

Overview

Monday, December 9, 2019

9:17 AM

Assignment Title:

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

Student Name: Liam Fawcett

Student Number: 1903149

Pathway: P – PGCE

Link to OneNote Notebook: https://uowtsd-my.sharepoint.com/:o:/g/personal/1903149_student_uowtsd_ac_uk/Evu_eyZJ9VNmK68pYgQ3PoBlWaXyd8W2Eh3p3RYTNit5w

Photograph Permission:

Consent form for taking photographs and filming

Statement
Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Liam Fawcett as a representative of the APLA, to:

(Tick accordingly)
Take photographs ☒
Film ☐
Record ☐

Name of Head teacher/ Senior Mentor: Rachel Davies
Signature: R. Davies
Name of School: Cadocaton Primary School

To be completed by student-teacher:
If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: Liam Fawcett
Signature: L. Fawcett
Student no.: 1903149

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): PGCE PRIMARY
Date: 01/11/19

Thank you for your co-operation. October 2019

Assessment For Learning

Monday, December 9, 2019 9:35 AM

"Good teaching and learning means employing assessment for learning principles"

Summary: As part of my PTE Block 1 experience, I had a regular responsibility of teaching and facilitating the inquiry based learning sessions. In year 6, the theme was "Where in the World". A number of sub-themes were incorporated in this inquiry including: countries, environments, and sustainability. Some of the main aims identified within the mid-term planning were to develop a **curiosity** and appreciation of our world, and to **understand** how physical and human action impacts our environment.

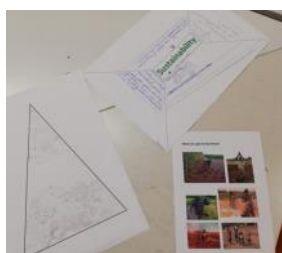
Improvement 1: Include a note to use "probing questions" after pupil responses that deepen their understanding.

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)	phase (with links to prior learning)	Teaching & Core Learning
Opening phase (with links to prior learning)	Session 1: Cooperative Activity 1: Discuss that today we will be taking a closer look at the term 'sustainability'. Ask some initial questions to stimulate thinking: what do you think sustainability includes? What type of things do you think you are going to be looking at today? Firstly, why is it important to look at sustainability? Sustainability being: meeting the needs of the present without compromising the ability of future generations to meet theirs.	Session 1: Cooperative Activity 1: Think-pair-share AFL strategy to discuss what they think sustainability is? Move into inquiry groups to write down as much as they can: each have a zone on the placemat to write individual ideas Can work in pairs at this stage if there is little or no understanding.	completing back in the classroom. Recap sustainability. Who can remember what sustainability means? What was it that your inquiry countries were doing that makes them sustainable? What do you think we are currently doing in Cadoxton that is sustainable?	Identify things in think-pair-share strategy regarding what their inquiry country is doing that is sustainable. Think of things in school they are doing 'sustainably' Pupils will gather as a group in the middle of the garden and highlight some of the key expectations of how they should be acting within this task. Move around the garden and complete the 8 task cards. Regularly communicate

Example 1 & 2: These two sections of lesson plans are taken from 'what is sustainability?' and a lesson on 'sustainability in the garden'. Within the lesson plans, Assessment for learning strategies are clearly included and written in blue text.

Both sections highlight the opening phase of the lesson and include an element of **questioning**. For example, "why is it important to look at sustainability?" These type of questions were chosen as they are mostly open-ended and are designed to stimulate pupil thinking about the topic. They develop curiosity into certain avenues and can often lead to further questions arising. My mentor explained that in these initial discussions, it is good practice to start with these questions, and then continue to ask further 'why' questions when pupils respond. These prompts can lead to a further/deeper understanding of the topic. As these lessons were part of inquiry, there wasn't necessarily a correct answer I was looking for, and so the plan was to spark curiosity into something the pupils were interested in.

I also included in the planning what strategies I used to collect pupil response. For example in the first plan 'groups' were used to write down their ideas, and in the second plan, a 'think-pair-share' strategy was used before I got them to feedback. This was a great way of giving them the necessary thinking time, and is included in green text within the plans as they are using important skills from the LNF.



1)

So was the strategy successful?



