

Overview

Wednesday, December 11, 2019

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Student Name: Katherine Clark.

Student Number: 1902478.

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

Pathway: Primary PGCE.

Targets from previous assignment:

	Target	What have I done in this assignment....
Target 1	Work to gain a sound conceptual understanding of the key elements of the assignment at the outset.	Created a detailed plan for the whole assignment and made sure all elements of the plan were understood and researched before embarking on the writing.
Target 2	Aim to use tentative language in making points and develop a style of writing that conveys appropriate humility and respect.	Researched into tentative language and how it may have been different from my previous academic writing, and ensured when reading through the assignment that this flowed throughout.
Target 3	Explain all terms the first time that they are introduced.	Ensure research has been done for every aspect of the assignment and that it was detailed throughout.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1902478_student_uwtsd_ac_uk/EqN09ChdweRCqYBZcCJ9uYMBZlUdl1HwVy_YNeAh1Q3fxw?e=eb5cZD

Assessment for Learning

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Below are the annotated examples of evidence used for the pedagogical principle of 'Good Teaching and Learning means employing good Assessment for Learning principles'.

Example One

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)	To begin the lesson pupils must be sat within groups and will be explained the session of the day and how we will be focusing on verbs and adjectives. Before starting the lesson, I will begin with APK, asking the pupils what they already know and possibly what they may want to learn today. We will then discuss the two different things that are verbs and what are adjectives, and how they may be linked. After this, on an A3 paper, we will as a class create a mind map of examples of verbs and adjectives, this will help pupils in the task for the core part of the lesson. Once we have completed the example task, we will then move onto another quick class activity. Pupils must have two different words in front of them, one being a verb and an adjective. They must sort these out as a group to two different piles to show their understanding before starting on the task. Opportunity for any questions will be left here too.	During this opening part of the lesson, pupils are expected to engage and provide their insights into this topic of english and anything they may already know.	Resources: activity sheets for group tasks of sorting and the class task of examples. H&S: Ensure pupils are all sat, and all trip hazards are put away.
Teaching & Core Learning	The core part of this lesson will be to complete a tasksheet based on verbs and adjectives. The verbs section will include a sorting activity, and the adjectives will be to improve sentences and to add to sentences too. If these are completed pupils are expected to move on to create their own sentences if possible, and mark their own work or a peers.	The main role of the pupils within this part of the lesson is to engage in the task, and try as much as possible to complete. In terms of differentiation, the worksheets will be seperated into three different groups for the abilities. All activites are similar, however the higher ability pupils will have more to sort in terms of verbs and more adjective sentences to improve. Lower ability pupils will have less in terms of work, but also set to their ability. To ensure pupils are assessing one another, pupils must be providing a possible two stars and a wish for each other on their work if time at the end is available.	Resources: the worksheet and the example sheets created at the start of the lesson so pupils can refer to it.
Plenary	To close the session a brief description of the lesson will be had and a discussion in terms of pupils progress will be agreed. Pupils will be asked things like: - Tell me one thing you learnt today you didnt know before - anyone got anything they are unsure of at all? - How will you use verbs and adjectives in the future? - Two things you'll remember from this lesson?	During this end of the lesson, pupils must be engaged and overall feeling positive for the session.	

Above is an example of an English Key Stage 2 lesson, based on the different aspects verbs and adjectives. Within this particular lesson, as what can be seen within the above lesson plan, a range of different AfL strategies were implemented as this was a different kind of lesson and it was needed to

be more discussion based and pupil lead to ensure their understanding. The main use of AfL within this lesson was the two stars and a wish however there were more examples. The aim of the overall lesson was to understand and evaluate the differences between verbs and adjectives and provide some examples. In terms of AfL, to open the session a range of questions were used in terms of the prior knowledge of the pupils. Within the core part of the lesson, the use of AfL was used through using the two stars and a wish method where pupils had to assess one another's work. To close the lesson, as a whole class, a brief discussion was had about the whole lesson, and examples of the questions that were asked are provided on the lesson plan. These aspects of AfL worked well in terms of pupil engagement and pupil involvement. Pupils enjoyed the attitudes they had towards working with one another and an element of peer assessment. Elements that didn't work as well were the fact that some pupils weren't as engaged as others, and took a certain back seat to the rest of the lesson. Through witnessing this throughout the lesson, I turned to using the lollypop sticks to ensure everyone was engaged. Professor Dylan Williams argued that through ensuring engagement within lessons, pupils attainment would increase. Through ensuring all pupils were engaged within the lesson, through no hands up methods, IQ would increase due to the levels of engagement and participation (David, 2014).

