

Title Page.

Monday, 9 December 2019 09:55

Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Name: Sophie Thomas

Student Number: 1600442

Pathway: P-PGCE

Targets from Previous Assignment

	Target	What I have done in this assignment...
Target 1	Reading wider sources.	I have used more references within a paragraph and to back up a point. I have also multi-referenced where necessary.
Target 2	Expand on points.	I have tried to expand on points that I have made by linking them to quotes and reflection of what happened and what I have learnt.
Target 3		

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1600442_student_uwtsd_ac_uk/Eh8BPDljOqZAoEiXiEnwoIYBPZ7Q-5s1VSxawJ_2oKL7FA?e=FjQon9

Illustrative Example 1

Monday, December 16, 2019 9:54 AM

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)
Opening phase (with links to prior learning)	The children will complete a cold task first to see what their current understanding surrounding the topic is. 1. Ask the children if they know what conversions mean? Think, pair, share (AFL) 2. Explain how some measurements, such as km, can equal the same length in metres. For example, 1 kilometre = 1000 metres. 3. Give the children some examples and get them to write their answer on a whiteboard and hold them up.
Teaching & Core Learning	Main Activity Different levels of activities (gwydd, oren and coch) the children complete the worksheets independently. Assessing their ability to convert between different units.
Plenary	Game of Splat! 1. Write some conversions on the board. E.g. 1000g, 2kg, 7000g, 9kg etc. 2. Pick two names from the lollipop sticks – these will be the first two children to play. 3. Ask the question (for example) if I converted 1kg into grams what would the answer be? 4. The first person to point to the right answer wins the round. 5. Pick another person to face the winner from the lollipop sticks (AFL). Throughout the game you will be assessing the children's learning. The children will also complete a hot task to assess their understanding of the topic.

This example demonstrates the use of Assessment for Learning in a mathematics lesson. The lesson was focused on conversions and the application of assessment for learning was effective for the process of teaching and for the learning and understanding for the children.

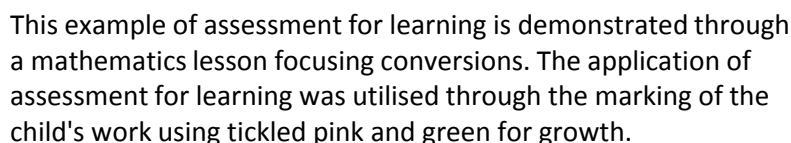
The class where the lesson was carried out was a year 5 class and for the majority of the session was completed independently by the children, although the core learning was conducted independently but with assistants from the teacher and peers in the class.

For the application of assessment for learning, it was decided that the children would complete a cold and hot task surrounding the topic conversions. The cold task application was deemed the most appropriate because it gave myself and the class teacher an insight into the children's overall ability before carrying out the core learning. This method was also chosen as it is something that they carry out in the school regularly. The outcome from the cold task provided myself, as a teacher, with information on the children's learning and I could alter the planning for the core learning to be more appropriate for the children's needs and abilities. During the next stage of the lesson, I utilised assessment for learning through the strategy think, pair, share. This allowed the children to discuss with each other the questions and concepts that they were being asked to consider. For the hot task, this was completed after the core learning. This was chosen to be utilised in the application of assessment for learning because it was a way to assess the children's understanding of the topic, conversion, and allowed myself, as a teacher, to assist any children in the classroom further.

I found the strategy, cold and hot task, beneficial as it tracked the children's overall understanding prior to the knowledge being provided to them and it then allowed me to assess their understanding after the core learning.

Monday, December 16, 2019 9:58 AM

9:58 AM



For the application of assessment for learning, tickled pink and green for growth is used on a daily basis throughout the school. This approach to assessment for learning is applied to allow the children to see the parts of their work that the teacher found really good but also allows the learner to visually see their areas of growth (Briggs *et al*, 2009). Doing so with pink and green eliminates the fear of the red pen marks in their books (Briggs *et al*, 2009). Instead, in this particular setting, a red pen is known as a 'polishing pen' to amend any mistakes.

