2. What's the difference between **200** and **428**?
3. What's the difference between **326** and **500**?
4. What's the difference between **66** and **482**?
5. What's the difference between **187** and **434**?
6. What's the difference between **97** and **471**?
7. What's the difference between **444** and **498**?
8. What's the difference between **266** and **479**?
9. What's the difference between **371** and **419**?
10. What's the difference between **203** and **505**?
11. What's the difference between **532** and **755**?
12. What's the difference between **631** and **791**?

As part of my first series of lessons I taught how to find the differences between two numbers up to 1000 using number jumps and the column addition method. The scheme of work provided stated that the skill learners will receive by the end of the series of sessions pupils will be able to find the differences between two numbers up to 1000. To ease the learners into this final goal I gave them increments every day. I organised this as follows:

- Day 1
 - **Higher ability** - Finding the difference between numbers up to 500 with extension to 800
 - **Middle ability** - Finding the difference between numbers up to 300 with extension up to 500
 - **Lower ability** - Finding the difference between numbers up to 100 with extension to 300
- Day 2
 - **Higher ability** - Differences up to 1000
 - **Middle ability** - Differences up to 500 with extension to 800

- **Lower ability** - Differences up to 300 with extension to 500
- Day 3
 - **Higher ability** - Differences between 1000
 - **Middle ability** - Differences between 1000
 - **Lower ability** - Differences between 500 with extension to 1000

The examples pictured above are the difference between the worksheet for higher ability on day 1 and day 3.

In addition to giving learners questions with higher numbers every day I tried to make the differences harder to develop their understanding of the task by making them do more jumps per numbers.

Previous Knowledge - Evidence 2

Saturday, 14 December 2019

11:39

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)	Introduction – accessing prior knowledge, find and highlight all of the poetry devices found in My Sari by Debjani Chatterjee (rhyme, alliteration, simile). Briefly explain what a Saree is to learners if they don't already know. Perform a short poem to the class using some performance techniques and ask the learners to comment on the actions I made and why I made them.	Highlight and comment on worksheet what poetry devices are in the poem and stick in books. Listen to poem being performed and discuss what made my performance good/bad.	Equipment PowerPoint Worksheets Key Words Performance Poetry devices Sari
Teaching & Core Learning	Introduce learners to different techniques we use to enhance our poetry performance. Show the poem we will be performing today, read it out once and give learners an idea of what they are going to be doing. Split them off into groups of 4? And give them a couple of minutes to organise how they will perform their poem as a group.	Learn about the different kinds of performance tips and work in a small group to compose a reading that fits into all the categories.	Equipment PowerPoint Worksheets Key Words Performance Poetry devices Roald Dahl Wes Magee
Plenary	Bring learners back together for them to perform to the class – maybe bring another teacher in for them to perform to. Each group give a WWW – peer-assess.	Perform poem and listen to other poems being recited by other groups, give each group a WWW and discuss how they all used the performing tips successfully.	Equipment PowerPoint Key Words Performance Poetry devices Peer assess

As part of poetry week in my Primary school I organised a lesson on performance poetry for both year four classes. The lesson took place in the hall to accommodate all 66 pupils and to give us enough space to split off into groups to perform. As shown in the lesson plan above the session began with a recap of what I taught learners previously regarding poetry. We talked through a poem called 'My Saree' and discussed the key poetic devices we found throughout the text. There were numerous examples of good conventional writing for the learners to pick up on, which they did not effectively.

This task was supposed to be completed independently on a worksheet I had prepared for them that would be stuck in their books. However, just before the lesson began I was informed that both the year four classes would need to be taught together as the other year four teacher had been called away. This led to the session being taken in the hall with both the classes together, it was impractical to expect the students to complete the written task without any desks, chairs, or pencils. As such we completed it together verbally. This turned out to be very effective in engaging all learners into a discussion about the poetic techniques.

The culmination of poetry week was during this performance poetry session. Here, learners were encouraged to use all of the prior knowledge of poetry they had learned over the past week to provide a performance of 'At The End of The School Day'. All the teachers, myself included, were very happy with how the students were able to take on board, retain, and utilise previous knowledge provided in sessions throughout the week.

The success of this task can be seen in the foundational work committed to by all parties earlier in the school term. Seeing the end result of hard work from staff and learners on a topic reveals the importance of accessing that prior knowledge often and maintaining what is learned by organising activities that demand the learners use it.

