Title page

10 December 2019 13:08

Name: Zoe Lewis

Student Number: 1903247

Pathway: Primary PGCE

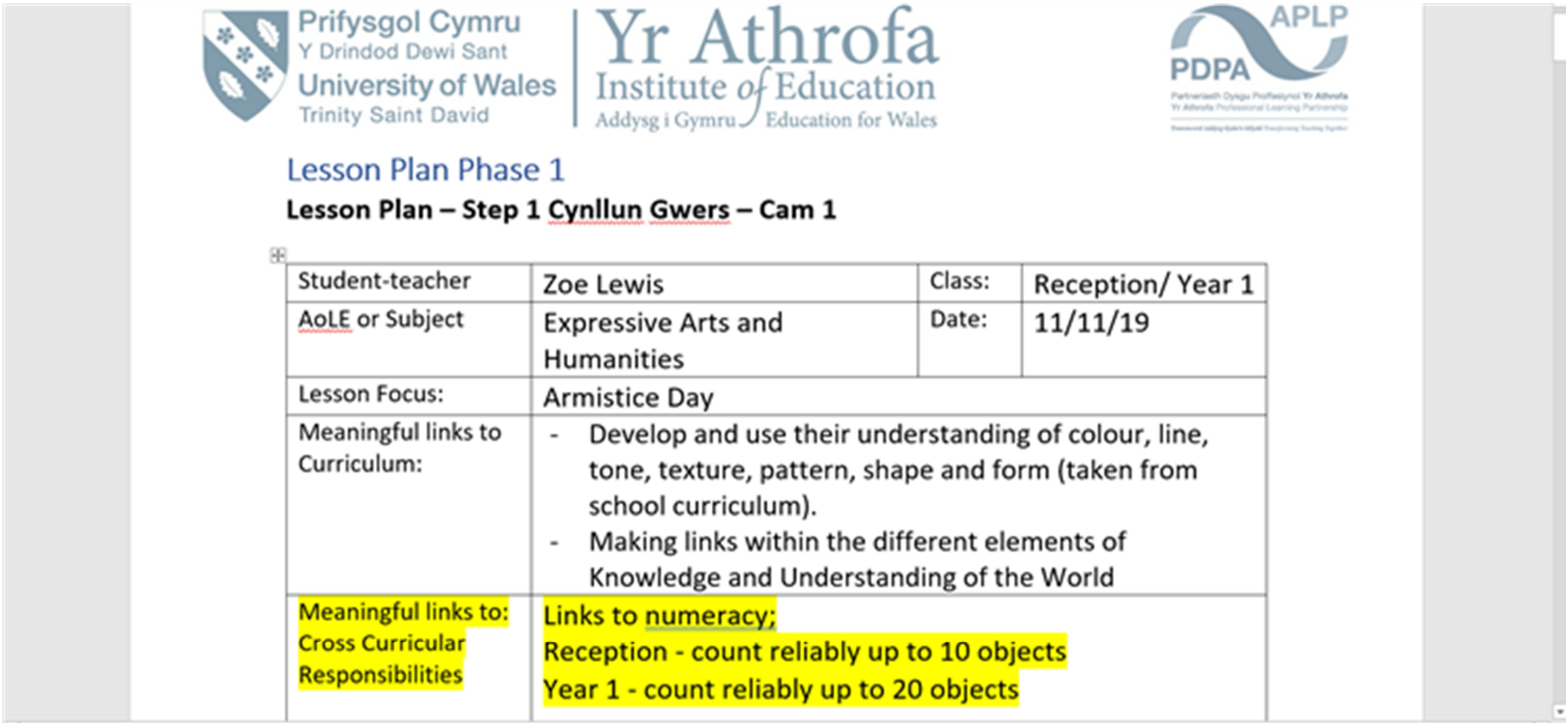
Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Explore key points in greater depth	I have attempted to use a range of references in order to develop this target.
Target 2	Justify conclusions	I have attempted to draw conclusions at the end of each principle.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1903247_student_uwtsd_ac_uk/EuPKS2L61v9Fjw-RCE6y00YB14jIrnhC-tYoKPIHFRh4wQ?e=UOeD9w

Cross curricular responsibilities - Illustrative example 1

10 December 2019 13:08



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Zoe Lewis	Class:	Reception/ Year 1
AoLE or Subject	Expressive Arts and Humanities	Date:	11/11/19
Lesson Focus:	Armistice Day		
Meaningful links to Curriculum:	- Develop and use their understanding of colour, line, tone, texture, pattern, shape and form (taken from school curriculum). - Making links within the different elements of Knowledge and Understanding of the World		
Meaningful links to: Cross Curricular Responsibilities	Links to numeracy; Reception - count reliably up to 10 objects Year 1 - count reliably up to 20 objects		

The armistice day lesson above was taught to a reception/year 1 class. During the lesson cross curricular responsibilities were implemented through the use of the enhanced provision and a task that was undertaken by the teaching assistant. The task that was placed in the enhanced provision was a differentiated worksheet. The children were required to count the poppies and record the answer. During the task led by the teaching assistant, the children needed to first find the poppies that were hidden in the yard. Following this the children were required to use the poppies they had found to complete some mathematical tasks including counting, addition and subtraction.

I chose to include counting worksheets in the enhanced area as that week the children were building on their counting skills. The task with the teaching assistant was included as during previous lessons the children engaged well in tasks that provided a challenge similar to this. Both tasks were successful in the implementation of numeracy in the lesson. Most children completed the worksheet and all children completed the task with the teaching assistant. The children were highly enthused in regard to the task with the teaching assistant which meant that they were all engaged in the tasks. In the future I could build on the cross curricular responsibilities by ensuring that the worksheet is completed by all children. This could be undertaken by telling the children that they all have to have a go at the task and to write their names on the work sheets. The task with the teaching assistant could be developed and used during other times in the year. For example this could be used at Christmas time and instead of the children looking for poppies they would need to search for snowmen.

Cross curricular responsibilities- Illustrative example 2

11 December 2019 12:28

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

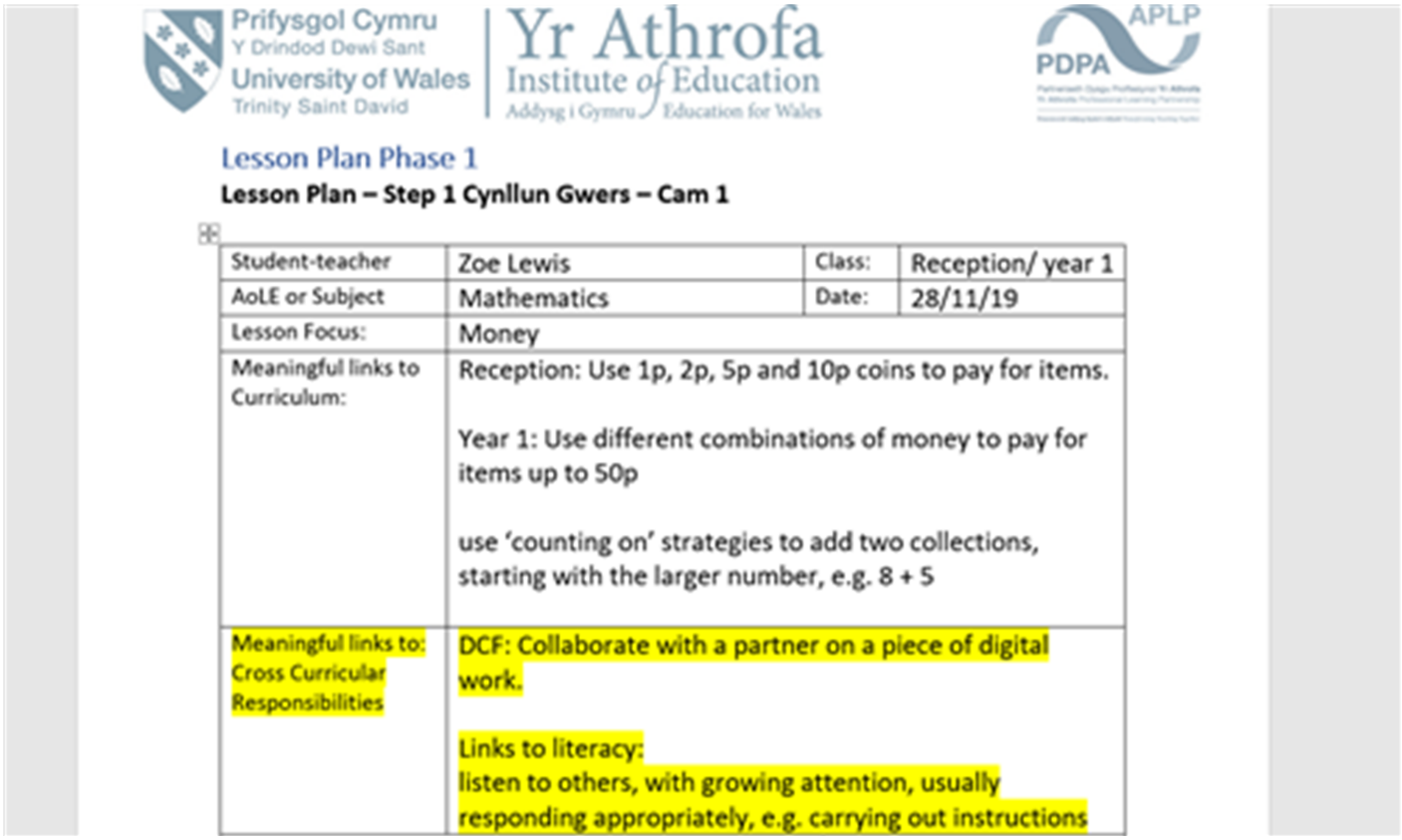
Student-teacher	Zoe Lewis	Class:	Reception/ Year 1
AoLE or Subject	Personal and Social Development, Well-being and Cultural Diversity/ Expressive arts/ LLC	Date:	15/11/19
Lesson Focus:	Children in need		
Meaningful links to Curriculum:	- Be aware of and respect the needs of others - control body movements - link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel - copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner - develop and use their understanding of colour, line, tone, texture, pattern, shape and for		
Meaningful links to: Cross Curricular Responsibilities	Links to numeracy: Reception - count reliably up to 10 objects Year 1 - count reliably up to 20 objects Links to literacy: talk about things from their experience and share information		