Example 2

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)	To begin this lesson, a quick task will be completed within groups where pupils have to work together to put a series of measurements and their pairs in order in accordance with their length. This will make the pupils think of a number of different things we need to measure in length throughout life and everyday situations, and how we convert simple numbers in length. After this task, I will then move onto explaining and questioning what we've already covered in length lessons and how it will help in today's session. After this, through using the presentation, pupils will be taught about conversion and how we calculate conversion throughout life.	Pupils will be expected to engage in conversation and take part in group work during this initial start of the lesson so that they can get to grips with the different types of things that get measured and how they are measured.	Resources: presentation with information on the lesson, including learning objectives and the group task. The pieces for the pairs and how they match in the group activity will also be required. H&S: ensure there are no trip hazards whilst the pupils are possibly walking around the class.
Teaching & Core Learning	The core learning part of the lesson will be to complete a task in accordance with conversion so that the pupils are working on their multiplication skills and their knowledge on length. The task will involve a series of measurements that must be converted. If pupils finish this task earlier than expected, they are to create their own list of measurements and convert them to whichever unit they would prefer.	During the task, pupils are expected to complete their task to their best ability and work independently. In terms of differentiation, based on previous lessons, the worksheets will be divided into three ability groups. The higher ability pupils will be working on working on units through mm, cm, m and km. The medium ability will have these units too but less questions and the lower ability pupils will have to use metric conversions of cm, mm and m.	Resources: the presentation with the task descriptor, worksheets and the pupils mathematic books. H&S: ensure there are no trip hazards whilst the pupils are possibly walking around the class.
Plenary	To ensure that all pupils dealt okay with the lesson and the different aspects of conversion that were covered within the session, a brief discussion will be conducted where I will ask a range of different questions such as: - Can anyone give me two things they've learnt today - What have we learnt that we didn't know - Get everyone to close their eyes, and then ask questions where they'll have to raise their hands to agree such as 'I feel confident with conversion', 'I found today hard' etc	Pupils are expected to again contribute their ideas and opinions with this concluding piece in the lesson.	Resources: the group task images and their answers and the presentation for the next lesson. H&S: ensure there are no trip hazards whilst the pupils are possibly walking around the class.

As can be seen above within the lesson plan a lesson with mathematics was conducted again for Key Stage 2 with different attributes of AfL incorporated within the lesson. The overall plan of the lesson was to use the work previously learnt on metric length and move onto conversing measurement units. The work was differentiated to three different abilities and tasks did differ slightly within these different worksheets and therefore the main teaching at the beginning of the lesson and the use of effective plenaries were crucial. Sirah-Blatchbord et al (2011) stress the importance of a plenary as it is an aspect within lessons that can encourage greater discussions and extension, by also giving opportunity for feedback. In terms of Assessment for Learning within the lesson, it's main use was through the questioning at the end of the lesson which were used to gauge and understanding of the pupils' development and understanding of the session as a whole. These particular questions, that

can be seen within the plenary section of the lesson plan above, were asked not only for the pupils to display their learning but also to plan successfully on following lessons for the topic to ensure everyone was confident with the topic before moving on. When reflecting on this particular lesson and the use of the questioning, it was effective to note that the pupils were honest about their learning and how they felt towards the topic and anything they may have found useful. By sharing two things they had learnt from the session, it was nice for the other pupils to possibly compare the development of their peers and to note what they may have done similarly. The use of asking the pupils to close their eyes was also effective as when raising their hands to particular questions, some felt more confident answering honestly without the thought of peers knowing their confidence or lower ability within a topic. The use of Assessment for Learning could've been presented better if more strategies were used such as the use of elements of a traffic light scoring system on the pupils' worksheets or a form of peer and self-assessment.

Example 3

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)	To begin the lesson, we will discuss the new topic for the week in English and state we are focusing on a diary. Asking any questions surrounding the new topic and address any misconceptions had about the topic. I will then move on to discuss what we have previously learnt in the last session, and ask if anyone can remember anything important that they'd like to share.	During this opening phase of the lesson, pupils are expected to be engaged and concentrating for the lesson.	Resources: a presentation will be used as a prompt for myself, and for the pupils to follow. This will be used throughout the session.

Teaching & Core Learning	The main part of the lesson will be to complete, individually, a task based on planning a diary entree if they were an evacuee from a natural disaster. Pupils will discuss as a class the possible thoughts and feelings they may have within their diary, and any ideas they may have.	Within this main part of the lesson, pupils are expected to engage as much as possible and contribute to the topic. Pupils must work well individually on their work, although help will be provided if required.	Resources: presentation will be used and also the sheets needed for the plan will be required.
Plenary	To close the session, I will use a range of AFL strategies to ensure all pupils understood the session. One strategy that will be used will be the use of Think-Pair-Share where pupils will have to discuss the overall lesson and how they feel it went and the different attributes that can be included and are necessary when writing a diary. If enough time is left at the end of the session, pupils are welcome to begin writing their diary entry or discuss with a partner what they may include and reasons why.	Pupils should be prepared to contribute to this discussion and provide their insights. Pupils must also work well within their partners to discuss what they may or may not include.	Resources: the presentation will be required and lollypop sticks to choose from different pupils to contribute. Another resource that will be required will be that of using the checklist and the plan for the diary.