Assessment for Learning Page 3

Illustrative Example 3

Monday, December 16, 2019 9:58 AM

Year 5

Exacting sentences and adjectives?

Cyberbullying Video RAG Tracking

	Punctuation	Pace	Pause	Power	Pitch	Passion	Pronunciation	Personality
Language	●	●	●	●	●	●	●	●
Need more exciting sentences and different adjectives for "bad"	○	○	○	○	○	○	○	○
Present	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●
	●	●	●	●	●	●	●	●
Need more expression and tone in voice / speech	●	●	●	●	●	●	●	●
Need different adjectives instead of simple words	●	●	●	●	●	●	●	●

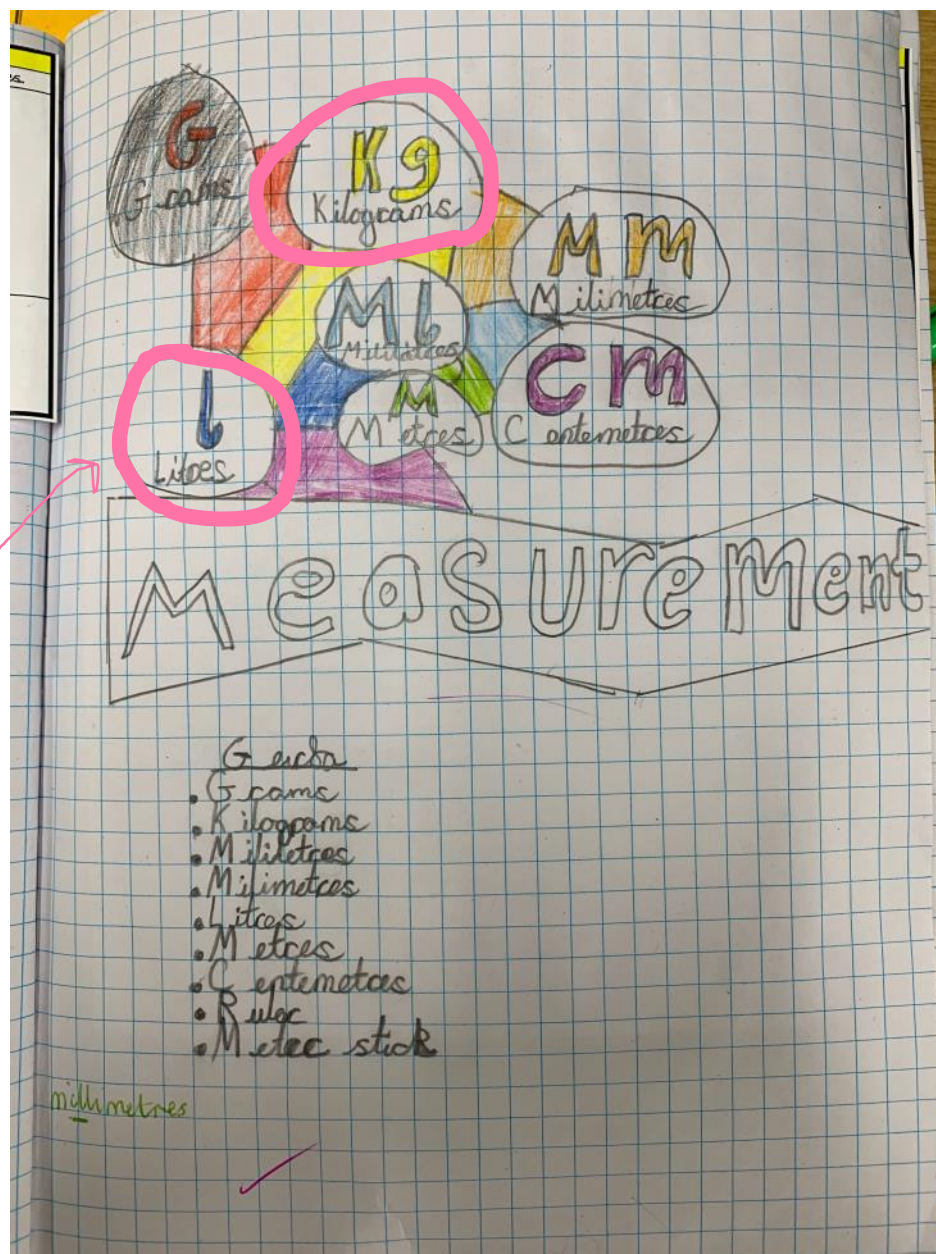
Good group work

This example of assessment for learning was a strategy created and implemented by the student-teacher after professional dialogue with the class mentor. It was decided that a simple but effective way to track the children's progress in some areas. The template was designed to allow the student-teacher to RAG score the children's