The lesson above was taught to a reception/ year 1 class and focussed on a range of different areas of learning and experience including personal and social development, well-being and cultural diversity, expressive arts and language, literacy and communication. Within this lesson there were links to numeracy and literacy as cross curricular responsibilities. Numeracy was implemented by adding a counting task within the enhanced provision. I chose to implement numeracy in this way as the children in that class struggle with counting and require to practice this skill continuously. Literacy was implemented by including an oracy task within the lesson. The oracy task required children to talk about what they have learnt about children in need within their talking partners.

The numeracy task was effective in providing the children with self-motivation. This task was differentiated and therefore gave the children a choice as to what level they would like to complete. However it did appear to make the children challenge themselves. If I was to use this task again, I would differentiate it further and provide the children with an even higher level. The literacy task was very effective as it provided children the chance to share their own opinions with not only their talking partner but also the rest of the class. This provided a channel for children that would not usually answer and helped to build confidence. In the future I would develop this strategy by providing a more complex question or by asking more than one question.

Cross curricular responsibilities - Illustrative example 3

11 December 2019 12:29



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

APLP
PDPA

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

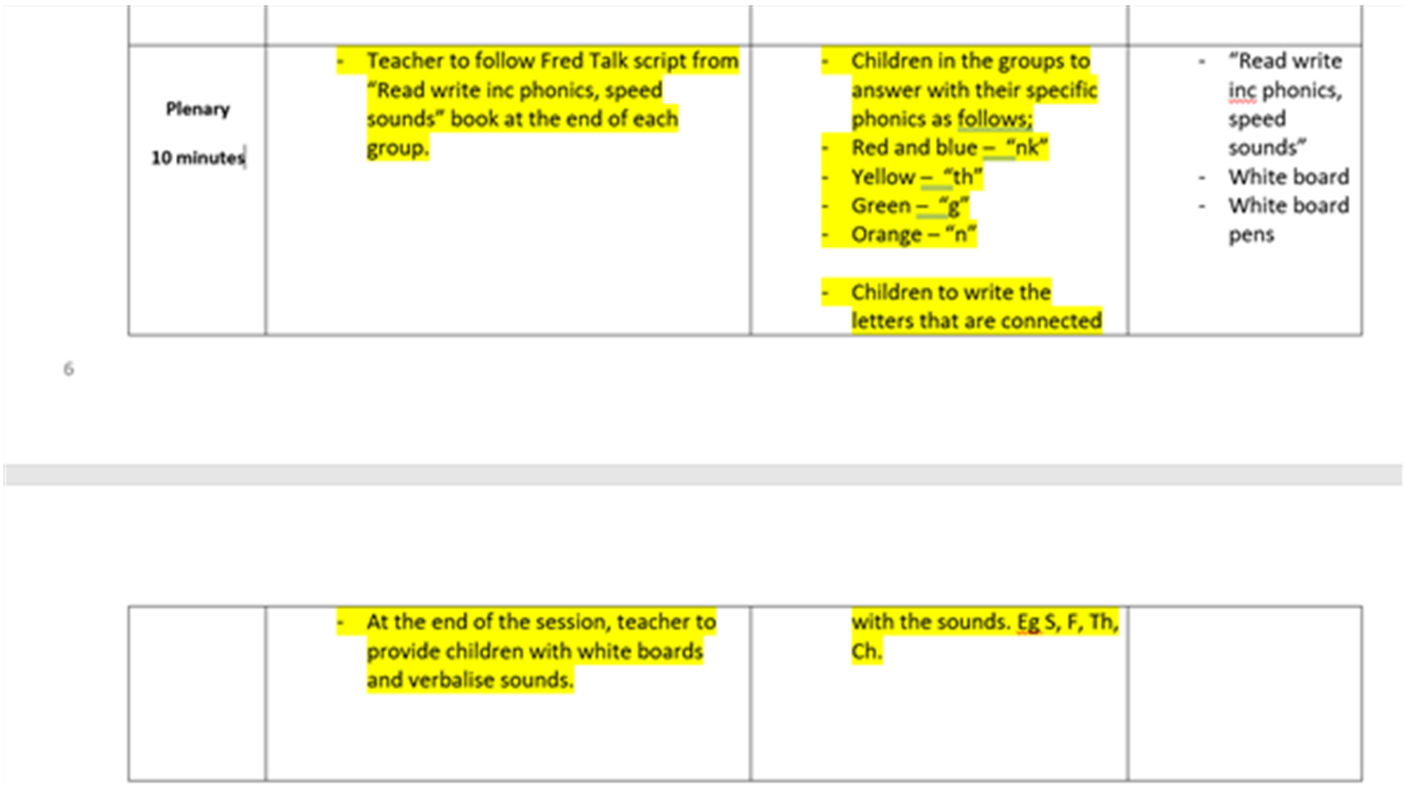
Student-teacher	Zoe Lewis	Class:	Reception/ year 1
AoLE or Subject	Mathematics	Date:	28/11/19
Lesson Focus:	Money		
Meaningful links to Curriculum:	Reception: Use 1p, 2p, 5p and 10p coins to pay for items. Year 1: Use different combinations of money to pay for items up to 50p use 'counting on' strategies to add two collections, starting with the larger number, e.g. 8 + 5		
Meaningful links to: Cross Curricular Responsibilities	DCF: Collaborate with a partner on a piece of digital work. Links to literacy: listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions		

This lesson was taught to a reception/year 1 class and focussed on money. This lesson implemented links to the digital competency framework and literacy. The digital element of the lesson was implemented by asking children to complete a money game with a partner in the computer area of the enhanced provision. I chose to implement a digital element as the children enjoy using technology and do not perceive it in the same way as writing work. In addition, I decided to pair the children whilst using the computer to encourage collaboration. This was highly effective as the children could not wait to attempt the game and appeared to ease them into the use of money. The partner aspect of the task was also highly effective as the children appeared to be more confident and it allowed the children to work with others who they may not necessarily work with usually. This could be developed by increasing the difficulty of the game, as it was set up as entry level due to this being the first money lesson the children had experienced.

The literacy component was implemented by asking the children to discuss a series of questions with their talking partners. Following this the children were required to feedback what their partner had said. This was a highly effective strategy in developing the childrens listening skills. Although this strategy did not work whilst asking the first question, the children got used to it and were able to provide some examples of their partners answer. This idea could be further developed by continually implementing this into lessons. This would allow the children to build their listening skills over a longer period of time.