2)



3)



The above pictures show the inquiry based learning experience in practice, including 1) what is sustainability? 2) sustainability in different countries and 3) Sustainability in the school garden.

The questioning used in the early stages of the inquiry process was planned for, and they were the right type of questions in terms of being "open-ended". This generally led to the pupils meeting learning outcomes, however the class generally displayed a basic rather than a deeper understanding (Picture 1).

Targets which were therefore set by my mentor:

- Question pupils further on their responses- **Probing**
- Remodel answers when addressing the whole class
- Consider AFL techniques that will include more pupils

This was designed to enhance the quality of work being produced in which pupils are more

curious around the topic. Some of the targets are included below from my learning journal:

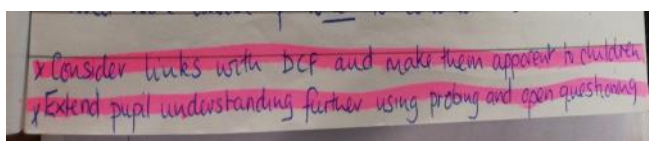


Figure 1: Target 1

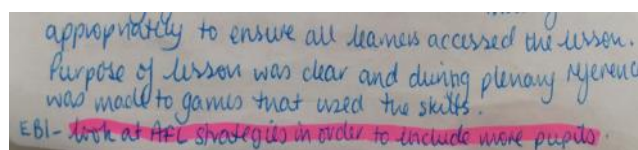


Figure 2: Target 2

During the later phases of the inquiry process, I started using these important 'probing questions' in response to pupil answers and this was evident especially in the 'outdoor garden lesson' (picture 3). They were able to take the concept of sustainability and apply it from a country, to a different context of their school garden. From asking these 'why questions' it really began to further their understanding of the topic, and when responses were perhaps not worded as well as they could have been, I remodelled them for the benefit of the class.

The work and learning produced was much more in line with the planned learning outcomes, and a deeper level of knowledge was evident from conversations in the learning environment.

Some of the positive comments by my mentor are included below from my learning journal about how I improved upon my AFL strategies:

Mentor Notes 1

MENTOR NOTES:
Children thoroughly enjoyed their session of outdoor learning and were all engaged. All learners were able to use resources provided and discuss challenges and ways forward.
Effective questioning enabled the learners to deepen their understanding further. Pupils clearly understood the purpose of the lesson and could describe the learning dispositions that were used.

Improvement 2: How can I include other elements of AFL in my practice, or often such as **peer/self-assessment** or **sharing of success criteria**?

Mentor Notes 2

19/11 ^{K52} Attended after school meeting on wider skills and dispositions.
- Took the whole class for reading carousel in the morning and also covered what they are going to be learning in their outdoor learning session.
- Ran a lesson in the outdoor garden: ran over time and had to conclude the session after break-time.
- engagement and feedback was good.
- Able to explain the skills they had used and had a take-home task.
- effective use of remodelling pupil answers and then probing/open-ended questions to prompt further understanding.

Moving forward: I have identified 2 improvements (in red text) I would like to work on in Block 2 of my PTE1 practice.

Cross Curricular Responsibilities

Monday, December 9, 2019 9:37 AM

"Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them"

Summary: My current placement school (Primary School C) usually adopt a method of **collaborative learning** for their inquiry based lessons. Within these groups, no matter what the topic or task, there is normally a strong link to cross curricular skills. A process I became familiar with is planning to include skills from both the **LNF** and **DCF** within these lessons, and how they could be shared among pupils as part of collaborative learning.

Example 1: Sustainable Countries- Planning Cross-Curricular

In the plan labelled Example 1, I have highlighted how I included the meaningful links to Cross-Curricular Responsibilities.