abilities and efforts. The use of the RAG score was used to coincide with the schools practice. The RAG scoring was effective as it allowed the student-teacher to evaluate the children's progress using a simple red, orange or green code.

Illustrative Example 1

Monday, December 16, 2019

9:54 AM

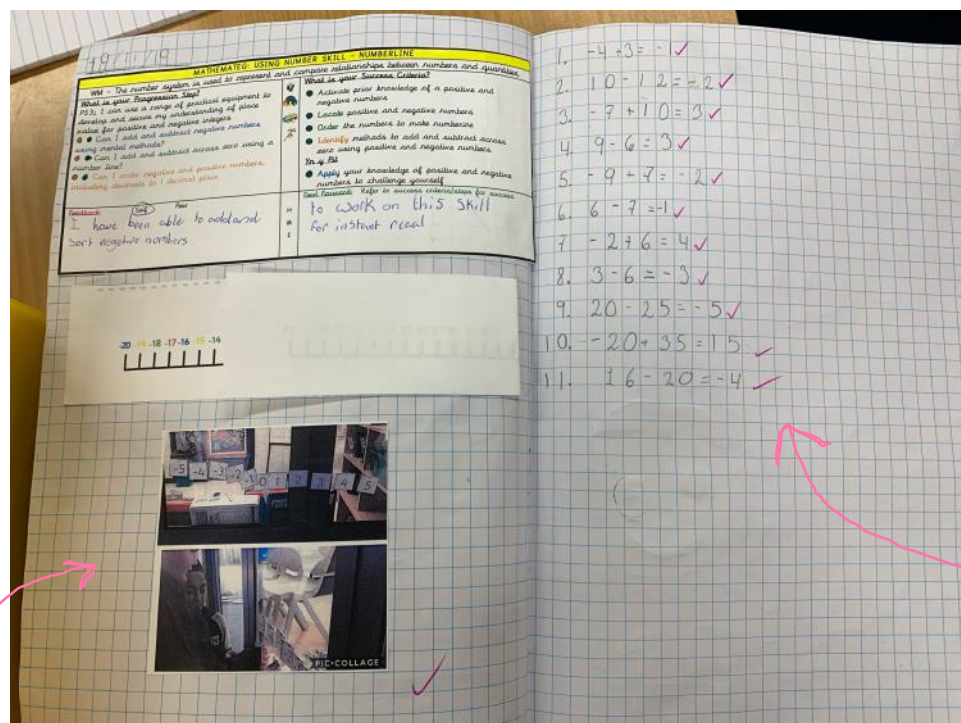


This illustrative example demonstrates the application of a blend of approaches, however, only highlights the creativity element. During most topics, the year 5 children have to create a vocabulary page of words and phrases linked to that topic that will prove beneficial in their future writing or work. Often, the vocabulary pages is a worksheet where the children write the words and definitions that they come across when learning about a particular topic. However, for this mathematic vocabulary page, it was decided to allow the children to include a creative approach to their vocabulary page.