As can be seen within the image above, the particular lesson for annotation here was again a Key Stage 2 lesson for English where pupils were working on their knowledge and creating a plan for a diary entry as if the pupils were being evacuated from their homes due a natural disaster of their choice. During lessons building up to this particular lesson the overall lessons on diary writing were covered and pupils had developed some knowledge on the key features of a diary and answered key questions surrounding diary writing. The task was differentiated to the extent where pupils had to write more depending on skill level. In terms of Assessment for Learning within this lesson, techniques used were questioning techniques during the lesson and also the use of Think-Pair-Share to discuss what was learnt and future lessons on the topic. As noted by Carss (2007), the strategy of Think Pair Share is

a strategy including three components: time of thinking, time to share. with a partner, and time to share back as a larger group. This particular strategy uses both the cognitive aspects of learning and social attributes.

When looking back and reflecting on the lesson, pupils were engaged as this is a topic they enjoy and have a passion for, and in terms of AfL the strategies were effective as most stayed on task. When reflecting on it however it was important to note that due to using the lollypop sticks, if some pupils weren't picked, they wouldn't take part or engage in some parts of discussion. When addressing this in the future it will be important to think and use different strategies within the lessons to ensure whole class involvement.

Cross Curriculum Responsibilities

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Below are the annotated examples of evidence used for the pedagogical principle of 'Good Teaching and Learning regularly reinforces Cross-Curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them'.

Example 4

AoLE or Subject	Geography.	Date:	20/11/2019
Lesson Focus:	Within groups, pupils must begin to plan and research around their given natural disaster.		
Meaningful links to Curriculum	We will be linking the term's natural disasters topic to the work of geography, working in groups to create a presentation.		
Meaningful links to: Cross Curricular Responsibilities	Numeracy- when researching each groups natural disaster, the use of data will be analysed. Literacy- by working in groups on a research project, communication and writing will be key. Digital Competence- pupils will be doing research on the laptops and presenting digitally.		

As can be seen from the above lesson plan, a range of cross curricular responsibilities were found within this lesson. This particular lesson was a geography based lesson where the whole class were placed into groups, with mixed abilities, to create a research project on a particular natural disaster that was picked at random. Pupils were then able to research and conduct a project based on their natural disaster looking at the key questions surrounding their disaster and an interview based on their disaster. These aspects are lessons that the pupils have already covered within previous lessons, and pupils should've felt comfortable within this. In terms of cross-curricular responsibilities

the pupils were dealing with numbers and different data in accordance with their natural disaster.

When addressing the literacy aspects, pupils had major focus on communication to ensure their group research project went according to plan. In terms of digital competence skills, pupils were required to research, prepare and present their findings and projects digitally on a laptop. As noted within the Successful Futures Report by Donaldson (2015) the aspects of cross-curricular responsibilities should be embedded within the lessons across all areas of learning, and not just placed in for the sake of using them. Aspects of this lesson that went well were the pupil engagement and communication and the pupils' overall understanding. The flow of the lesson also went well as pupils were on task and efficient completing the task. Aspects of the lesson which could've gone better were the overall use of the laptops and digital competence. It may have been beneficial for pupils to have had a lesson on how to use the laptops and their features, as some were slightly confused or would pass on the task to other members of the group who were may confident.

Example 5

Meaningful links to: Cross Curricular Responsibilities	Numeracy- through aiming to achieve links to numeracy, when discussing the floods that have occurred across the UK a range of different numbers will be used in different scenarios such as the levels of flooding in metres, the number of people affected, the estimated cost of repairs etc. Literacy- in order to achieve levels of literacy across the session, a range of discussions will be undertaken. The first section of the lesson will be discussion based with the children to gauge their understanding on flooding and what they may want to understand further, providing plenty of time for questions and discussion with peers. Reading will also be used for the children as they will have to look at an atlas to work out where they believe the areas of the flooding are placed and where they should be labelled on the map. Digital competence- to enable levels of digital competence, pupils will be able to complete a version of
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	the task on the digital whiteboard to ensure their understanding.
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As noted within the above example, this particular lesson, as detailed from the lesson was one hoped and planned to have a range of cross-curricular responsibilities. The lesson was focused on again, geography, however the skills being taught were to focus on the effects of flooding and then to label a differentiated map through these skills. Pupils within the lesson, to begin, were asked to give their knowledge and possible personal effects of flooding on their lives and then watch a series of videos. As noted by Salina et al (2012), the use of videos within a lesson are highly effective when attempting to present a new idea or concept to the lesson. We then were presented with different floods that have happened over recent years across the United Kingdom. Pupils were then asked to label a map of the UK with these different locations, all differentiated by ability. In terms of cross curricular