All included in green text, so it can be easily identified within the plan itself, I made important links to:

Literacy: Oracy, Reading, Writing

Numeracy: Measuring, extracting, Recording

DCF: Planning, Sourcing, Searching, Creating

Meaningful links to:
Cross Curricular
Responsibilities

Literacy-Oracy:
Explain and record information collaboratively using the supportive resources.
Contribute to small group discussion on their country.
Compare the findings with other groups
Reading:
Explore information on their country that is beyond their experiences
Identify main points and supporting information from research
Scan for specific information using a variety of features in texts
(Gathering extra information for chronological report)
consider whether a text is effective in conveying information and ideas
Writing:
Explain and record their main ideas with supporting information

Numeracy:
Use measurement skills to record distances
Extract and interpret information from graphs, charts and tables
Record important figures and stats on their country

DCF:
Planning, Sourcing and Searching
Find relevant information using different keywords and search techniques
Select an appropriate website from search results and begin to consider if the content is reliable
Use of Google earth to explore their country
Creating
Create, collect and combine a range of text, image, sound, animation and video for selected purposes

Example 2- How these Cross-Curricular skills are incorporated

Teaching & Core Learning	Show them the table resource they will be using to collect information. Explain how they will be collecting information and highlight potential sources and techniques that they may use. Ask important questions: what's the problem with using certain websites? Write down on the board example sources they may use: Nat Geo Kids BBC Bitesize Google Earth Can demonstrate this on the board through mirror Explain some of things they will be finding out	What could be the problem with using certain websites? Move into their research groups, Delegate Roles of: 2 researchers on ipads/Chromebooks 1 scribe to record information in the table 1 encourager to keep everyone on task Record all of their findings within the provided table. Use the two teachers within the classroom regarding reliability and usefulness of sources.
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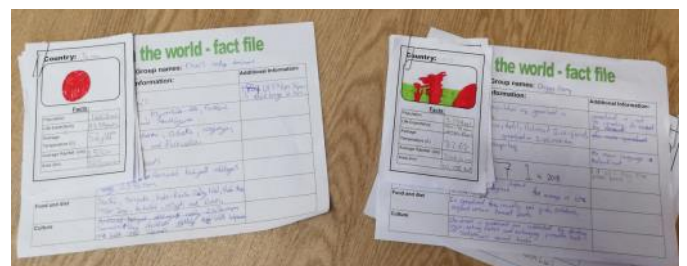
During the lesson on sustainable countries (Example 2), I again recorded these cross-curricular skills in green text within the plan itself. A useful strategy I observed my mentor using which I then went on to adopt was 'delegating roles' when collaborative learning. In this lesson for example, within a group of 4 pupils there would be:

- 2 Researchers- Using important sourcing and searching skills
- 1 Scribe- Writing and recording main ideas, including number
- 1 Encourager- Contributing verbally, and explaining points

The collaborative learning style I employed clearly included links to the DCF and LNF which were appropriately set at progression step 2 or 3 (year 5/6), with the exception of those working at a much lower level. The reason for delegating roles was to clearly outline their expectations, as in previous lessons there has been disengagement within these groups and misunderstanding of who should be doing what.

Below are some examples of the work produced by the Year 6 children, and how they used their Numeracy, Literacy and Digital skills to research their inquiry country. As you can see there are also some clear links to AoLE's such as Humanities (geography) and Expressive Arts (creativity).

Picture 1: Inquiry research



As part of my lesson planning and delivery, I also wanted to meet one of my **targets** identified by my mentor. This was related to "website reliability", and making this theme apparent to the year 6 children. This research task was perfect to question (AFL strategy) children around what websites they think are reliable, and also what are the problems with less reliable sources. This made important links to the DCF framework:

- think critically about the information shared online
- identify secure sites by looking for privacy seals of approval

Figure 1: Target 1

Consider links with DCF and make them appear in children
Extend their understanding further using probing and open questioning

Improvement 1: How can I make sure these cross-curricular skills are being practiced with quality, and that the right skills are being reinforced?

An improvement (in red text) I would like to work on in Block 2 of my PTE1 experience

Build on Previous Knowledge and Engage Interest

Monday, December 9, 2019 9:37 AM

"Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest"

Summary: Due to my subject expertise in Physical Education, it was decided with my class mentor that I would take lead on the PE theme of "footwork" for the duration of PTE1 Block 1. After initially meeting the class, and observing them in activities such as "active start" and "health and well-being activities", it was obvious that they weren't entirely keen or eager to do physical activity. My mentor confirmed my judgments with the exception of a few pupils who regularly did sport outside of school.

Through teaching this year 6 class every Friday, my aim was to provide them with the opportunity to develop important footwork skills, but also provide an inclusive, enjoyable experience.

An example of the very first PE session can be observed in Example 1 and includes how footwork links to PE within the curriculum.