Assessment for learning - Illustrative example 1

10 December 2019 13:09



Plenary 10 minutes	- Teacher to follow Fred Talk script from "Read write inc phonics, speed sounds" book at the end of each group.	- Children in the groups to answer with their specific phonics as follows; - Red and blue – "nk" - Yellow – "th" - Green – "g" - Orange – "n" - Children to write the letters that are connected	- "Read write inc phonics, speed sounds" - White board - White board pens

6

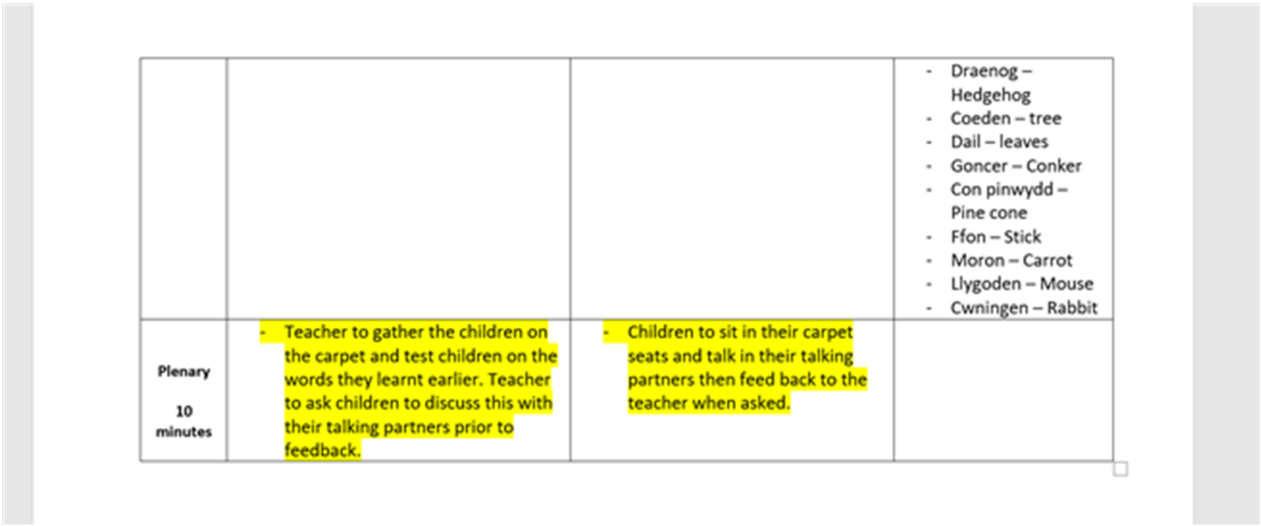
	- At the end of the session, teacher to provide children with white boards and verbalise sounds.	with the sounds. Eg S, F, Th, Ch.	

This lesson was taught to a reception/year 1 class and was centred around phonics. During the lesson the children worked in their ability groups to complete a task relating to one phonic. Following the tasks, the children remained in their groups and played a phonics game with myself or teaching assistant. During the game, words that related to the phonic that the children had just learnt about were verbally segmented. The children then needed to blend the sounds together as a group to make the word. This assessment for learning technique was implemented in order to see first-hand how confident the children were in regard to blending. This worked well however some children were not active participants in this and allowed their peers to provide the answers. Although this technique was not fully effective, I would use it again following development. I would develop it by making sure that each child had their own word that they needed to blend in order to gauge individual confidence.

Following this game another assessment for learning technique was implemented. I gathered the children on the carpet and following this provided the children with white boards. I then verbalised sounds to the children that they had learnt during the session and other sounds that they had previously learnt. The children then had to then write the sound on their white boards (for example nk, g, n, th, s and f). This was more effective than the previous strategy in gauging individual confidence. However, a limitation to this strategy is that some children copied a peer when they did not know the answer which did not show their attainment of the sound. In addition, some children were not able to form their letters correctly. This strategy could be developed by spreading the children out on the carpet to reduce the likelihood of them copying. In addition, this strategy would be more effective if the children were provided with letter mats to support their answers.

Assessment for learning - Illustrative example 2

11 December 2019 12:29

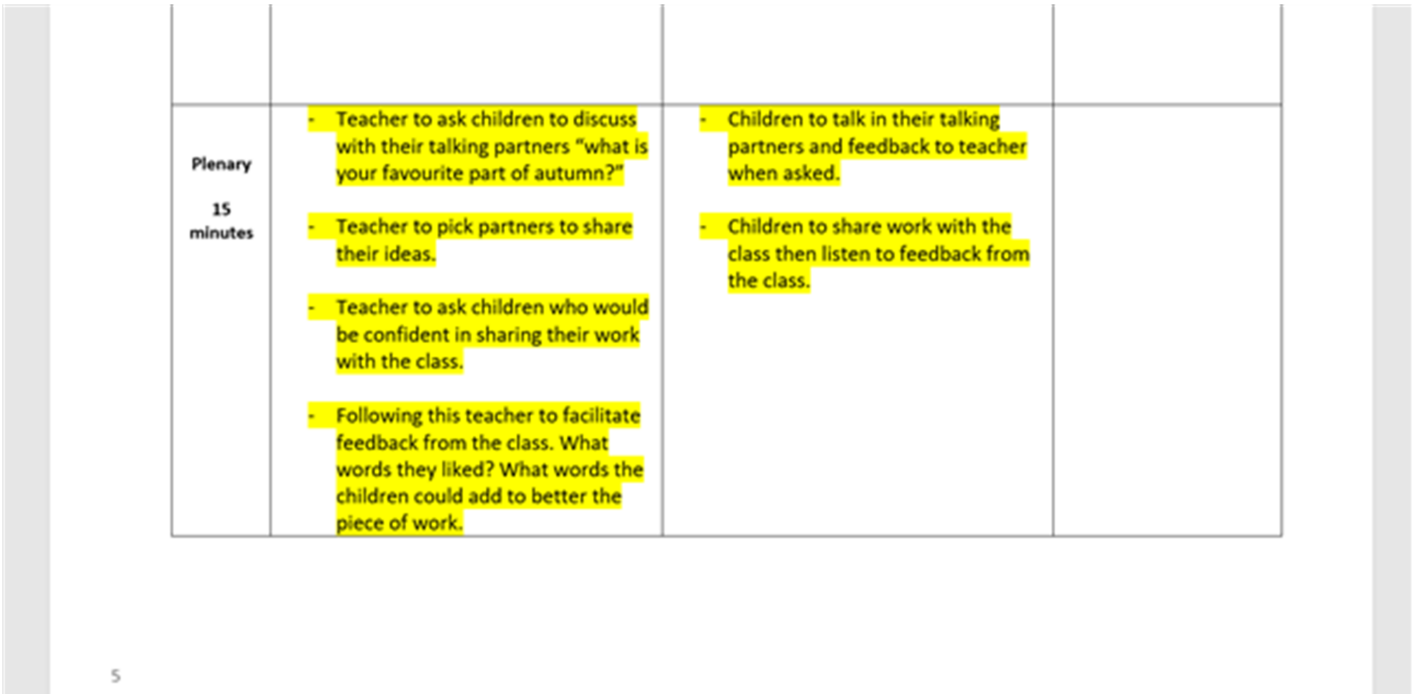


			- Draenog – Hedgehog - Coeden – tree - Dail – leaves - Goncer – Conker - Con pinwydd – Pine cone - Ffon – Stick - Moron – Carrot - Llygoden – Mouse - Cwningen – Rabbit
Plenary **10 minutes**	- Teacher to gather the children on the carpet and test children on the words they learnt earlier. Teacher to ask children to discuss this with their talking partners prior to feedback.	- Children to sit in their carpet seats and talk in their talking partners then feed back to the teacher when asked.	

This was welsh lesson that was taught to a reception/year 1 class. The children were provided with input of welsh words that related to autumn. Following the main task, I gathered the children on the carpet and asked them to try and recall the welsh words that they had learnt, with the help of their talking partner. I then asked the children to put their hands up if they had a word to share with the class. Although discussion was promoted and there was a good quality of talk, this strategy did not assess individual attainment. This was evident by the same children putting their hands up to answer. This strategy could be developed by changing the way the children feedback their answers, as the primary issue was that only vocal or confident children provided answers. Instead of asking the children to put their hands up I would explain to them prior to talking to their partners that I would be picking partners at random. This would ensure that all children engage and that I would hear feedback from each talking partner.