responsibilities, when dealing with literacy skills pupils were asked to communicate with one another about the different floods and their possible knowledge. Pupils were also expected to read and analyse using the atlases. When looking at the numeracy aspects of the cross curricular responsibilities, when using the atlases pupils were using data and number skills to correctly find the locations and correct areas to label a map. The final aspect of cross curricular responsibilities, that being digital competence, was used in many different aspects of the lesson. Pupils were watching videos and presented the lesson digitally, and were asked to complete a model of their task as a class on the interactive whiteboard to ensure understanding. Aspects of this lesson that went well were the interactive aspects, pupils enjoyed being presented digitally and having a go themselves digitally. Aspects that didn't work so well included the atlas work, as this is something they are not as used to within their education.

Example 6

Meaningful links to: Cross Curricular Responsibilities	Literacy- discussion will be had throughout the whole lesson in terms of the actual experiment, the pupils expectations of the lesson and their predictions for the experiment. Numeracy- we will be measuring and using different number skills. Pupils will have responsibility over measuring and the overall experiment. Digital competence- experiment details will be placed digitally and therefore pupils will have to read and analyse from the digital whiteboard.
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The above example, an aspect from a lesson plan, is an example of a science experiment within key stage 2. Working within a science and school experiment is crucial for gaining the interest of pupils within science (Jensen and Buckley, 2014). Within this particular lesson, pupils were asked to work as a whole class within a volcano science experiment which was

focused on how volcanos can explode and how we can re-enact this with different elements within the classroom. Pupils were shown the experiment done by myself, and then group by group (6 in total), pupils changed certain elements to the experiment which may have changed or effected the eruption, the way it appeared or had no effect at all. In terms of cross-curricular responsibilities, as can be seen from the evidence above, pupils were expected to engage in discussion throughout. When addressing numeracy, pupils had specific instructions and measurements to follow. Although digital competence wasn't a major force within this lesson, pupils were still asked to follow digitally to everything that happened and to follow instructions digitally.

Authentic Contexts

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Below are the annotated examples of evidence used for the pedagogical principle of using 'Good

Teaching and Learning creates authentic contexts for learning' within PTE1.

Example 7

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)	To open the third lesson on length, to keep the pupils in the topic it will be important to discuss how what they've learnt can be placed into real life scenarios and possible careers. As a class, we will go through the list of examples and discuss one by one, some elements that length may have on the job role. After this quick warm up activity, it will be important to go over what we have learnt in previous lessons to ensure that all pupils are aware and understand correctly. Questioning techniques will be used for this. Following this, the learning objectives will be addressed and a brief summary of what we will be doing for the lesson will	Within this opening of the lesson, it is important that pupils engage in the lesson and discussion and provide their own personal experiences with length.	Resources: a presentation on the whiteboard at the front of the class will be used to ensure all pupils can follow the lesson effectively and to ensure they understand what is going on at all times. In many of the slides the use of images are used for the pupils who find it easier to follow visually. H&S: although the pupils are sat, in case for emergency or that



Length in real life

How do these people use length in their jobs?

- Builders
- Hairdressers
- Artists
- Scientists
- Fashion designers
- Biologists

Can we think of any other professionals that use length in their jobs?

The above lesson plan and resource from a lesson plan, was from a mathematics lesson working on length in Key Stage 2. Pupils had been working on length for a couple of lessons and I felt it was important to bring in real life contexts to ensure their understanding and how important aspects of mathematics and what we learn in school can be used to prepare for future life. In terms of relating the lesson to real life, pupils had to complete a discussion based task on how certain roles within

industries such as builders, hairdressers, artists, scientists, fashion designers and biologists would use length within their everyday roles. Pupils enjoyed this aspect of the lesson as they were able to relate what they were learning to their potential future lives. However aspects that didn't go as well within the lesson were that fact that not all pupils were engaged and would perhaps hand the task onto other members of the group. To avoid this from happening in the future, it may be better to create this as an individual task or to ask people on a lollypop stick method. As noted by BLA BLA (), using methods such as the lollypop sticks can ensure pupil engagement (McSweeney, 2012).