Example 1. First PE session

Student-teacher	Liam Fawcett	Class:	Year 6
AoLE or Subject	Physical Education	Date:	08/11/19
Lesson Focus:	Footwork		
Meaningful links to Curriculum	- Creative Activities: develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation. Actions should be developed using the floor and apparatus, as appropriate. - Develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities including sending (throwing, tossing, bowling), receiving (catching, fielding), striking (hitting, batting, volleying, serving), travelling (with a ball or other equipment), running (different speeds), jumping (for height or length), and throwing (for distance) - What Matters: Progression Step 3 - Developing Physical Health and Well-being has lifelong benefits. - I have developed the confidence to fulfil physical challenges set by myself and others. - I can safely develop and apply a range of skills in familiar, new and changing situations. - I can use space creatively to move in response to a variety of stimuli		

So how was I going to:

- develop footwork in this class?
- build upon their previous knowledge and experience?
- engage interest?

"In a class where the majority are uninspired, not interested, and didn't want to do PE".

Learning Objectives (focus on Learning- use accessible vocabulary):

By the end of the lesson, the pupils will learn to:

- Perform different forms of footwork in response to a variety of stimuli in the environment
- Apply footwork skills creatively and collaboratively within a space
- Understand the different sports that require these forms of footwork

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

- 1) I can perform the different types of footwork required in the carousel:
 - The two-foot landing,
 - Sidesteps,
 - Fast feet- alternating,
 - One-foot landing,
 - Pivot
- 2) I can name different sports that require these movements

Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce - to demonstrate learning)

- 1) Take part in a footwork carousel within their coloured groups
 - Jump over cones and benches
 - Mirror their partner
 - Move in and out of cones and ladders
 - Pivot whilst holding a ball and then perform a pass
- 2) Feedback to the teacher about what sports require these movements

Example 1.2

Session 1)

- Set up a 4 stage carousel which gave the pupils the freedom to practice the different types of footwork in which they could work independently or collaboratively at their own pace and to their ability level.
- The 4 areas adopted a "constraints led approach" which I had studied in my undergraduate degree. This involved structuring resources in each area which prompted certain footwork movements and patterns. There were a range of resources which catered for difficulty levels

Session 2)

- Session 2 worked on the same skills but each activity within the carousel was tweaked slightly to avoid boredom and spark further interest.
- An important resource and option was provided in the 2nd session: Those who were ready could incorporate ball skills whilst performing the same footwork skills.
- This allowed pupils to move on at their own pace, or provide a whole new exciting challenge for those "ready to progress".

Final Session)

- The activities in each carousel progressed further, but again worked on the same skills.
- Ball skills were incorporated more and more as pupils progressed and were ready for the extra challenge.
- An extra challenge was provided again within the lesson, to test if they could write down some of the knowledge they had acquired. This was designed as a way of reinforcing what they were physically doing.

To the right are some examples of the footwork session in practice:

Example 1.3

- 1) **Independent HURDLES:** The two foot landing: Lots of different hurdles added into an area, and they must perform 1 foot, and 2 foot landings

Focus: Coordination, reaction time

- 2) **Cooperative SLALOM:** Pupils are given a set of cones, they have the freedom to set up the cones whatever way they want in their pairs, and must work on fast-feet.

Focus: Reaction time, Agility, Coordination, Ball skills

- 3) **Independent SIDESTEPPING:** Pupils in pairs must mirror and copy the movements of their partner, try to stay opposite them.

Focus: Agility, coordination

- 4) **Teacher-Focus PIVOT:** Add a couple of balls into the square. Pupils must pass the ball around the square and on receiving the ball, they must pivot on their left or right foot.

Focus: Coordination, Agility

Picture 1



Picture 2



Figure 1: comments 1

All pupils were able to develop their footwork skills across the course of my experience teaching year 6.

I was particularly pleased about:

All pupils were able to develop their footwork skills across the course of my experience teaching year 6.

I was particularly pleased about:

- The large proportion of the class I was able to progress to using footwork skills whilst using a ball
- The high engagement levels I received, and the positive comments I received from the pupils about PE.
- How I had inspired the pupils to enjoy PE, which was highlighted by my mentor.