Assessment for learning - Illustrative example 3

11 December 2019 12:29



Plenary 15 minutes	- Teacher to ask children to discuss with their talking partners "what is your favourite part of autumn?" - Teacher to pick partners to share their ideas. - Teacher to ask children who would be confident in sharing their work with the class. - Following this teacher to facilitate feedback from the class. What words they liked? What words the children could add to better the piece of work.	- Children to talk in their talking partners and feedback to teacher when asked. - Children to share work with the class then listen to feedback from the class.	

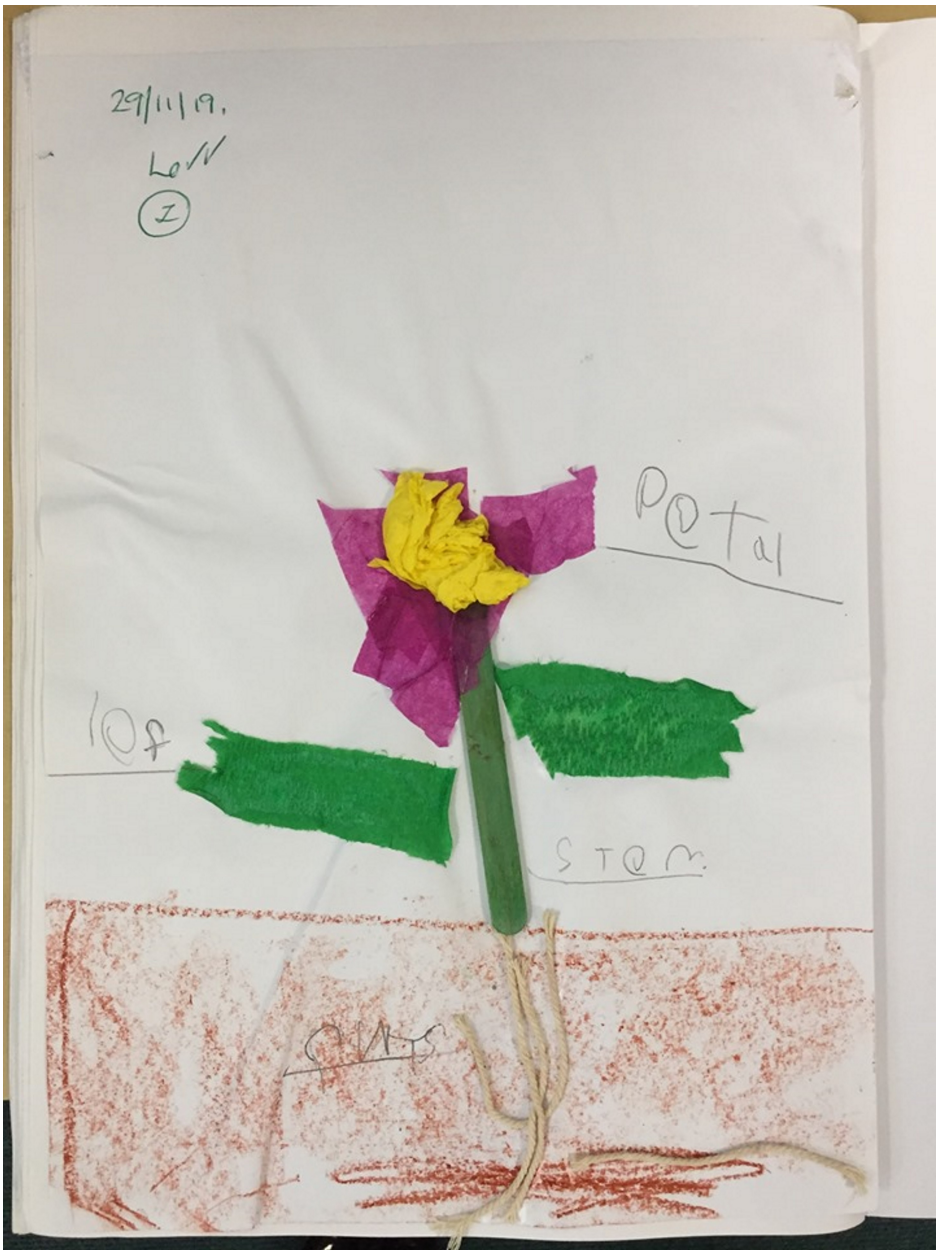
5

This lesson was taught to a reception/year 1 class and focussed on autumn. Assessment for learning was implemented at the end of the lesson in the form of peer assessment. I implemented this strategy by asking a higher ability group to share their work with the class. Following this the class needed to discuss with their talking partners what words they liked and what words they could add to make the piece of work better. The piece of work was an autumnal photo that the children had annotated with words they thought related to the picture or to autumn in general. The higher ability groups had completed the task that day and the lower ability were attempting the task the following day. Therefore, I wanted to model a good example to the lower ability groups whilst also ensuring that the children thought of additional words that they could use in their own piece of work.

This strategy was extremely effective in praising the higher ability group and providing them a chance to show case their work whilst also gaining feedback. This strategy was also beneficial as it created good quality talk amongst the class and encouraged the children to reflect. The concept of 'what went well' and 'even better if' was successful in providing positive feedback with constructive criticisms that was not too harsh for the children and did not appear to reduce confidence. This strategy could be developed by feedback being provided in groups and children swapping work with a peer. This could possibly be more effective than the above strategy as one limitation of the implementation was that it was to the whole class which may be daunting to some children.

Assessment for learning - Illustrative example 4

02 January 2020 12:29



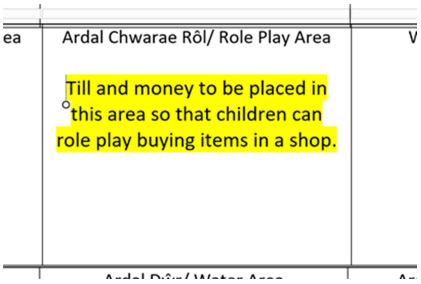
This lesson was taught to a reception/year 1 class and was centred around plants. The above example shows how I provided feedback through marked work. This was a standard way of marking that the school asked me to adhere to. The ticks to the LO indicate that the child has successfully attained the learning objective for that lesson. The "I" underneath indicates that the child completed their work independently (An M was used to show that the child had medium support). Although I found this to be effective for myself when planning lessons I did not feel that this was useful for the children. Therefore my feedback was mainly provided orally. This proved to be a lot more beneficial for the children as they then knew what they needed to work on to get where they needed to be.

Authentic context - Illustrative example 1

10 December 2019 13:09

	around for the children to look at. - Teacher to ask a child to come out the front so that they can role play how people buy items. Teacher to take the role of the customer and the child to take the role of shop keeper. Teacher to ensure that the total comes to a number where coins need to be added together to model this.		
Teaching & Core Learning 20 minutes each group.	- Teacher to sit with a group and complete a shop activity. Teacher to present children with items that have price tags on them and coins. Teacher to recap with input from the children what each coin represents. - TA to sit with groups and complete a money sheet activity.	- Children to provide input on what each coin represents. - Children in the red and blue groups to pick up an item and work out which coins they need to use for each item. Items will have prices on them whereby the children have to add coins together to create the total price (1p, 2p, 5p, 10p, 20p and 50p). - Children in the yellow, green and orange groups to pick up an item and work out which coin they need to use for each item. Items to have simple prices whereby the children do not have to add coins together to create the total price (1p, 2p, 5p, 10p).	- Real money - Toys with price tags - Worksheets - numicon