Example 8

	(Teacher's role – including key teaching points, differentiation strategies and key questions)	(Pupils' role –including differentiation, engagement in formative assessment and homework)	(including Health and Safety requirement)
Opening phase (with links to prior learning)	To open the lesson, the topic of flooding will be introduced and APK will occur. I aim to ask the pupils a range of questions, with the prompts of the pictures on the presentation, such as: Can anyone tell me anything they may know about flooding? What can cause a flood? I will then proceed to play two different videos, one showing a news piece on flooding and another demonstrates the effects flooding can have on businesses and homes in local areas. Once the videos have been played, I will briefly discuss flooding and how it may happen and then ask the children if they know of any specific areas that flooding have occurred across the world and more	Within this opening of the lesson, the pupils main roles will be to engage in discussion about flooding and their knowledge on the topic. In order to ensure pupils are involved in the learning, an AFL strategy will be to use think, pair, share. Through this pupils will be able to engage in discussion and possible gain further insight into the topic from their peers.	H&S: although the pupils will be sat down for this lesson at their tables within their groups, it's important to ensure that no trip hazards are in place when pupils may get up from their seats to go to the toilet or water or to discuss with a teacher. Resources: a presentation for the class, played on the whiteboard at the front, will be used as a visual aid and prompt

	briefly in the UK. Once the pupils have engaged in this discussion, I will move on to discussion the six examples of flooding we will be using from around the UK but not explaining the task yet so that pupils can focus on the different types of flooding there are. I will go through each example giving some facts about each one of these, and showing photos so that the pupils have some visual prompts.		throughout the lesson. This will include key questions and images for the pupils to follow the lesson at their own accord.
Teaching & Core Learning	The core part of this lesson will be that of completing the map of the UK provided through labelling the examples of effected flooded areas. In order to do this, from the discussion that was had on the facts and details on the example floods we will be using, a list of the facts and examples will be given to each group for them to be able to go over it once again if needed. Pupils will then also be given the list of examples we will be using for them to tick them off one by one, and a map of the UK to label.	The main role of the pupils within this core part of the lesson will be to engage in the task, and work individually to complete. If assistance is required, pupils are asked to seek the guidance of peers in order to ensure collaboration on their work and to help form a sense of independence. If this doesn't aid the pupils, they can then come to an adult for help. Differentiation for this task will be set to three abilities, with three different UK maps to be labelled. The higher ability groups will be asked to label the different	H&S: although the pupils will be sat down for this lesson at their tables within their groups, it's important to ensure that no trip hazards are in place when pupils may get up from their seats to go to the toilet or water or to discuss with a teacher. Resources: The task briefing on the

	In order to label these maps successfully, the pupils will be given atlas on their tables, however if some already know the locations of some areas they are welcome to proceed without. In order to ensure everyone is on task, myself and the other adults within the classroom will be walking around and working with individuals who may need further guidance or questions answered.	countries in the UK, and then complete the map with the correct labelling of areas affected by flooding in recent years. Another map, will have all the countries names on the map and the starting of some name places on the map. The lower ability group will have the UK map labelled with all its countries and the starter of each place name on its labels.	presentation will be left on the board throughout the whole lesson so that the pupils can refer to it throughout the lesson if required. The task sheets will also be needed, those being: - The map of the UK to be labelled - The details on the flood examples we'll be using for each group - The list of
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As noted within the above lesson plan, the lesson used to evidence this pedagogical principle is that of a geography based lesson where pupils were asked to label a map of the UK with a set of given locations that had previously been effected by flooding. Martin (2005) emphasises the importance of using coastal and flooding lessons in order to gage an understanding to the world. This lesson used both the atlases to give an authentic context and also the affects that flooding has on locations close

to home. The overall lesson was effective as it was differentiated to the correct level and was appropriate for all learners. The use of different resources for the lesson was effective also as pupils could use a range of different elements to understand and complete the task. Elements of the lesson that could've been better include the explanation of the different floods and how it effects our lives. Pupils also could've been explained further in detail the use of atlases and how important they are for the use of geography and other lessons in school and across further life.

Example 9

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)
Opening phase (with links to prior learning)	To open the lesson, a brief description on what we will be covering will be had before moving onto a brief description on what climate change is and what the pupils believe it to be and their overall opinions to the topic. The presentation will be focused on what climate change is and how it changes and what is happening to the world.
Teaching & Core Learning	The core part of the lesson, following the presentation on aspects of climate change, to complete a worksheet on the ways we can improve climate change and slow it's processes. The pupils will have to work on how we improve climate change, the government could improve climate change and how the world could improve climate change.

The above piece of evidence is an example of again a geography and humanities lesson based on climate change. Pupils were very interested within this particular lesson and were keen to share their ideas and knowledge surrounding the topic. To begin the lesson, a presentation filled with

information surrounding climate change and its effects was presented to the whole class, which was also came with a class discussion throughout. Dawson (2012) stresses the importance of discussing aspects such as climate change with pupils as pupils can enter the classroom with opinions and judgements which may require some form of knowledge. It was pleasant to see the attitudes the pupils had towards climate change and their prior knowledge to the topic. Through bringing the heated topic of climate change to the lesson, it was an element of authentic contexts for the classroom as pupils were able to discuss elements of real life and how this may impact their lives now and in the future. Elements of the lesson that could've gone better include my own personal knowledge on climate change. Climate change is a topic that I was not completely certain on and therefore research had to be carried out, however at times, through difficult questions from the pupils, it felt more research could've been carried out. Another element that could've been improved was my evidence gathering, telling the pupils facts was not enough at times and therefore is evidence was gathered such as the use of television programmes or more knowledgeable others, it could've reinforced what was being taught.