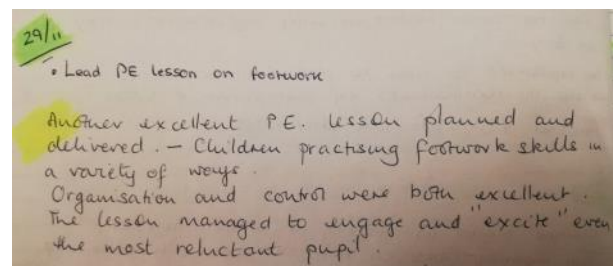
Improvement 1: How can I make sure the pupils continue to make progress, or with my new class in Block 2, how do I gain the same effect in PE?

Improvement 2: How can I take what I achieved here in PE, and apply it to the classroom environment?



Picture 3: Theory work

Figure 1: comments 1



Critical Reflection

Introduction

Over the past 6 weeks, my teaching experience has taken place at Primary School C within a KS2-year 6 class. The school is currently a pioneer school which works with the Welsh Government to test aspects of the new Curriculum for Wales (2022). My class, made up of 30 pupils of varying ability, regularly uses methods of collaborative learning, inquiry based learning, and basic skills lessons. The opportunity has been very unique, and I have engaged with many experiences to reflect upon my practice. This essay is a further critical reflection and will discuss my progress in planning and implementing 3 pedagogical principles recommended by Donaldson (2015). My implementation of these principles will be supported by evidence that I have collected and annotated, and the progress I have made will make important links to academic literature. I will also provide further recommendations for my teaching practice to move forward from this initial PTE1.

Assessment for Learning

Literature Review

The first principle to be discussed is utilising assessment for learning (AFL) in practice (Donaldson, 2015). It can also be considered as formative assessment in which the top priority is to promote students' learning (Black, Harrison and Lee, 2003). Black and William (1998) explained AFL considers a class of children in its entirety but helps low-attainers the most. This reduces the range of attainment in your class, yet it still raises the overall level for everyone else. There are generally 4 main ideas for teachers to focus on when improving their AFL strategies:

1. Questioning
2. Feedback,
3. Success Criteria,
4. Peer and Self-assessment.

Conclusions on the use of questioning from the work of Black et al., (2003) were that sufficient 'wait time' should be given after posing open-ended questions which allows pupils to think more thoroughly and provide explanations to their answers. Teachers should then challenge pupils by using further questioning which importantly clarifies on any misunderstandings and provokes further discussion. This leads to a deeper learning experience. The problem is, questioning as well as thinking time needs to be adapted to meet the needs of each individual. The time it takes for a low attaining pupil to grasp understanding can result in boredom for a higher attaining pupil (Sutton, 1995).

The important aspect of feedback as part of AFL, is the quality in which it is delivered to pupils. Kyaruzi et al., (2018), tested feedback practices within secondary schools and explained promoting students to seek feedback is vital in contributing to their learning outcomes and helping them become involved in their own learning. Quality feedback is one that supports pupils further and addresses knowledge, understanding and skill. It can also direct pupils towards a goal or highlight expectations. The most difficult aspect is for pupils to engage with the teachers' feedback in a deep-way to make progress (Hawe and Parr, 2014).

If teachers hope for their pupils to become 'involved in their own learning', the pupils need to understand the goal of learning (Hattie and Timperley, 2007). They need to understand what they need to do or show in order to be successful. When the 'success criteria' is made apparent to the pupils, they are able to grasp the deeper aspects of learning and become self-regulating in the learning environment (Hawe and Parr,

2014).

Well designed AFL strategies in school provide the opportunity for pupils to self-monitor themselves, yet success criteria is often a confusion or too vague. Being able to self-assess is an important skill that pupils need to adopt to enable them to work independently (Li and Chen, 2016). Finally, classroom learning can be considered a social activity, and so learning takes place both formally and informally. Providing pupils with the regular chance to peer assess each other can assist in the informal learning experience (Li and Chen, 2016).