5



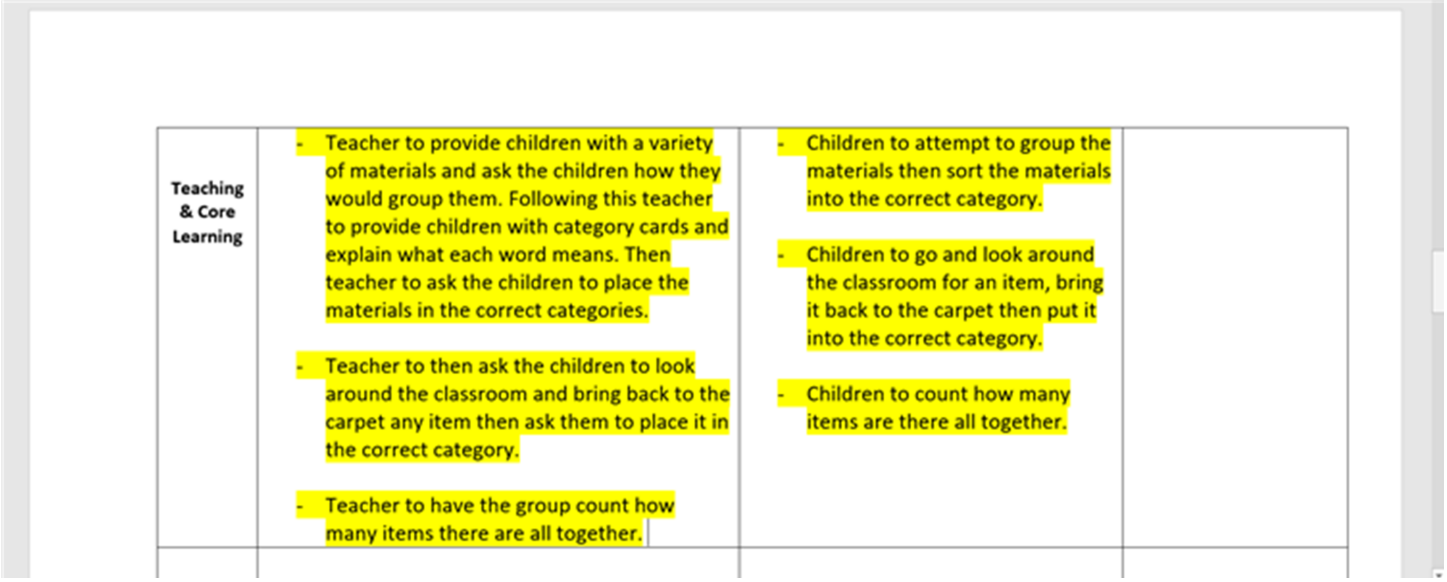
ea	Ardal Chwarae Rôl/ Role Play Area Till and money to be placed in this area so that children can role play buying items in a shop.	V

This lesson was taught to reception/year 1 class and focussed on the value of coins. An authentic context was used within the lesson in the form of real money. I used real money whilst modelling how to buy an item in a shop, during the shop task and within the role play area in the enhanced provision. In addition to real money, I used labels on the items which created the authentic context of a shop both in the task and the role play area. This choice was informed by Willems and Gonzalez-Dehass (2012) as they state that providing children with authentic contexts enhances the learning and the ability to transfer that skill. Implementation of real money within a shop like environment was highly effective. The children already understood this concept which made the learning more accessible for the children.

My class mentor also commented that the children appeared to be more engaged whilst carrying out the shop task and playing in the role play area in comparison to previous years where plastic money was used. This strategy could be developed by keeping the role play area as a shop for a longer period of time to embed this learning.

Authentic context - Illustrative example 2

11 December 2019 12:29

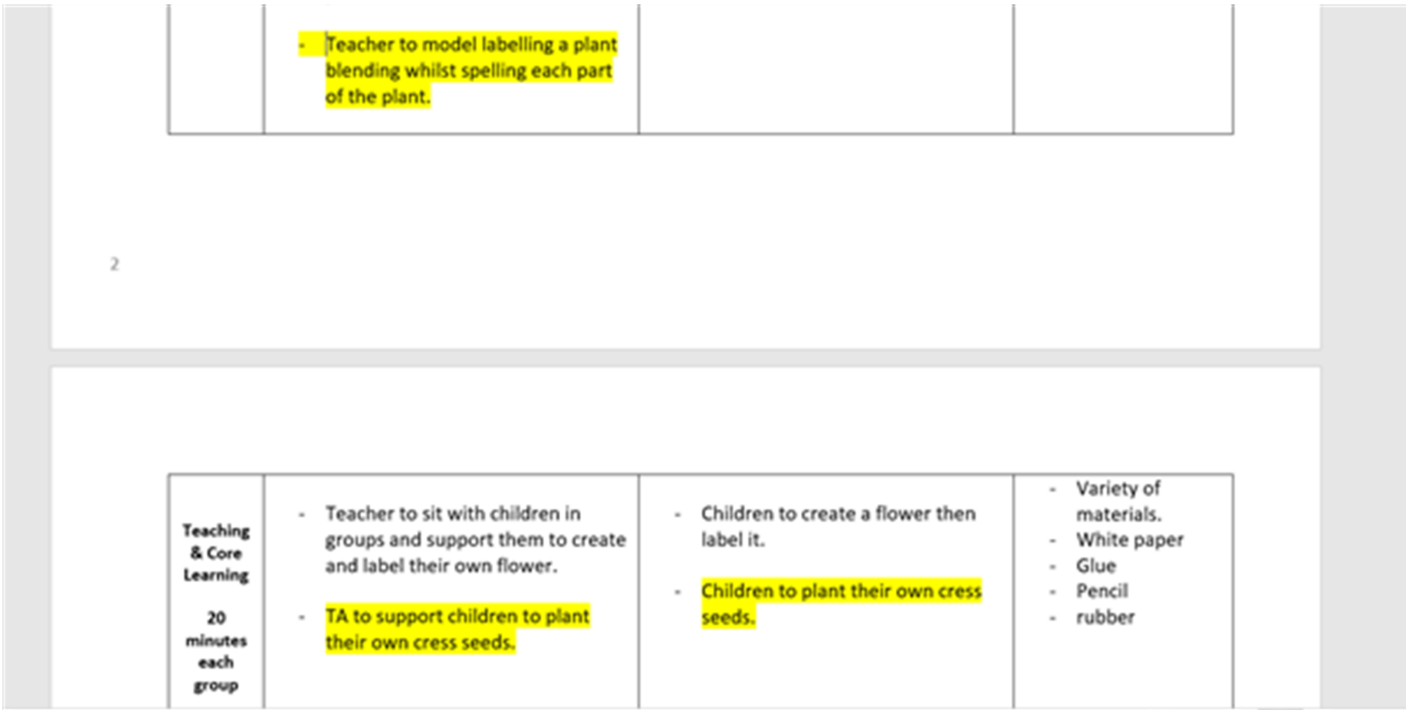


Teaching & Core Learning	- Teacher to provide children with a variety of materials and ask the children how they would group them. Following this teacher to provide children with category cards and explain what each word means. Then teacher to ask the children to place the materials in the correct categories. - Teacher to then ask the children to look around the classroom and bring back to the carpet any item then ask them to place it in the correct category. - Teacher to have the group count how many items there are all together.	- Children to attempt to group the materials then sort the materials into the correct category. - Children to go and look around the classroom for an item, bring it back to the carpet then put it into the correct category. - Children to count how many items are there all together.	

This lesson was taught to a reception/year 1 class and was centred around materials. An authentic context was used within the lesson through the use of real items. The focus task involved the children having to sort materials into groups dependent on their properties. I decided to use real physical materials to sort instead of sorting worksheet, as I felt that this provided children with a concrete experience. This was highly effective in creating comparisons between the materials such as showing the children how something felt if it was described as soft in comparison to something hard. This also made teaching complex describing words easier as I was able to show the children first hand. For example teaching the children about transparency was made more accessible, as I was able to physically show the children this property by looking through a plastic lid. This method was very beneficial in showing the children how materials with the same properties can be different shapes and colours which may have been difficult to portray through the use of a worksheet. The use of authentic materials also created a high level of engagement as the children could not wait to start feeling the items. It also produced good quality questions from the children as they were intrigued to find out more. Although I provided the children the chance to find their own materials to sort within the class room, I would further develop this strategy by taking them on a learning walk where they could source a large range of materials for themselves. I feel that this would then make them more active participants in their own learning.

Authentic context - Illustrative example 3

11 December 2019 12:29



	- Teacher to model labelling a plant blending whilst spelling each part of the plant.		

2

Teaching & Core Learning **20 minutes each group**	- Teacher to sit with children in groups and support them to create and label their own flower. - TA to support children to plant their own cress seeds.	- Children to create a flower then label it. - Children to plant their own cress seeds.	- Variety of materials. - White paper - Glue - Pencil - rubber

This lesson was taught to a reception/year 1 class and focussed on the life cycle and the parts of a plant. During the lesson I used an authentic context through the use of labelling a plant. Instead of labelling a plant on the white board I stuck labels to a variety of real-life plants. This was highly effective in showing the children that although plants may look different that there are commonalties. I don't feel that this idea could have been easily explained through labelling a drawing of a plant. This method would have required the children to transfer their knowledge of a drawing to a real-life plant which may not have looked the same as the drawing and could have confused the learning. I could tell that the children had understood the real-life concept as during this section of the lesson I also had the children label a plant as a class. In addition to the above method the children also planted their own cress seeds. This allowed them to see the life cycle of a plant over a couple of days which provided them with a concrete example of how plants grow. In addition to this it also provided the children with an authentic experience of what plants need to grow as they had to care for their own plant. I would further develop the use of an authentic context by having them grow their own flowering plant such as a sunflower. This would show how seeds that are released back to the soil start the life cycle again as this was not shown through the growth of cress.