Previous Knowledge - Evidence 3

Saturday, 14 December 2019

11:39

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce session with a recap of y tywydd – ask learners to complete sentences and fill in the blanks on the PowerPoint, this is to engage prior knowledge of Welsh previously learned and will act scaffolding for the task planned for learners later in the session.	Engage with PowerPoint by coming up to the board and answering the questions about what the weather is like. There are lots of opportunities for learners to contribute in this section, I will make sure to choose learners who do not usually engage with questions during introduction.	Equipment PowerPoint Key words Y tywydd Oer Heulog Wyntog Glaw Eira Gymlog
Teaching & Core Learning	learners are to fill out the tally chart with their peers' favourite weather types ask using Pwy sy'n hoff... Translate this into a bar graph using graph paper. Scaffolding will be required for this task from the board, I will model how the graph should look from the front. Once completed students are to work in pairs to organise a dialogue between two people about the weather in Welsh.	Listen to other learners responses to 'Pwy sy'n hoff'r ...' and complete a tally chart along with adding the findings to a bar graph on squared paper. Work in pairs to complete a conversation between two people. This could be pen pals or a weather presenter.	Equipment PowerPoint Books Graph paper Key words Y tywydd

Towards the end of my first placement within the year four classroom I taught a session that was the conclusion of the 'y tywydd' topic for Welsh.

To create an effective lesson I needed to select tasks and engage learners with resources that would allow them to access this prior knowledge and use it to enhance the learning of the tasks set during the session.

To begin the lesson we recapped everything they had learned about y tywydd including the different weather types, how to ask someone what the weather is like today, and how to respond appropriately to that question.

Following this, the tasks I chose to encompass this knowledge were; firstly to create a bar graph of the classes favourite kinds of weather, and secondly to organise a dialogue between two people about the weather.

For the first task learners were encouraged to create a tally of their peers favourite kinds of weather and translate this information into a bar graph. Students had to ask each other in Welsh what their favourite weather was and record the Welsh

responses.

The second task involved working with a partner to organise a dialogue between two people about the weather in Welsh. Some pairs decided to write a conversation between a person and their pen pal, others decided to create a weather report for their local area.

The tasks and resources that utilised prior knowledge were very effective for the students to finalise their understanding of the topic without making it seem like they were doing Welsh. For example the students learnt Welsh by designing a bar chart and organising topics for conversation with a pen pal or a studio audience.

All pupils fully engaged with and enjoyed the tasks, I think this is partly due to the use of effective tasks that engaged their understanding of the topic.

Critical Reflection

Saturday, 14 December 2019

11:35

The Professional Teaching Experience undertaken in the first term allowed me to begin to explore Donaldson's (2015) Framework for the new curriculum within the context of the classroom.

My initial PTE took place in a small Primary School with around 450 pupils on roll in a low socio-economic area. I was situated in one of two year four classes, both of which had 33 learners.

Preparing for the modernisation of the curriculum I planned lessons that encompassed the Pedagogical Principles proposed (Donaldson, 2015, P.63) and developed my practice with them throughout the PTE.

I aim to contextualise three of these principles, using core examples from PTE and relevant literature along with personal conclusions and recommendations, to advance my classroom development.

Pedagogy is greater than just 'teaching' in its restricted ideology of the methodologies that are applied in a classroom setting. For effective pedagogy one must consider the developmental stage and needs of learners along with blending theoretical understanding and practical philosophy in particular contexts (Donaldson, 2015).

Donaldson further states 12 principles of pedagogy that relate to the four purposes of this framework, in the following section I will critically analyse three of the 12 principles referencing significant literature before contextualising the theory with my implementation of pedagogy in each of these areas.

Assessment for Learning

Black and William (1998) are the pioneers of Assessment for Learning. They propose that the classroom has become a black box where an amalgamation of external factors, some of which include management requirements and parental anxieties, shape the culture within the box. They suggest studying the effect of new factors on the classroom will lead to a better environment (P.1). They began from the perspective that "teaching and learning must be interactive" (P.2), and that formative assessment is not "another 'magic bullet' for education" (P.2).

One of the most important features of the work conducted by Black and William is how they conclude that formative assessment "helps low achievers

more than other students and so reduces the range of achievement while raising the achievement overall” (Black and William, 1998, P.3).

Having considered this, it is no wonder why Donaldson (2015) has chosen to include the pedagogical principle “Good teaching and learning means employing assessment for learning principles” (P.67) within the framework for the new curriculum.