My implementation of AFL

I used questioning at the very beginning of my PTE1 as I had a good idea of where these questions might lead learning (Black et al., 2003). I had the responsibility of planning and teaching inquiry-based learning (IBL) and so my questions were mostly open-ended to stimulate initial discussion around the topic. These questions were very flexible, which meant the lesson could then start from the existing knowledge levels of the pupils, or even stem from their curiosity (Sutton, 1995). Evident in Example 1 and 2 are questions around the topic of sustainability. An aspect of AFL that I perhaps didn't implement at the beginning of my PTE but improved upon was 'probing' and questioning further on responses. This was a target set by my mentor (Figure 1: Target 1) in order to create enhanced opportunity for learning and clarify misunderstandings (Black et al., 2003). The learning outcome or work produced (Picture 1) in the very first lesson on sustainability was in the absence of probing-questions. The level of understanding was mixed, in terms of how many ideas they could write down, and their clarity in explanation. In the third lesson on sustainability (Picture 3) I used probing/further questioning as well as remodelling pupils' answers for the benefit of the whole class. This is evident from the comments by my mentor (Mentor Notes 1 & 2). Pupils had more of an understanding of sustainability and were able to apply it to the context of their school garden. This was evident in conversations. In line with the findings of Black et al (2003) and Black and William, (1998), the open-ended questions clearly highlighted pupil understanding, and I also noticed significant progressions in my low attaining pupils which 'reduced the attainment gap'.

IBL relies heavily on posing questions in order for pupils to develop curiosity into an authentic learning activity (Voet and De Wever, 2018). The actual 'teaching time' during IBL was short, as the activities were collaborative or independent in nature (Example 1 and 2) (Black et al., 2003). Due to this factor, I decided not to follow traditional methods of marking through written comments (Black et al., 2003). Instead, I became an instant 'facilitator' of pupil understanding in which I would give verbal feedback and regularly ask further open-ended questions during tasks (picture 3). To provide support for Kyaruzi et al., (2018) this 'quality feedback' supported their understanding and contributed to the quality of their work and discussion (picture 2 and 3). Feedback as higher-level questions clearly demonstrated positive advancements on student attainment for the application of thinking skills (De Bourgh, 2008). My mentor commented positively on the way I engaged and gave feedback throughout (Mentor Notes 2).

An aspect of AFL which I found difficult to implement was related to questioning when addressing the whole class. In particular, I wasn't initially confident in focusing on pupil answers and responding to them with purpose. This difficulty is consistent in the findings of Black et al., (2003) and was caused by a lack of pedagogical subject knowledge. This then caused me to accept answers on some occasions and quickly move on. Providing support for the work of Soler, Craft and Burgess, (2001), I aim to improve my subject knowledge prior to the lessons I teach, and importantly interpret this knowledge to promote student understanding. I will do this through further reading and familiarisation around the topic. Secondly, I would like to more regularly implement peer and self-assessment. I will encourage this by allowing children to work in pairs or small groups, where they can offer ideas, constructive criticism, and positive feedback. Importantly, Sutton, (1995) highlights that as the teacher I will need to make sure expectations are put in place before utilizing these strategies.

Cross Curricular Responsibilities

Literature Review

The second principle to be discussed is reinforcing Cross-Curriculum Responsibilities, providing opportunities to practice literacy, numeracy and digital competence. (Donaldson, 2015).

Due to the wide range of AoLE's, a difficulty for modern teachers, is to encompass these Cross Curricular Responsibilities in a natural and authentic way (Donaldson, 2015). It requires an approach that involves a synthesis of knowledge, skill and understanding from many subject areas (Ward-Penny, 2010).

The Qualifications, Curriculum and Assessment Authority for Wales (2002) explained literacy and communication is vital to practice any other skill such as problem-solving and mathematics. It enables pupils to develop important personal qualities such as confidence and develop social relationships with their peers, which are clear influencers of Health and Well-Being. Maths and Numeracy is significant across a wide range of subjects or AoLE's such as population statistics in Geography, and charts and graphs in Science. Digital Competence helps pupils to manage their own information and contributes to independent learning opportunities. It can also provide immediate support to those with learning difficulties or disabilities e.g. Dyslexia. The department for Digital, Culture, Media, and Sport (2019) found that 82% of UK occupations now require or involve digital skills, and the further you move up the career ladder these skills become more in demand.