Critical Reflection

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As stated by Donaldson (2016), the importance and relevance of pedagogy across a range of schools and the need for high quality teaching is a key theme across the new Curriculum for Wales that will launch in 2022. Within the new curriculum, as proposed and suggested by Professor Graham Donaldson, is a set of twelve pedagogical principles which are intended to be used when making decisions in terms of learning and specific teaching approaches. Each of these principles will begin with the stem 'Good Teaching and learning...' Also set out within the new curriculum for Wales, and within the Successful Futures report (Donaldson, 2015) is the recognition from Welsh Government of the importance of a new curriculum for each child across Wales as this should be a benefit for everyone and not the few. This critical reflection will focus on three of these pedagogical principles and the effects these had on planning and the implementation of lessons across the Professional Teaching Experience 1 (PTE1). Within PTE1, I had the pleasure of teaching and working with a mixed year three and four class within the Key Stage 2 area of a primary school within South Wales. The three pedagogical principles that will be analysed and reflected include the principle of using assessment for learning to accelerate progress, to reinforce cross curricular responsibilities that include literacy, numeracy and digital competence and to create authentic contexts for learning. This reflection will critically reflect on the pedagogical principles impact on my personal lesson planning and lessons taught, including some possible recommendations for improvement for future lessons. The use of being critical and reflection on own practice is crucial within the profession of teaching, and having a reflective approach is an element crucial to the teaching profession for many years (Zeichner, 1987).

The first pedagogical principle that will be analysed and critically reflected upon is that of "Good Teaching and Learning means employing assessment for learning principles" (Donaldson, 2015: 67). Stiggins (2002) argues that Assessment For Learning must involve students within its process and that it is far more than testing a pupil, learners keep learning throughout its process and unlike testing, don't give up in frustration. Jones (2005) expands on this noting that assessment for learning encompasses the ability of all learners understanding of their progress within lessons, which will empower improvement in progress. Before embarking on PTE1 and whilst beginning the PGCE course, I was aware of the importance and place of Assessment for Learning (AfL) within the classroom and lessons, both for the benefit of learners and the teachers. From personal research into AfL before starting placement, from sources such as Black and William (1998), it became clear that learning is driven by what teachers and learners do in the classroom, and that this time in the classroom is therefore crucial. Furthermore, the choice of task and activities within lessons are crucial for all learners. Although there are endless amounts of literature in accordance with AfL and its importance for learners and the progress of learners, I wasn't particularly sure on how I could use it within my lessons and how the learners would deal with possibly new strategies for learning and therefore new types of lessons. Another concern in terms of the use of AfL at the beginning of PTE1 was the overall planning. Whilst planning lessons for the first time, I would over-plan for lessons and time would run short, leaving no time for some possible AfL strategies or to finish possible tasks. As noted by Haynes (2007), and an element experienced by me at the beginning of PTE, was that for many trainee teachers, one of the most common issues with planning lessons is to wrongly estimate the time an activity may take.

As the time on placement developed, and I had spent more time teaching, AfL become an element of teaching that I enjoyed and also ensured adequate time was spent on it. Whilst implementing different strategies it was clear that with this particular class, some strategies worked better than others such as the use of 'Two stars and a Wish'. I believe that this worked well as it was a strategy the class were familiar with from their original class teacher and they were also fond of discussion as a whole class in accordance with their work and the development of others. This type of example can be seen within the Illustrative Evidence One, where pupils were learning and recapping their knowledge on verbs and adjectives within an English lesson. When using the method of 'Two Stars and a Wish', this was mostly

used towards the end of the lesson as pupils could evaluate their learning as a whole. At times it was useful to use over the whole lesson and towards the end pupils could compare their knowledge at different stages of the lesson when the AfL activity was carried out. When discussing the whole class' progression within the lesson, many pupils used this as a useful tool when motivating and supporting their learning. Ritte-Johnson, Star and Durkin (2009) agreed with this notion, stating that when comparing examples of work or progression, pupils learning is supported and also continues to develop as we all learn from one another.

Whilst on placement, my knowledge and understanding of the learners expanded and a personal understanding of their individual needs also developed. Through this, I was able to target specific questioning techniques towards the class as a whole and tailored to each individual. As noted by Perrott (2014), for all teachers there is pressure placed on knowing each pupil within the class for their individual needs, likes and dislikes and overall self within the classroom in accordance with planning and the implementation of different lessons. Through knowing the pupils well, it became simpler for me to implement different strategies of AfL throughout a range of lessons effectively. During my time on PTE, the importance of questioning became apparent during a number of different lessons, and within lessons plans examples of some things I intended to ask were included. Examples of this can be seen within illustrative evidence two. The importance of questioning techniques is also highlighted within the work of Mazlina, Halim and Yusrival (2018), which notes that questioning is an essential part in aiding pupils to construct their own knowledge. This source also emphasises the notion that questioning techniques have the power to emphasise the participation of the whole class and to gauge an understanding of all learners individual understanding.