Throughout the topic, the learners added to their vocabulary page and include pictures and abbreviations to help them associate the correct vocabulary with the topic that they were learning about.

Illustrative Example 2

Monday, December 16, 2019 9:59 AM



For this illustrative example of a blend of approaches, problem solving and creativity were linked for this activity. The year 5 class was exploring positive and negative numbers on a number line. Therefore, to help them fully understand the concept, it was decided to get the children to physical use the positive and negative numbers to form their own number line. The sorting of the numbers was the problem solving element of the activity and the creativity element was associated with the way that the children presented their number line.

The children then had to apply the skills they learnt, through the blend of approaches, to work out sums using positive and negative numbers.

Illustrative Example 3

Monday, December 16, 2019 9:59 AM

MATHEMATEG: USING NUMBER SKILL - NUMBERLINE	
WM - The number system is used to represent and compare relationships between numbers and quantities. <u>What is your Progression Step?</u> PS3: I can use a range of practical equipment to develop and secure my understanding of place value for positive and negative integers ● Can I add and subtract negative numbers using mental methods? ● Can I add and subtract across zero using a number line? ● Can I order negative and positive numbers, including decimals to 1 decimal place	<u>What is your Success Criteria?</u> ● Activate prior knowledge of a positive and negative numbers ● Locate positive and negative numbers ● Order the numbers to make numberline ● Identify methods to add and subtract across zero using positive and negative numbers <u>Yn-y Pit</u> ● Apply your knowledge of positive and negative numbers to challenge yourself
<u>Feedback:</u> Self Peer I have been able to order negative and positive numbers using a number line	<u>Feed Forward:</u> Refer to success criteria/steps for success To solve more problems using a number line

For this illustrative example, it demonstrates how the learners utilise critical thinking. The children have to complete skill slips which highlights to them the learning outcome and skills from a particular lesson. The children must RAG score their skill slip so they can evaluate whether they feel that they have met the skill from that lesson.

Furthermore, the main blend of approach that is highlighted in this example is critical thinking. Part of the skill slip the learners have to use their critical thinking skills to evaluate their learning and whether they fully understood the skill. They have to fill in a feedback and feed forward box of the skill slip. This allows the learners to fully evaluate and demonstrate whether they met the skill and learning outcomes and if not, their feed forward will contain ways to meet or continue to meet the skill.

Critical Reflection

Monday, December 16, 2019 9:55 AM

Introduction

For the purpose of this assignment, the illustrative examples were taken from work undertaken with a year 5 class during Professional Teaching Experience. The placement school in which the illustrative examples were implemented and taken from was a primary school located in the centre of a town on the outskirts of South West Wales. The school has a two to three form entry and also has environments and facilitates for children with special educational needs and is also a host for one of the Flying Starts in the local area. During the year 2018, the school had approximately 622 pupils (Welsh Government, 2018). Of these 622 pupils, 30.1% of these pupils were entitled to Free School Meals, compared to the national average, the school is above average for the percentage of children accessing free school meals (Welsh Government, 2018).

The underpinning of the assignment is to focus on three of the 12 pedagogical principles of the new curriculum for Wales; Successful Futures. Two of the pedagogical principles were provided, as part of the assignment question, these being; good teaching and learning means employing assessment for learning principles and the second; good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. Finally, it was decided that the third principle that would be explored in this assignment would be; good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

Literature Review

The 12 pedagogical principles highlight the elements that good teaching requires in the classroom and towards learning. This can be implemented in different ways, with examples including; subject and methodological expertise; the ability to excite the children and to inspire their want to learn (Donaldson, 2015). The three pedagogical principles that were focused on during Professional Teaching Experience and that will be explored throughout this literature review include; good teaching and learning means employing assessment for learning principles (pedagogical principle 1); good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy,

numeracy and digital competence, and provides opportunities to practice them (pedagogical principle 2); and good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking (pedagogical principle 3).