However, Nikolakaki, Dossa, and Moraiti (2012) explored cross-curricular approaches within Greek Primary Schools and explained that these skills are not so easy to transfer between subjects. Before a skill can be transferred, pupils need to understand what they are doing, and why, for it to be used in different contexts. This may appear difficult for low attaining pupils. Another problem we have in Primary Schools is that they feel under pressure by the National Curriculum. They choose to totally separate subjects such as Maths and English in order to focus on the requirements (Ward-Penny 2010), and thus lose the practice of these skills through Natural Authentic Experiences (Donaldson, 2015).

My implementation of Cross-Curricular Responsibilities

Teaching IBL offered an excellent opportunity to include cross-curricular skills. In example 1 on sustainable countries, I included the intended links to oracy, reading, writing, numeracy and sub components of digital skills. Importantly, all of these skills were designed to be practiced within the same topic and not through traditional methods of teaching them separately. It was also authentic, as these skills were practiced when researching a global issue. It provides a clear association to adult life, in which we draw on a range of skills in different situations (Ward-Penney, 2010).

In the lesson itself, I delegated roles to each pupil within the collaborative task. In example 2, you can clearly see how I identified two researchers who used sourcing and searching skills on their country. I delegated one scribe who used their writing and recording skills to record information. Finally, there was one encourager per group whose role was to provide verbal instruction to peers. These provide clear links to the LNF and DCF and learning also ranged within and across AoLE's (Donaldson, 2015). There is no development of skills in isolation, and instead I have promoted connections to Humanities in the research of countries (Geography), Expressive Arts (Art) to create a fact-file, and Science and Technology to research global issues. The method was effective as I swapped roles allowing all pupils to use different skills. Some of the work produced can be seen in picture 1.

My class mentor set me a progression target (figure 1) of making further links to the DCF when addressing the whole class and making sure they are understandable. I was able to do this by implementing the previous principle of AFL and questioned the pupils on website reliability. They were able to importantly participate in discussion around the problems associated with certain websites and identify the types of websites they should be using for research.

My implementation of the pedagogical principle is echoed by the comments of Kerry, (2015) who discusses cross-curricular teaching in primary schools. He insists that in order to effectively teach an integrated curriculum effectively, the teacher must show

skills in class management, Assessment for Learning, explanation, and differentiation. The strategy of group work and delegating of roles shows I managed the class to suit the needs of all learners. Low attainers had the support of more able peers in a structured environment. I planned sufficient time to explain the lesson, which involved open-ended questions, and this contributed to pupil understanding of 'what' they were doing and 'why'. (Black et al., 2003).

A question that I had about the practice of cross-curricular skills was; how can I make sure that these skills are being practiced with quality when there isn't one specific focus, and therefore are the right skills being reinforced? It almost stems from this pressure of the National Curriculum to meet subject requirements (Ward-Penney, 2010). A valuable strategy I took from observing my mentor is how she importantly highlights expectations with quality in her initial explanations. This made it clear to pupils as to what was expected and incorporates AFL in the form of sharing criteria to be successful (Hawe and Parr, 2014).

Build on Previous Knowledge and Engage Interest

Literature Review

The final principle to be discussed relates to tasks and resources that build on previous knowledge and experience and engages interest (Donaldson, 2015)

Hughes, (1996) explained that in line with any school curriculum, a teacher will have in mind their own step-by step model of progression to make children's learning most effective. This model should not be a one-size fits all approach, as Donaldson (2015) points out that children have a variety of different needs, interests, and experiences. Subsequently, teachers need necessary subject knowledge in the AoLE, direct experience in the classroom, and individual knowledge of each pupil regarding how they learn best (Hughes, 1996). It was similarly explained by Sutton (1995), that progression in learning is influenced by the teacher's ability to understand their pupils' particular needs. The teacher needs to show clear differentiation strategies, which involves setting the appropriate learning task for each pupil, and this may involve differentiating by task or by outcome.

If teachers are able to progress learners, they need to be able to 'engage' and motivate them and provide them with the opportunity and support to independently learn (Osborn et al., 2000). This shows a clear link to assessment as pupils need the opportunity to self-assess before working independently. They can then think meaningfully about their own learning and work with teachers to set targets to improve (Bullock and Muschamp, 2006). An idea of progression is also evident within Vygotsky's sociocultural theory of cognitive development. It firstly stresses importance on interaction with the social environment in which learners work with others at a level slightly above what they can do alone. Known as scaffolding, this support may come from the teacher and can be adjusted to suit individual needs. The end goal is for the intervention to be gradually reduced as the learner progresses until they become competent in an activity or skill (Crowley, 2017).