Whilst reflecting upon the pedagogical principle of Assessment for Learning, it has become apparent that some recommendations and improvements for better practice could be implemented and researched for future teaching. One possible recommendation includes the use and research into more strategies of AfL. Although pupils may prefer some strategies over others, it will be important to explore any new strategies that may work well for some learners, as each learner learns differently. I will also ensure to follow any guidance or particular instructions from mentors within the school and university as these will have a positive impact on my practice and development within the teaching profession. One possible recommendation that I recognise may not only aid in my personal practice, but also within the development of the learners, includes to use their ideas and peer assessments across the frame of work. By taking the pupils ideas and using within lessons it is hoped that pupils will take ownership and independence over their learning and therefore achieve to their best ability.

The second pedagogical principle that will be examined and reflected upon is the principle of 'Good Teaching and Learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them' (Donaldson, 2015: 68). At the beginning of PTE, as noted above, the concept of teaching and managing resources was a relatively new aspect to me and prior to beginning the placement this particular pedagogical principle was a concern as I wasn't particularly sure of the resources available within the school or available per class. One element especially that caused concern was that of digital competence as some schools don't keep as many digital resources. This was a slight concern as I didn't want to plan for a particular lesson but not have the correct equipment to execute the plan. Another concern regarding using different elements of digital resources was that not all pupils would understand how they are meant to be used, or that it would create more of a lesson on how to use digital resources in comparison than using digital elements to enhance skills and the lesson itself. Whilst reflecting on this particular element of this principle, it was clear also that elements such as digital competence were used to control particular behaviours, as a behaviour management technique. Although I was aware that the pupils should have these elements as a baseline within the lessons taught, when using digital resources, it felt at times as though they were used as a desired behaviour reward. Chao et al (2016) discuss using technology as a form of behaviour management, noting that it can encourage pupil motivation and spark interest in subjects that may have been disregarded previously with particular pupils. In order to ensure that the use of technology was not seen as a reward for

behaviour, I proceeded to watch my class teacher's behaviour management techniques and adopt some possible strategies to ensure when using technology all behaviour was correct and not effecting the lesson and its outcomes.

As time developed on placement it was clear from weekly reflections and discussions with my teacher following lessons taught that my confidence was increasing in terms of using cross-curricular elements within my lessons and within planning. When planning each lesson, I would begin with considering ideas and activities that could incorporate all numeracy, literacy and digital competence elements. This can be seen within this evidence provided, in particular within illustrative evidence five. Within this particular example, a range of different skills were enhanced and possibly introduced for some learners within the lesson. Through being in a class with a major range of abilities, it was a personal challenge for myself to attempt to introduce as many skills as possible during lessons to accommodate for each learner. An example of a lesson following this frame of mind can be seen within illustrative evidence four. Through creating random groups and focusing on a new research project, pupils were able to work to their best abilities within different roles of the skills required for the particular task. This particular thinking of understanding ability and its importance to assigning pupils' work is highlighted within the work of McBer (2000). McBer (2000) discusses the importance of understanding and being aware of each pupils' ability as this can aid with encouraging pupils' motivation towards class work and to perform to the best ability. Through therefore selecting tasks meaningful and appropriate for the learners, the overall outcomes of tasks completed, and skills learnt will be able to be at a higher level.

The development of the principle of regularly reinforcing cross-curricular responsibilities throughout time on placement was an ongoing target and an aspect which improved with experience. This was noted through the differences in activities provided for pupils. The range of lessons increased over time, and through these particular lessons I was able to incorporate a range of different skills through literacy, numeracy and digitally. An example of this can be seen within illustrative evidence six where pupils and myself conducted a science experiment within the classroom linking the topic of natural disasters to attempt to construct a classroom version of a volcano erupting. Pupils worked well within this particular lesson as it was different to an ordinary lesson, however the cross-curricular skills taught were shown throughout. Another example of a lesson adapted to suit the pupils and cover a range of cross-curricular responsibilities included taking a mathematics-based lesson outdoors to continue the skills of length. Acar (2014) stresses the importance of outdoor learning on enhancing crucial skills through underlying the experiences that can be gained for pupils through being outdoors. The design of outdoor lessons is important to the learning as it must fit to learning objectives however all pupils should be encouraged as the outdoors can have a positive effect on the learning and development of children (Acar, 2009, cited in Acar, 2014: 850).