Critical Reflection

10 December 2019 13:09

School context

My professional teaching experience (PTE) took place in a school that consists of 407 pupils. Within the primary section of the school 21.5% are eligible for free school meals which is higher than the national average of 18.4%. The attendance for the primary section of the school has been reported as 94.8% which is higher than the national average of 94.6%. This school is in the green support category and has been graded as an A for improvement capacity.

The school has a range of ability and 16.8% of pupils have been identified to require interventions for additional learning needs. This is higher than the national average of 14.4%. The school has not provided the percentage of children that are learning English as additional language however, the percentage of children within the local authority is 1.3% which is considerably lower than the national average of 6.2% (Welsh Government, 2018a).

The reflections that will be discussed focus on the implementation of pedagogical principles within a reception/year 1 class that consists of 5 ability groups.

Cross curricular responsibilities

Donaldson (2015) discusses a range of pedagogical principles that directly link to the purposes of the curriculum and that these are the elements that create good teaching and effective learning. One of the pedagogical principles outlined is to ensure that cross-curricular responsibilities are reinforced and embedded within the areas of learning and experience (AOLE) including literacy, numeracy and digital competence (Donaldson, 2015). Correspondingly, Barnes (2015) states that cross-curricular experiences should be placed at the centre of all learning within the school curriculum. Furthermore, he suggests that teaching skills separately and defining subject boundaries is an outdated approach.

In current research, Barnes (2018) implies that cross-curricular links within teaching are essential. Barnes (2018) states that children will require skills from a number of subject disciplines in order to solve possible problems that they may encounter outside of school, therefore they should be integrated in the school environment. Ashbrook (2019) suggests planning in a cross-curricular way increases the flexibility of the lesson and allows children to develop critical thinking, collaboration, communication, creativity, problem solving and innovation. In addition, Morrison (2018) makes a compelling argument that incorporating cross-curricular responsibilities allows children to appropriate their own learning and that this teaching method has the potential to meet the demand of these skills within a changing society.

Estyn (2018a) shows that a school in Wales is currently implementing cross-curricular responsibilities through the use of a project. The project encompasses a range of activities that develop the three cross-curricular skills and the report notes that this way has a positive effect on learning and challenges the pupils to be independent learners.

Although there are notable strengths and examples of good implementation of cross-curricular responsibilities in Wales, Aston and Jackson (2009) suggest that a critical

component of integrating the cross curricular responsibilities is training student teachers appropriately. They suggest that student teachers are unfamiliar with cross-curricular teaching and require further development within the strategies, pedagogy and approach. This viewpoint is supported by Kelly and Stead (2013), implying that student teachers have limited experience of cross-curricular responsibilities during their school-based training which may affect the quality of implementation. Estyn (2015) provides a strategy that may overcome this apparent short fall. In this report students attending a teaching training course were required to observe lessons for four weeks prior to planning their own lessons that incorporate the cross-curricular skills.

Laurie (2011, cited in Bishop, 2016, p. 22) states that teachers tend to make tenuous links in order to incorporate cross-curricular responsibilities. Laurie (2011, cited in Bishop, 2016, p. 22) explains that these links do not support the coherence of the subject, does not encourage development of the skill and eludes the true meaning of cross-curricular learning. Furthermore, Bishop (2016) states further criticisms including assessing the attainment of skills and the lack of time provided to teachers for planning and development of their lessons.

In conclusion, there is much discussion regarding cross-curricular responsibilities. Donaldson (2015) states that there will be an ongoing challenge for teachers to ensure the application of the cross-curricular responsibilities are not seen as an add-on.

During PTE, cross-curricular responsibilities were mainly implemented through the use of the enhanced provision. Welsh Government (2015) supports this method, stating that skills should be acquired, developed, practised, applied and refined in a variety of contexts. Therefore, incorporating cross-curricular skills into the enhanced provision allowed the children to engage in different skills across the classroom within one lesson (examples 1, 2 and 3). On reflection, implementing the skills in this way appeared to be a personal strength throughout PTE and I was able to include links to numeracy, literacy and digital competence. This was an effective way of implementing the skills into the lesson without diverting away from the lesson objective.

Numeracy was implemented by the children counting objects (examples 1 and 2). On reflection this does allow the children to practice a range of numeracy skills. However, the children within the class continually struggled to retain this skill. Placing counting activities within the enhanced provision proved to benefit the children's learning as gradual development of this skill throughout PTE was evident. This was notable whilst observing the children completing focus tasks. By the end of PTE the majority of the class could count from 1-20 without prompts or support. Improvement of this skill was effective in moving the children onto more complex activities as they then had the base skills required. Thompson (1995) found that competent counting skills are an important part of children's problem-solving repertoire and that children use counting to progress by combining counting with other learned skills. Furthermore, this is supported by Fuson (1986) suggesting that children learn to subtract numbers at an accelerated rate if they use the counting up method.

Literacy was included by incorporating oracy skills (example 2 and 3). I feel that this is an effective way of implementing cross-curricular responsibilities as Manion (2018) suggests that development of oracy is associated with significant gains in other subject areas. Similarly, Donaldson (2015) states that oracy is a crucial attribute to learning and is of high importance. Therefore, providing the children with the chance to develop oracy skills as part of a cross-curricular activity is an effective way of attempting to ensure advancement in other areas of learning and experience. Oracy activities were effective in providing less vocal children a chance to share their ideas

and build confidence. The increase in confidence was clear to see in some children by the end of PTE which could be due to the oracy strategies used. Yong (2010) supports this strategy, stating that emphasising oracy skills increases children's confidence in speaking and listening and allows them to be able to converse successfully.

Another strategy that was effective within the implementation of cross-curricular responsibilities was differentiating the skill level within the enhanced provision. I found this to be beneficial as although differentiation provided children the choice of which level they would like to attempt, it actually motivated children to challenge themselves. Bryce-Clegg (2015) suggests that provision areas should be differentiated in order to provide challenge within skill development.

Although, numeracy and literacy were implemented well throughout PTE, I struggled to implement digital competency skills. This was included during one lesson and was highly effective. The money task (example 3) allowed children to practice a number of simple digital skills and in addition encouraged collaboration. However, implementation of this skill throughout PTE was difficult as there was a lack of digital technology available within the classroom. Lacour and Tissington (2011) stated during a review that lack of resources creates a negative effect on achievement. This was clear to see during PTE as not all children in the class had a chance to complete this activity due to lack of computers.

Following reflection of each area of the cross-curricular responsibilities I shall develop this pedagogy by continuing to implement numeracy and literacy skills that the children require to develop. In addition, I will attempt to implement digital competency skills within more lessons. If I find myself teaching in a school with a lack of technology, I shall include digital competence in other formats. I will plan tasks that do not require technological equipment but teach the children about how to use technology. This idea is supported by Welsh Government (2018b) stating that some elements of the digital competency framework can be delivered without the use of hardware.

Assessment for learning

Welsh Government (2010) states that assessment for learning (AFL) is finding out where the learner is, knowing where the learner needs to get to and then showing the learner the best way to get there. Donaldson (2015) states that AFL provides a range of benefits within the classroom including helping children to raise their own standards and providing teachers with an insight into the effectiveness of the learning. Correspondingly, Welsh Government (2010) discuss that there were considerable gains following the introduction of AFL techniques as part of a pilot programme. The report suggests that there were improvements in learner's performance, engagement and the ability for them to transfer skills. Black et al. (2003) states that this type of formative assessment may take place many times throughout a lesson and can be carried out in a range of different methods including questioning, feedback, peer assessment and sharing success criteria.

Questioning has been described by Sardareh et al. (2014) as a crucial element of AFL. Black et al. (2003) suggests for questioning to be effective, teachers are required to move away from factual closed questions and to instead use big questions, open questions or problem-solving type questions.

Another part of AFL is feedback. Irons (2008) states that feedback enables learners to learn from assessment. However, Irons (2008) also discusses that there is a fine line between quality of feedback and timeliness of feedback. Hatziapostolou (2010) found that implementing an online feedback system reduced some of the issues

involving feedback including time taken to write the feedback and motivation from learners to engage.