He echoes the work conducted by Black and William (1998) stating that “the challenge [for the implementation of assessment for learning] is to change practitioner behaviour to embed assessment for learning practices consistently into classroom practice” (P.68).

In the following chapter of the framework, Donaldson (2015) further explores the concept of assessment giving a series of elements assessment should create under the new curriculum. The majority of these align with AFL in the classroom such as; assessing what matters, using a broad range of techniques, engaging students in their own assessment, and ensuring reports focus on progress (P.74).

For successful AFL in the classroom Trauth-Nare & Buck (2011) suggest learners need ongoing encouragement to share their thinking along with getting learners to understand they will not be penalised for incorrect answers during AFL time (P.39).

Didau (2016) makes some necessary and poignant evaluations of AFL as proposed by Black & William (1998). Didau is not opposed to assessment for learning in its broader context, rather he suggests enhancements on existing theory.

To start Didau (2016) seems to oppose the sentiment behind AFL stating, “there is no meaningful way to assess what pupils have learned during the lesson in which they are supposed to be learning it.” He continues further stating, “you cannot see learning; you can only see performance.” (P.277). Critiquing peer-assessment, another strategy provided by Black & William, Didau (2016) explains that “most of the feedback pupils get on their work is from each other, and most of that is wrong, it’s clear this is hugely unreliable.” (P.283).

Didau includes a short response by Dylan William himself within this chapter. He expresses agreement with some claims proposed by Didau along with further reflections on his proposal.

He states the problem with an approach that focuses on long-term changes in pupil’s knowledge is that by the time we get there, it’s too late. (William in Didau, 2016, P.284). He further states that peer-assessment is “just confident pupils providing poor quality advice to their less confident peers” (P.286), and

that the most important thing in the classroom is the relationship the teacher has with the learner (P.286). This notion is parallel to the idea brought forward by Brookheart (2008) who suggests communication is key to effective feedback stating, “the main thing to keep in mind when using any strategy is how students will hear, feel, and understand the feedback” (P.6).

Didau (2016) concludes by remarking that finding out what learners understand straight after it has been explained to them is futile, that summative evidence of learning is more beneficial to see the impacts of our teaching, and that formative assessment only tells us what pupils haven’t learned. (P.289).

At the beginning of PTE part 1 I realised that AFL techniques would not only help to engage the learners in the tasks set for them, but would also assist my teaching by providing a snapshot view of the learning taking place in the classroom allowing me to concentrate assistance where it was most needed. While I agree somewhat with Didau (2016) when he states that AFL is not nearly as effective as summative assessment when it comes to assessing the long-term retention of knowledge, AFL has become an invaluable tool in the classroom for me.

As evidenced at the beginning of the OneNote in the ‘Assessment for Learning’ section under ‘evidence 1’ peer-assessment was found to be a valuable tool for engaging learners with each other’s work, taking the pressure off themselves to highlight the positive features of their peer’s work. As discussed by Welsh Assembly Government (2010), peer-assessment is an example of formative feedback within AFL and is most effective after group or individual presentations (WAG, 2010). Following this advice, learners were encouraged to share their book ideas with the class. The opportunity gave them constructive feedback on their ideas along with further experience in performing in front of others.

Despite Nutthall’s comments that “most feedback pupils get on their work is from each other, and most of that is wrong, it’s clear it’s hugely unreliable.” (Nutthall in Didau, 2016, P.283), my lessons seemed to genuinely benefit from peer-assessment on work.

As shown in ‘evidence 2’, learners are encouraged to self-assess their work at the end of every session. Similar to ‘evidence 1’, this is also an example of formative feedback. While this was effective overall during PTE1, the school’s policy making learners complete self-assessment after every session (up to four times a day) makes pupils desensitised to its full effects on their learning. Not only that, practitioners saw it as a hinderance at the end of every lesson so much so that vague and unsuitable criteria was being provided in many lessons. In my opinion, self-assessment would be more effective if used at the end of a topic or saved for particularly challenging lessons.

Containing multiple examples of AFL strategies, 'evidence 3' includes some important AFL techniques such as mini whiteboards and thumbs up, thumbs down.

According to WAG (2010), mini whiteboards are an example of AFL that improves quality of questions and they allow all learners to make a contribution. Some issues I found with this strategy included students copying from a more knowledgeable other, waiting to see if peers around them had the same answers, drawing instead of writing, and rubbing out their answer before I could see it. One of the major downfalls of the mini whiteboard is that it acts as a good distraction for pupils of all abilities. It is much more fun to draw a picture or play noughts and crosses than answering column addition questions. Thumbs up, thumbs down is an example of peer and self-assessment AFL strategy. Usually useful for younger pupils (WAG, 2010), I found it sufficient for learners in my year 4 class. There is evidence to suggest a traffic light system would be more beneficial for the students in my class due to their age, thumbs up, thumbs down was unavoidable due to a lack of resources. (WAG, 2010).