In order to progress and improve with this principle, it is crucial to set targets and recommendations for progress. One target that was outlined through weekly reflections and which is a continuing target with this particular principle was to develop a range of activities for the cross-curricular skills. Something I found difficult was finding and creating a whole range of different activities, rather than repeated activities. One solution for this, and a recommendation for the principle too, would be to ask learners how they'd enjoy and prefer to learn and develop cross-curricular responsibilities. This would increase the level of ownership over what pupils learn and increase levels of independence. This was an aspect highlighted with importance by the placement school as a target they are working upon and would be an aspect I would like to improve during my time at the school.

The final pedagogical principle that will be reflected upon within this critical reflection follows such as the principle of 'Good teaching and learning creates authentic contexts for learning' (Donaldson, 2015). Grabinger and Dunlap (1995) defines authentic contexts as environments that encourage realistic, meaningful, relevant and complexity aiding in the development of the pupils. Similarly, within the Successful Futures report, Professor Graham Donaldson (2015) states that learners should understand and acknowledge the importance of their learning in preparation for life after education. Learning should be meaningful and

authentic for all learner, with a root in Welsh values and culture (Donaldson, 2015). When addressing this principle at the beginning of placement, it was an aspect I wasn't particularly clear upon and didn't understand how it would fit within day to day lessons. I was aware that learning had to fit a purpose for the learners' future lives away from the classroom but wasn't particularly sure how to do this. Through this concern, discussions with my class teacher and student mentor were put in place to discuss possible ideas and their actions upon this principle.

As time on PTE developed and my confidence increased the use of authentic contexts became an aspect that pupils and especially, I enjoyed. Whilst planning lessons through getting to know the pupils on an individual and personal level, the use of authentic contexts became simpler and relevant to each pupil. An example of this can be seen within illustrative evidence piece seven. Within this mathematics lesson on the topic of length, pupils enjoyed an opening activity of discussing possible careers that may use length. This activity took place as a class discussion and the majority of the pupils were involved providing their insights into different roles within different industries. Pupils enjoyed being able to link what they were learning within the classroom with different professional roles within society. Cullingford (2007) notes that even at primary level, pupils are aware that we learn specific things in order to get a career in the future, however through developing my teaching whilst on placement I have noticed the importance on the value of these lessons to secure learners interests in particular roles for their future. Mathematics was an example of a subject area which I found simpler to add the importance and authenticity for future life. Pupils enjoyed relating this to their future and used it as a contributor to want to understand and complete work to the best ability. As noted above, the use of the outdoors was a big contributor to creating an authentic context within mathematics as pupils could use what we were learning outside of the classroom and see if purpose in a real-life manner. It was also noted that through using authentic contexts, pupils would use the lessons to achieve to their best ability and it was felt through having a purpose, pupils achieved higher. Austin et al (2010) notes that the purpose of a task within the classroom defined by a teacher will measure the success of the pupil's outcome, and therefore the time spent on the purpose of a task is crucial.

The development of using this pedagogical principle clearly progressed during my time on placement through the variety of lessons planned and taught. These can be seen within illustrative evidence pieces eight and nine. Through discussing relevant topics such as flooding and climate change, pupils were beginning to form an opinion on the topics and were providing excellent responses to such crucial attributes to their futures. Pupils empathy skills and concern over climate change increased over a series of lessons, and pupils were considering the implications for their futures. In order to increase the challenge within lessons for some pupils, working with authentic contexts provided adequate challenges for many who were willing to discuss relevant political and highly discussed issues globally.

In order to prepare for the next PTE and improve on this particular pedagogical principle, as with many aspects of teaching, it is crucial to set goals and recommendations for improvement. When addressing these contexts, it will be important to attempt to set more challenge within activities of an authentic context. At times it was useful to use the outdoors to reinforce how we could use a lesson learnt in a different context; however, it will be important to aim to include further challenge. It will also be crucial therefore to include a variety of experiences within these contexts such as the use of trips to relevant places or exterior influences such as specialists within an area we are learning to reinforce the importance and promote learning authentically.

Through reflecting over the time across PTE1 and the experiences that have been created, it is important to note that the development in my personal skills and teaching skills have expanded to a great extent. Reflecting throughout the teaching profession is a continuing aspect and something that is crucial for positive development. Whilst reflecting upon the three pedagogical principles provided within this reflection, it is essential to note the importance of planning and critically reflecting on practice in order to improve for a personal satisfaction and the education of the learners. When addressing the recommendations for

improvement noted above, some similarities have risen such as the use of a variety of tasks and encouraging the independence and choice of pupils learning activities and development. Through continuing with these targets, pupils will be able to experience a variety of lessons and activity, preparing them for a life after education enriched by their experiences. Although only three of the pedagogical principles have been addressed within this reflection, the importance to reflect upon these also will be beneficial for improvement within the next PTE.

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