Another element of AFL is peer assessment. James (2007, cited in Leenknecht and Prins, 2018, pg. 102) states that peer assessment places the learner in the role of the assessor. Topping (2009) suggests that using peer assessment can result in improvements in the quality of learning, especially in writing. In addition, Topping (2009) states that providing the learner a chance to act as the role of the assessor can have their own benefits including the values of intelligent questioning and reflection.

A final strategy of AFL is sharing the success criteria. Moss and Brookhart (2012) state that being clear about the learning goals is an integral part of the learning. However, Moss and Brookhart (2012) state that sharing the criteria is not just writing a learning objective on the board and having the children recite this, it is the learner's comprehension of what good work looks like for that lesson. An argument that is presented for sharing the success criteria is that when learners become active participants in their own learning then they learn more (Vygotsky, 1978, cited in Carpenter and Pease, 2012, p. 37).

Conversely, Kirton et al. (2007) researched the topic and found that teachers commented that although AFL strategies were successful, they were time consuming and were difficult to sustain. Similarly, Didau (2015) states that AFL is gimmicky and that teachers are making judgements on current performance and not learning over time.

During PTE I implemented AFL, however, on reflection, I noticed that I primarily placed AFL at the end of my lessons in the form of questioning (examples 1, 2 and 3). Pagliaro (2011) suggests that many teachers place questioning at the end of lessons however should be asking questions more frequently throughout the lesson. Reflecting on the types of questions I asked during PTE, I can note that I mainly used closed questioning (examples 1, 2 and 3). I chose to do this in order to gain attainment and Blosser (1991) agrees with this stating that most questions are formed to find out if a child does or does not know a piece of information. Although this was a good tool to check the children's retention, a variety of questioning techniques should be utilised. Ho (2005) states that closed questions only encourage short restricted answers and do not reflect genuine communication.

Additionally, I found that hands up questioning did not work well as the same children would answer the questions continually (example 2). Hammond (2016) suggests that hands up questioning may be a barrier in the classroom and some children will not put their hands up due to feeling insecure. Finally, when reflecting on my questioning, the use of white boards in the foundation phase did not work as some children could not form their letters properly therefore prolonging the process.

During PTE I mainly provided feedback orally as I found that this was more appropriate for the children's age. This is supported by Li, Cao and Wok (2016) stating that immediate oral feedback from the teacher has been linked to increased learning. I did comply with the schools marking policy (example 4) however I found that this did not affect the children due to their lack of reading knowledge.

I implemented peer assessment during one session whereby the children in the higher ability group heard oral feedback about their work from the rest of the class (example 3). I structured this by asking the children to comment on something that the children had done well and something they could add to make it better. This was a highly effective as the children were able to reflect. Segers, Dochy and Cascallar (2003) agrees with this method stating that it creates transferable skills. During the peer assessment the success criteria was also shared with the lower ability groups by showing the children what a good piece of work should look like (example 3). Hodgen and William (2006) states that this method is an effective way to provide the

children with an idea of where they are in relation to the target and involves them in making judgements about the quality of work.

Following reflection, to enhance AFL in my lessons in the future I will develop my questioning. This was something that was undeveloped throughout PTE. Therefore, I may try hot seating out as Westbury and Milburn (2006) found that children will provide longer and more complex responses to questions when they are posed by other children. In addition, I will not use hands up questioning continually as Hammond (2016) has found that removal of this method could minimise the pressure of participation and positively engage learners. In replacement I may use lollypop sticks to randomly select pupils.

Authentic context

Bozalek et al. (2015) explains that an authentic context is where the learning environment and the teaching reflect and model material and practice in the real world. This type of teaching and learning is meant to encourage and contribute toclear understanding of concepts (Bozalek et al, 2015). Similarly, Herrington, Reeves and Oliver (2010) state that authentic contexts reflect the way that the knowledge learnt will be used in real life. Adding to this Herrington, Reeves and Oliver (2010) state that authentic contexts provide learners with memory cues due to the purpose of the activity and make the knowledge acquired more memorable.

Donaldson (2015) states that authentic contexts are important so that children can see the relevance in their learning and to be able to create links to the world. Willem and Gonzalez-DeHasss (2012) state that one of the advantages of using authentic contexts is that the learning is more efficient and effective.

Welsh Government (2017) include authentic contexts within the standards for teaching and leadership, stating that teachers should structure authentic experiences within and across all subjects. Estyn (2018b) found that a primary school in Wales encourages children to learn by exploring real life situations within a village like context. This allowed the children to explore roles that adults hold in the real world and the school has found this to be highly effective in developing skills through experimental play. Estyn (2018b) noted that the introduction of the village raised standards in many different areas.

Although it appears that implementing authentic contexts within the classroom environment is purposeful there are limitations. Lansford (2014) states that the biggest challenge when using authentic contexts is to ensure that you do not confuse the children. This can be explained by using an example of a real newspaper when writing newspaper reports. Lansford (2014) states that although this provides an authentic context, the language used within the newspaper may be idiosyncratic or unusual and could be too complex. In addition, Lansford (2014) adds that another disadvantage is that the resources required for the authentic contexts usually require to be personalised and often entail a lot of preparation time which teachers do not always have.

Correspondingly, McAlister (2000) suggests that another constraint of using authentic contexts is that limits are required to be set regarding concerns around safety and confidentiality. Furthermore, McAlister (2000) states that authenticity is unmeasurable and that the teacher’s perception of the world is usually different to that of the learner.

During PTE authentic context was placed within lessons (examples 1, 2 and 3). In one of my lessons I used an authentic context when teaching the children the concept of money (example 1). I was able to make this authentic by firstly modelling how the children would buy an item in the shop. Hung and Khine (2006) state that modelling is essential for engaging learners in meaningful learning. I found that

modelling was highly effective in creating an authentic context as following this the children were able to independently engage in the role play area. Rogers and Evans (2008) noted that role play is a valued part of foundation phase as it helps children rehearse the expectations of society. Therefore, by placing a shop within the class the children were able to learn about how to not only pay for something in a shop but how to act, including queuing and conversing with others. This was clear to see during observations of this lesson as this authentic context created good quality talk and the children had independently gained knowledge of money. This knowledge was then clearly transferred during the focus task.

Development of authentic contexts was steady throughout PTE and I attempted to implement authentic contexts within lessons if possible. Another way I did this was by bringing in real materials for the children to sort when teaching them about properties. I felt that this was the best way to use a real-life context. Hung and Khine (2006) state that by using real materials in the classroom it helps link school knowledge with everyday life.

However, a weakness that I encountered during PTE was that due to staffing I was unable to teach a plants lesson in the authentic context outside. Therefore, I had to complete this indoors but still using real plants. I feel that although the children understood the concept that it would have been more meaningful in the authentic context of outdoors. Glackin (2016) states that outdoor learning offers learners the opportunities to build on cognitive, behavioural and social skills.

Therefore, although there were some difficulties with this pedagogical principle there were lessons where this principle was integrated well. I feel this influenced the learning as during these lessons the children showed enthusiasm which Pearce (2016) states is a sign of meaningful learning. In order to develop this principle, I shall attempt to provide children with the reasoning behind tasks. By providing a concrete purpose to the task the learning becomes more meaningful. Pearce (2016) states that this encourages the learners to engage as it provides relevance to the task and creates meaningful learning.

References

10 December 2019 13:10

Ashbrook, P. (2019) 'Yes, and. Cross-Curricular Planning for Preschool', *Science and Children,* 57(1), pp. 14-15.

Aston, S. and Jackson, D. (2009) 'Blurring the Boundaries or Muddying the Waters?' *Design and Technology Education: An International Journal, 14*(1), pp. 68-76. DOI: https://ojs.lboro.ac.uk/DATE/article/view/203/178 (Accessed: 9th December 2019).

Barnes, J. (2015) *Cross-curricular learning 3-14* 3rd Ed. London: Sage.

Barnes, J. (2018) *Applying cross-curricular approaches creatively*. New York: Routledge.

Bishop, R. D (2016) 'Using Stories to Support the Musical Development of Children', *Journal of Bermuda College, 2,* pp. 17-29.

Black, P. J. et al. (2003) *Assessment for Learning: Putting It into Practice*. Maidenhead: Open University Press.

Blosser, P.E. (1991) *How to ask the right questions*. Washington: National Science Teachers Association.

Bozalek, V. et al. (2015) *Activity theory, authentic learning and emerging technologies: Towards a transformative higher education pedagogy*. London: Routledge.