The underpinning of pedagogical principle 1 is to allow teachers an insight into their teaching and the overall learning approach for learners as well. Likewise, it allows teachers to provide feedback to learners and adapt teaching styles to meet individual needs (Donaldson, 2015).

Within education and when discussing the concept of assessment for learning, it is fundamental to consider the two different types of assessment; summative and formative (Bartlett, 2015). There are many different concepts to formative assessment which include; monitoring learners' performance; providing feedback for the learners and finally, it can be something that can be turned into a learning event for both teachers and learners (Clarke, 2014).

It has been identified that there are many key elements to assessment for learning and that these foundations are powerful to learners. The key elements to assessment for learning include; sharing a success criteria or learning intentions; providing feedback to all learners; and allowing learners to become owners of their learning (Leahy *et al*, 2005; Bartlett, 2015). These key elements were observed throughout professional teaching experience 1 and was evidenced in the illustrative examples and the learners in the setting for professional teaching experience 1 engaged with assessment for learning on a daily basis. As well as this, the student teacher implemented assessment for learning within every aspect of their planning and ensured that the learners were constantly provided with feedback so they could progress further. However, reflecting on the implementation of the assessment, the student teacher could improve the pedagogical principle through ensuring that different types of strategies surrounding the concept. In comparison, there have been many studies that have explored the benefits of assessment for learning in the classroom. The studies all, mostly, concluded that formative assessment produced significant and substantial gain in learning (Black and Wiliam, 1998).

Although assessment for learning is designed to ensure that learners know what is expected in terms of learning outcomes, it is also utilised for teachers to keep track of learners' progression (Hattie, 2012). However, although it is used for two

different motives, these intentions work alongside each other and it is imperative that these pathways are clear to the learners (Hattie, 2012). On the other hand, it is essential to discuss the similarity that assessment for learning has for both practitioners and learners. The pedagogical principle, assessment for learning, allows both teachers and learners to understand the learning intention of a particular session. As well as this, it allows the teacher to plan for different levels of attainment and ability (Hattie, 2012). Relating this literature back to the implementation of assessment for learning during professional teaching experience 1, it is essential to mention that the student teacher utilised assessment for learning to explore the understanding of a concept by the learners. The student teacher implemented strategies to oversee the progression of learners. However, it was noticed that in order to progress further, the student teacher must share learning outcomes and intentions more with learners so that they are aware of the knowledge being attained.

For pedagogical principle 2, it is fundamental that when applying cross-curriculum responsibilities within lessons, the natural and authentic application of teaching remains. It is also essential that cross-curriculum responsibilities are not viewed as an add-on to teaching and learning but a natural way of teaching and the process of learning (Donaldson, 2015).

Cross-curricular teaching is a concept whereby the teacher plans for the learners to attain a skill in one subject but is then reinforced and developed within another area of learning (Taylor, 2015). Furthermore, cross-curricular learning and teaching relies upon authentic experiences, problem solving, thematic approaches and questioning (Barnes, 2018). Although it has been identified that cross-curricular learning is beneficial for learning across two or more areas of learning, it has to be recognised that it may not always be effective for the children's learning and progression in education. It has been identified through literature that poorly planned and executed cross-curricular responsibilities can result in a bland broth of learning that is weak, vague, unspecific and untransferable learning (Roth, 2001 and Barnes, 2018).

Finally, pedagogical principle 3 looks at a blended approach to teaching surrounding; problem solving, creativity and critical thinking. OECD (2013) as cited in Donaldson (2015) suggests that "creative and critical thinking are an essential part of problem solving" (p 66). This approach to good teaching extends and reinforces the wider skills and allows children to identify these skills

in their learning process (Donaldson, 2015).