The clearest understanding teachers need is that of their pupils. However, a limitation is presented in the way classes move from teacher to teacher at both Primary and Secondary level. Teachers are often confused about what pupils have already covered and understand, and this becomes more difficult with a range of attainment levels (Sutton, 1995). For all teachers to monitor progression more closely, it calls for a more thorough record keeping, reporting, and assessment of pupils understanding (Proctor et al., 2005). A further difficulty for teachers is presented here, as more time is needed for teachers to have effective discussions around this matter (Sutton, 1995). The current professional standards for teaching highlight the importance of collaboration between colleagues, and so with the many demands already placed on teachers, time has to be made to discuss progressions (Welsh Government, 2017).

My implementation of Build on Previous Knowledge and Engage Interest

I took the lead role in PE to teach the theme of footwork in my PTE1. It was obvious to see in the early stages that the class were not necessarily keen to participate in PE

and there was a wide range in ability. Therefore, it was going to be a difficult challenge to provide freedom in the pursuit of engaging experiences, and meet the needs of all learners (Donaldson, 2015)

As Sutton (1995) points out, teachers require the necessary subject knowledge, and knowledge of their pupils to progress learning. In this case, I had lots of experience of structuring inclusive PE environments, but only had limited knowledge of the pupils I was teaching. As a result, in session 1 (Example 1.2) the aim was to ensure that everyone could gain access to learning to achieve their own potential in PE (Stidder and Hayes, 2012). The lesson offered four zones within a carousel (Example 1.3), and the pupils could work independently or collaboratively. The stimuli in each zone prompted creative use of the desired footwork skills which was the main learning objective. The collaborative aspect allowed pupils to progress their skills to a level that was unachievable on their own (Crowley, 2017), whilst the independent opportunity allowed those that were already competent freedom and high contact time to refine their skills. The resources and equipment used importantly varied in difficulty which catered for the range of ability (Donaldson, 2015).

Session 2 (example 2) was designed to work on the same skills and build on previous knowledge. The carousel was altered slightly in terms of the activity, but the stimuli present still provoked the same movements. I was generally differentiating by outcome here rather than providing completely different tasks (Sutton, 1995). As already stated, I had a wide range of ability in my group and some of the pupils needed a fresh challenge within the carousel. Subsequently, the decision to incorporate ball skills alongside footwork was made but given as an option to those who thought they were ready. In line with what Donaldson (2015) recommends, I was catering for all pupils by allowing them to work at their own pace. Engaging interest was the most positive aspect to the session. As my mentor commented in figure 1 (comments 1), I was able to engage and even excite the most reluctant pupils. This was because I gave them the option of practicing footwork skills in isolation without too many attention cues or choosing a sport they were most interested in to practice ball skills. Finally, session 3 (example 3) progressed their skills and knowledge by designing the carousel more difficult as well as incorporating some PE theory. The session was designed for deeper thinking about the different components of each skill, and where and why they would use them. Some action shots from the PE in practice can be seen in picture 1, 2 and 3.

A constraint I faced in this experience relates to the comments of Hughes (1996), as I had a lack of understanding of each pupil and how they learn best. I didn't have that knowledge of my class when I started the block of PE, and so used a flexible approach that seemed to work with this specific class. However, without this knowledge of my pupils at the start of my next block, the same approach may not be as effective. To move forward, in my next teaching experience I would like to understand my pupils further by gaining more thorough advice from experienced colleagues and any members of staff in the classroom that can facilitate this (Welsh Government, 2017).

Conclusion

This critical reflection has discussed my progress in the planning, and implementation of 3 pedagogical principles, which have been described by Donaldson, (2015) as contributing to good teaching. I have supported my implementation of each principle with annotations and examples from PTE1, and then further explained how and why this relates to literature. Clearly there are many contrasting views surrounding each principle and what underpins good teaching, and I have explained how I faced difficulties of my own. Importantly, I have identified plans of action to avoid the same difficulties in my next teaching experience, and therefore utilise the substantial evidence that good pedagogy ensures effective learning experiences.

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