My implementation of this particular pedagogical principle has been rather successful, utilising a wide range of AFL techniques has enhanced my lessons and created a positive environment within the classroom.

Cross-Curricular

Barnes (2015), has written extensively on the topic of cross-curricular themes stating that the life outside of school is cross-curricular, and that cross-curricular learning has been utilised throughout history, going back to Plato. (P.260-261).

Donaldson (2015) states, "A curriculum defined largely in terms of discrete subjects can become directly translated into a timetable within which important cross-curricular learning can be marginalised." (P.35).

The importance of cross-curricular activities has been demonstrated in making it a pedagogical principle; "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).

Unfortunately, in my opinion Donaldson's framework tries to box cross-curricular activities in making it only about literacy, numeracy, and DCF. This is not a big transition from the current framework. Cross-curriculum activities should encompass the whole range of the curriculum and not only be attributed to the 'core subjects'.

In a study conducted by Price (2010) learners were subjected to a full day of cross-curricular activities. The results showed a very positive impact on learning for pupils of all abilities. The project allowed learners to see how skills could enable them to approach a topic from a different avenue and helped them to see the transferability of skills across a range of subjects (Price, 2010, P.3).

The evidence for cross-curricular activities is very strong, Barnes (2015) provides a series of 6 taxonomy of approaches it is useful to follow. I will reference three that are appropriate for the evidence provided within this section.

Hierarchical cross-curricular learning "occurs when ideas from one subject are used to enhance learning in another" (P.272).

Multidisciplinary cross-curricular learning "on the other hand, gives parity of importance to two subjects" (P.273).

Interdisciplinary cross-curricular learning's "intention is to connect or combine, often creatively" (P.273).

As previously mentioned, I believe the definition of cross-curricular teaching presented by Donaldson (2015) is too narrow. It would be difficult to attach the taxonomy of multidisciplinary cross-curricular learning proposed by Barnes (2015) to the new framework as weight is put more on literacy, numeracy, and DCF over other subjects. Unfortunately, it seems that AoLE's such as expressive arts and humanities will always take a back seat in favour of the areas traditionally associated with mainline educational results.

As with assessment for learning, so it is with cross-curricular responsibilities. The onus is on the practitioner to facilitate an appropriate culture within the classroom, cultivating creativity alongside enthusiasm, driving learners to higher-order knowledge that can be obtained through the use of these particular pedagogical principles.

At the beginning of PTE 1, when finding my feet in the classroom, I saw cross-curricular responsibilities as a hindrance on my lesson planning. I did

not see the advantages of using a mathematics lesson, for example, to also teach literacy or science. It felt like the secondary subject had to be shoe-horned into the session and, instead of adding to the lesson, took away from the main purpose of the topic. This kind of shoe-horned approach to cross-curricular themes would look like tokenistic cross-curricular approaches where the use of the cross-curriculum is used only because one has to. There is no depth or thought given to planning or preparing the session's nuances, the cross-curricular subject(s) are viewed as a necessary tag on instead of integral to the session's success (Barnes, 2015).

As seen in evidence 1 for cross-curricular activities, I took the hierarchical approach to cross-curricular learning, using mathematics and literacy to enhance a Welsh lesson.

Because the prior knowledge was already there for the learners regarding y tywydd it made sense to provide tasks that challenged their mathematics and literacy skills. However, I made sure that my knowledge in all these areas was proficient and that I had researched the tasks before the session. Failure to do so is a downfall of the cross-curricular lesson, making them counter-productive (Plowden, 1967 and Alexander, 2010 in Barnes 2015, P.279).

As with all the examples provided in this section, the pupils learning was enhanced with the use of the cross-curricular activities.

In evidence 2 learners had a book making session where I included DCF as a major component. Pupils had to work together in their groups to organise a word document into a template for a book and type up their story.

This falls into the interdisciplinary cross-curricular learning taxonomy shown by Barnes (2015), where AoLE's are combined creatively (P.273).

In the final piece of evidence, a Remembrance Day lesson, I was able to combine literacy, Humanities, well-being, and expressive arts into a two-part session giving the session a multidisciplinary cross-curricular learning experience (Barnes, 2015, P.273).