It has been identified that children learn and acquire skills through developing strategies that allow them to challenge themselves through listening, problem solving and explanation (Coe *et al*, 2014). It is fundamental to discuss critical thinking, problem solving and creativity as individual approaches, but it is also important to consider them as a blend of approaches that often coincide with each other within practice.

When considering creativity and problem solving as a blended approach to learning, it is important to consider how they work together and individually. It has been suggested that creative thinking produces new outcomes whereas problem solving produces responses and outcomes to a matter or concept (Isakesen, Dorval and Treffinger, 2011). On the other hand, it can be said that problem solving contains creativity whereas creative thinking does not always contain aspects of problem solving (Isakesen, Dorval and Treffinger, 2011).

When discussing critical thinking in the context of a blend of approaches, critical thinking can often refer to the nature of in which we think and can often be influenced by what we believe linked to evidence that has been evaluated (McGregor, 2007).

As well as highlighting the importance of the pedagogical principles on learning and teaching within the classroom, it is also fundamental to consider how effective teaching associates with the pedagogical principles. Effective teaching can be viewed as a practitioner who utilises questioning; who has high expectations of their pupils; someone who values all pupils and their responses and a practitioner who challenges their learning at an appropriate standard (Estyn, 2018).

Reflection

Upon implementation of the three pedagogical principles throughout professional teaching experience 1, it is imperative to reflect on the implementation and consider what went well, what could be improved and the reason behind the implementation.

Pedagogical principle one, assessment for learning, was thoughtfully considered and planned for throughout the whole teaching experience. It was imperative

that assessment for learning was planned for as it allowed the student-teacher to fully understand the underpinning on how assessment for learning can benefit their learning and understanding. However, on the other hand, although assessment for learning was effectively planned for, there was often times where the student-teacher did not actually implement their planned assessment for learning. As well as this, the student-teacher also missed opportunities where assessing children's learning could have been utilised in different sessions.

Reflecting on implementation of assessment for learning, it has been recognised that the student-teacher used their initiative throughout practice and implemented their own form of assessment for learning through tracking the pupils progress in particular areas using the RAG scoring system (see illustrative example 3). The use of RAG scoring was utilised as it is a system that the school adopted whereby the children often use red, amber or green (RAG) to assess their own learning. Therefore, the student-teacher utilised the assessment for learning to implement what the learners were used to and try to develop strategies that the student-teacher had not yet come across.

Leading on, from literature that has been researched and read, it has been founded that it is fundamental that assessment for learning for both teachers and learners should coincide with each other. However, the student-teacher could improve their practice of sharing the skill or learning outcome with the learners so that the learners have an understanding of what is expected from them and it allows the learners to fully meet the skills intended for that particular session.

Finally, the setting where the student-teacher experienced their professional teaching experience adopt the tickled pink and green for growth method of assessment for learning. Whilst in the setting, the student-teacher adopted this method and found it very beneficial, not only for the learners but for themselves as practitioners as well. It proved effective as it allowed the learners to visually understand the parts of their work where they needed to improve for future learning but also allows the learners to see areas that they are succeeding in. This is proven effective as when marking with a red pen and from professional dialogue with the school mentor, it was conveyed that the learners only see red, whereas when marking with green and pink, it allows the learners to see the difference in what they done well and what they need to improve on. Reflecting on this strategy of assessment for learning, this is something that the student

teacher will adopt further into their future practice and extend their knowledge of assessment for learning.

The second pedagogical principle underpins cross-curricular responsibilities and was often considered during planning throughout professional teaching experience. However, upon reflecting on the overall experience, it can be said that cross-curricular responsibilities could have been planned further and implemented more in some lessons.