Bryce-Clegg, A. (2015) *Continuous provision: The skills*. London: Featherstone.

Carpenter, J.P. and Pease, J.S. (2012) 'Sharing the learning', *Phi Delta Kappan*, 94(2), pp.36 – 41. DOI: https://journals.sagepub.com/doi/full/10.1177/003172171209400209# (Accessed: 17 December 2019)

Didau, D. (2015). *20 psychological principles for teachers #18 Formative & summative assessment*. Available at: https://learningspy.co.uk/psychology/20-psychological-principles-for-teachers-18-formative-summative-assessment-2/ (Accessed: 17 December 2019)

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales.* Cardiff: Welsh Government.

Estyn (2015) *Teacher observation and AoLE review stimulates a rich curriculum.* Available at: https://www.estyn.gov.wales/effective-practice/teacher-observation-and-aole-review-stimulates-rich-curriculum (Accessed:10th December 2019).

Estyn (2018a). *Providing enriched experiences to develop skills*. Available at: https://www.estyn.gov.wales/effective-practice/providing-enriched-experiences-develop-skills (Accessed: 12th December 2019).

Estyn (2018b). *Learning through play in a real-life context.* Available at: https://www.estyn.gov.wales/effective-practice/learning-through-play-real-life-context (Accessed: 31 December 2019).

Fuson, K.C. (1986) 'Teaching Children to Subtract by Counting up', *Journal for Research in Mathematics Education*, 17(3), pp.172-189.

Glackin, M. (2016) 'Risky fun' or 'Authentic science'? How teachers' beliefs influence their practice during a professional development programme on outdoor learning', *International Journal of Science Education*, 38(3), pp. 409- 433. DOI: https://doi.org/10.1080/09500693.2016.1145368 (Accessed: 1st January 2020).

Hatziapostolou, T. and Paraskakis, I. (2010) 'Enhancing the Impact of Formative Feedback on Student Learning through an Online Feedback System', *Electronic Journal of e-Learning*, 8(2), pp. 111–122. DOI: https://eric.ed.gov/?id=EJ895699 (Accessed: 18th December 2019).

Herrington, J., Reeves, T. C. and Oliver, R (2010). *A Practical Guide to Authentic E-Learning.* New York: Routledge.

Ho, D.G.E. (2005) 'Why Do Teachers Ask the Questions They Ask?' *RELC Journal*, 36(3), pp. 297–310. DOI: https://journals.sagepub.com/doi/abs/10.1177/0033688205060052 (Accessed: 18th December 2019)

Hodgen, J. and Wiliam, D. (2006) *Mathematics inside the black box: assessment for learning in the mathematics classroom*. London: GL Assessment.

Hung, D. and Khine, M.S. (2006) *Engaged learning with emerging technologies*. Netherlands: Springer.

Irons, A. (2008) *Enhancing learning through formative assessment and feedback.* London:New York: Routledge.

Kelly, L. and Stead, D. (2013). *Enhancing primary science: Developing effective cross-curricular links*. Maidenhead: Open University Press.

Kirton, A., Hallam, S., Peffers, J., Robertson, P. and Stobart, G. (2007) 'Revolution, evolution or a Trojan horse? Piloting assessment for learning in some Scottish primary schools', *British Educational Research Journal*, 33(4), pp. 605–627. DOI: https://doi.org/10.1080/01411920701434136 (Accessed: 19th December 2019).

Lacour, M. and Tissington, L.D. (2011) 'The effects of poverty on academic achievement', *Educational Research and Reviews*, 6(7), pp. 522–527. DOI: http://www.academicjournals.org/app/webroot/article/article1379765941_Lacour%20and%20Tissington.pdf (Accessed: 20th December 2019).

Lansford, L (2014) *Authentic materials in the classroom: the disadvantages.* Available at: https://www.cambridge.org/elt/blog/2014/06/02/authentic-materials-classroom-disadvantages/ (Accessed: 1st January 2020).

Leenknecht, M.J.M. and Prins, F.J. (2018) 'Formative peer assessment in primary school: the effects of involving pupils in setting assessment criteria on their appraisal and feedback style', *European Journal of Psychology of Education*, 33(1), pp. 101–116. DOI: https://link.springer.com/article/10.1007/s10212-017-0340-2 (Accessed 20th December 2019).

Li, N., Cao, Y. and Mok, I.A.C. (2016) 'A Framework for Teacher Verbal Feedback: Lessons from Chinese Mathematics Classrooms', *Eurasia Journal of Mathematics, Science & Technology Education*, 12(9), pp. 2465- 2480. DOI: https://pdfs.semanticscholar.org/f751/703b3269835cb02bac18b827025bf13e4be4.pdf (Accessed: 20th December 2019).

Mannion, J. (2018) *Metacognition, self-regulation, oracy: A mixed methods case study of a complex, whole-school Learning to Learn intervention.* Unpublished PhD thesis. University of Cambridge. DOI: https://www.repository.cam.ac.uk/handle/1810/289131 (Accessed: 11th December

2019).

McAlister, B. (2000) *The Authenticity of Authentic Assessment: What the research says… Or doesn't say.* Available at: https://calpro-online.org/eric/docs/custer/custer4.pdf (Accessed: 1st January 2020).

Morrison, K. (2018) *Implementing cross-curricular themes*. Newyork: Routledge.

Moss, C.M. and Brookhart, S.M. (2012). *Learning targets : helping students aim for understanding in today's lesson*. Alexandria: ASCD.

Pagliaro, M.M. (2011) *Exemplary classroom questioning : practices to promote thinking and learning*. Maryland: Rowman & Littlefield Education.

Pearce, S (2016) *Authentic learning: what, why and how?* Available at: http://www.acel.org.au/acel/ACEL_docs/Publications/e-Teaching/2016/e-Teaching_2016_10.pdf (Accessed: 1st January 2020).

Rogers, S. and Evans, J. (2008) *Inside role-play in early childhood education : researching young children's perspectives*. New York: Routledge.

Sardareh, S.A., Saad, M.R.M., Othman, A.J. and Me, R.C. (2014) 'ESL Teachers' Questioning Technique in an Assessment for Learning Context: Promising or Problematic?', *International Education Studies*, 7(9). DOI: https://eric.ed.gov/?id=EJ1071010 (Accessed: 20th December 2019).

Segers M., Dochy F. and Cascallar E. (2003) *Optimising New Modes of Assessment: In Search of Qualities and Standards. Innovation and Change in Professional Education*. Dordrecht: Springer.

Thompson, I. (1995) 'The role of counting in the idiosyncratic mental calculation algorithms of young children', *European Early Childhood Education Research Journal*, 3(1), pp. 5 –16. DOI: https://doi.org/10.1080/13502939585207651 (Accessed: 12th December 2019).

Topping, K.J. (2009) 'Peer Assessment', *Theory Into Practice*, 48(1), pp. 20–27. DOI: https://doi.org/10.1080/00405840802577569 (Accessed: 21st December 2019).

Welsh Government (2010). *Why develop thinking and assessment for learning in the classroom?* Available at: https://hwb.gov.wales/storage/2d2b99cd-5431-421e-ac8b-8608fe0edf05/why-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf (Accessed: 21st December 2019).

Welsh Government (2015). *Foundation Phase Framework.* Available at: https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf (Accessed 15th December 2019).

Welsh Government (2017). *Professional standards for teaching and leadership.* Available at: https://hwb.gov.wales/professional-development/professional-standards

Welsh Government (2018a). *My Local School.* Available at: http://mylocalschool.gov.wales/?lang=en (Accessed: 6th December 2019).

Welsh Government (2018b). *Digital Competence Framework: Your questions answered.* Available at: https://hwb.gov.wales/storage/85f69bca-0134-426d-bff1-c46b4c1d067b/digital-competence-framework-your-questions-answered.pdf (Accessed: 15th December 2019).

Westbury, I. and Milburn, G. (2006) *Rethinking schooling : twenty-five years of the Journal of Curriculum Studies*. London: Routledge.

Willems, P.P and Gonzalez-DeHass, R.A (2012) ‘School–Community Partnerships: Using Authentic Contexts to Academically Motivate Students’, *School Community Journal,* 22(2), pp. 9-30. DOI: https://eric.ed.gov/?id=EJ1001611 (Accessed: 1st January 2020).

Yong, F.L. (2010) ‘A study on the cultural values, perceptual learning styles, and attitudes toward oracy skills of Malaysian tertiary students’, *European Journal of Social Sciences*, 13(3).