The session demanded I include a wide variety of learning opportunities for students because it was a double length session. While this seemed as a hinderance at first, I found it useful to use such varied cross-curricular themes to allow learners to understand the importance of Remembrance Day.

Towards the end of PTE 1 I found myself more confident to implement cross-curricular themes appropriately throughout my sessions giving my lessons more depth and allowing students to see the tasks through different lenses.

Previous Knowledge

Many constructivists understand that prior knowledge effects learning. When solving a new problem, it can be useful to remind learners of the similarities between their existing knowledge and the new topic. Information not connected with a student's prior experiences will be forgotten quickly. The learner must actively construct new knowledge onto the existing framework for appropriate learning to happen. (Vygotsky, 1987 & Piaget, 1952).

Angelo and Patricia Cross (1993) bring forward an argument making a case against the constructivists notion that engaging prior knowledge is always helpful in the classroom. They suggest that while it is useful for subjects such as numeracy, a subject such as RE could be hindered by prior knowledge. Pupils may bring a personal understanding to the lesson that interrupts the contexts of the session or disturbs the culture being presented (P.71).

That being said, Wenk (2017) further agrees with Vygotsky and Piaget when she states that "we increase the likelihood that our students will be able to recall and use what we teach by helping them engage prior knowledge." And "The more we understand about what students already think... the more likely they are to learn well."

In his extensive work on the psychology of learning, Bransford (2004) demonstrates a misconception regarding the constructivist's notion of engaging prior knowledge. It is not that practitioners should not tell learners anything directly, rather, they should "always allow them [the learners] to construct knowledge for themselves", this is denoted as "confusing theory of pedagogy with a theory of knowing" (P.11).

He adds to this by stating that teachers ought to take note of the pupils' prior engagement and use it to their advantage but also to take note of and correct false beliefs or naïve renditions of concepts learners bring with them. (Bransford, 2004, P.10).

While I understand the complications brought forward by Angelo and Patricia Cross (1993), having seen the very positive effects of utilising prior knowledge in the classroom I align myself more with the constructivists work that states prior knowledge is an essential component of good pedagogy.

The first piece of evidence used in the prior knowledge section includes an example of building upon previous work to enhance learning. Students were

given increasingly harder work in mathematics so that by the end of the third day on the topic they would be able to achieve the outcomes specified in the scheme of work for that topic.

Pupils responded positively to this method of understanding; it gave them a clear sequential goal to obtaining understanding.

The second example in the prior knowledge section is the culmination of a series of poetry sessions I took which ended with the learners having the opportunity to undertake performance poetry during the session. For this to be successful students needed to engage their prior knowledge from the previous sessions to create a convincing performance and also to recognise specific poetic devices used throughout the poetry.

In the final piece of evidence for prior knowledge students needed to recall their understanding of the topic 'y tywydd' they had been learning about in Welsh to enable them to dialogue with their peers about their favourite kinds of weathers and then to organise a conversation between two people about the weather in Welsh. This demanded the learners fully engage with their understanding of the topic to participate in all the activities available.

Between the three examples I have chosen the commonality between them lies in the constructivist ideology that new information must be attached to existing knowledge for authentic learning to occur (Vygotsky, 1987 & Piaget, 1952).

Utilising the full extent of learners' prior knowledge did not come naturally to me during PTE 1, I now understand that to engage pupils better with tasks I first need to realise where their current knowledge stands with the topic to make my session as effective as possible.

Further Development

Taking these three pedagogical principles out of context and analysing them in reference to my PTE 1 has shown me how necessary they are for good teaching practice and the necessity to maintain a healthy balance and relationship between all of them.

For the specific three principles chosen I will further develop my practice by using the AFL strategies I have already encompassed in lessons while not making them overbear on the main teaching of the session (Black & William, 1998).

I realise cross-curricular activities need to be implemented appropriately and not shoehorned into sessions (Barnes, 2015).

All students prior knowledge must be gathered before the session and incorporated appropriately to ensure students get the most out of all my lessons (Piaget, 1952).

For successful further developments with my teaching practice I need to continue to develop the pedagogical principles, taking into account internal and external factors such as learners prior knowledge, adapting the session to encompass a wide range of cross-curricular activities appropriately, and incorporating manageable AFL techniques that fully engage learners with their tasks in addition to interviewing the other pedagogical principles to give a holistic approach to my lessons. (Donaldson, 2015, P.63).

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