Illustrative example one, of cross-curricular responsibilities, demonstrates a strong piece of work that covers cross-curricular responsibilities where some of the core learning areas were utilised to produce one piece of work. The student-teacher implemented literacy, numeracy and digital competence to a high standard into the planning of one lesson. As well as this, the learners were able to attain a skill across more than one area of learning and interlink the different areas of learning and experience together. This example mainly linked to the cross-curricular responsibility of the pedagogical principle, but it also linked to pedagogical principle one, assessment for learning. This is because, pedagogical principle two was beneficial for the children to attain a skill under more than one area of learning whereas pedagogical principle one was beneficial for the student-teacher because it allowed them to assess the children's learning and understanding of the three areas of learning. However, although this is a good example of cross-curricular responsibilities, there was other pieces of planning and implementation that could have contained more cross-curricular responsibilities and there was missed opportunities for this to happen by the student-teacher.

Going forward, it would be beneficial for the student-teacher to implement the cross-curricular responsibilities in more core lessons such as numeracy and literacy instead of just in lessons such as humanities or health and well-being. This will allow them to understand further how all areas of learning interlink and how they can all link to one skill or more.

For the final pedagogical principle, it was decided that the principle that would be explored and the one which would have a particular focus was; good teaching and learning means employing a blend of approaches including those that promote problem solving, creativity and critical thinking. Although this one had been chosen by the student-teacher, it was founded that it was still a difficult

pedagogical principle to fully implement and going forward it is one that will need more implementation and work on. The student-teacher attempted to blend the three approaches together but often lacked confidence with actually trying to blend and implement all three together. Therefore, the student-teacher would often implement critical thinking, creativity and problem solving as separate approaches.

For critical thinking, the student-teacher carried on with the implementation that was already fixed into the daily routine of the school and class. Within lessons, the learners have skill slips where it outlines what skills the learners will attain from that lesson. On the skill slips, the learners also have to fill in a feedback and feed forward section. This is where the principle is highlighted as the learners have to utilise their critical thinking to consider what they think they did well in the lesson and what they need to work on going forward to utilise that skill further. The learners also utilise this pedagogical principle in their learner because, on the skill slip the feedback is either completed by themselves or there is often opportunity for peers to assess each other's work. This allows both learners to learn from the lesson, as the child (whose work it is) will be able to see what others think of their implementation of a skill and the peer (who is marking the work) might see something that they missed or would want to implement into their own work.

However, although the student teacher did implement critical thinking through the skill slips and ensuring that the learners continue to be critical about their learning. Going forward, it would be beneficial for the student-teacher to implement more of their own practice relating to critical thinking.

For the creativity aspect for blend of approaches, it was acknowledged that although creativity was implemented into many different skills and sessions, such as; formative pieces of writing (posters), creating rollercoasters and physical creativity. It can be suggested that the student-teacher could implement creativity more into a blended approach with problem solving or critical thinking. Furthermore, some of the activities that the student-teacher implemented for the learners was beneficial for the children's understanding and attainment of a skill. For example, one of the illustrative examples that was included in the OneNote demonstrates a vocabulary page, that is usually created at the start of a new topic, but linked to a mathematic concept, measurement.

Furthermore, the student-teacher implemented the different approaches to teaching successfully as individual concepts. However, for future development, it would be more beneficial for their practice and for learners if these approaches were more blended.

Conclusion

To sum up the findings from literature and the implementation of the different principles, it can be said that the pedagogical principles have been the underpinning of teaching practice. The illustrative examples demonstrate the use of the pedagogical principles compared to the reflection which allowed the student-teacher to evaluate their own practice alongside what the pedagogical principles determine. Furthermore, the literature review demonstrated the importance of the different aspects and how it links to effective teaching.

Overall, it can be concluded that the student-teacher implemented the pedagogical principles but all had areas which needed improvement when conducted in future practice. The student-teacher kept the same procedures and concepts that are in the school but also implemented their own ideas into their practice to help improve the execution of Donaldson's pedagogical principles. Ultimately, it can be demonstrated from the research undertaken and from the implementation of the different principles, it can be said that Donaldson's pedagogical principles are the underpinning of the curriculum and of teaching and as a whole (Donaldson, 2015).

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Monday, December 16, 2019 9:55 AM

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