

Overview

Tuesday, December 10, 2019 3:42 PM

Student Name: Emma Symmonds

Student Number: 1900927

Assignment Title:

Pathway: Primary PGCE

Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Aim to write in a concise manner avoiding lengthy sentences and repetition.	I have tried to make sure my sentences are shorter. Reading my work aloud to make sure I haven't repeated myself and my sentences are concise.
Targed/Target 2	Support all points made with evidence.	I have tried to use evidence to support all of my points.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1900927_student_uowtsd_ac_uk/Eqpv576pRi1Ai-d_0lpVHeYBxJhaWv7lwVvuKNRSLzoaMw?e=nasSZW

Illustrative Example 1

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Teacher Activity

Children will be given their books with questions differentiated from their ability, based on flipped learning lesson. Support children with WAGOLL's and introduce new concept of perimeter to higher attaining children.

Encourage children to start using rulers as soon as possible, moving them on to green from Orange. Children should move freely between the differentiated work, depending on their progress and learning.

Afl – Live marking, green for growth, tickled pink.

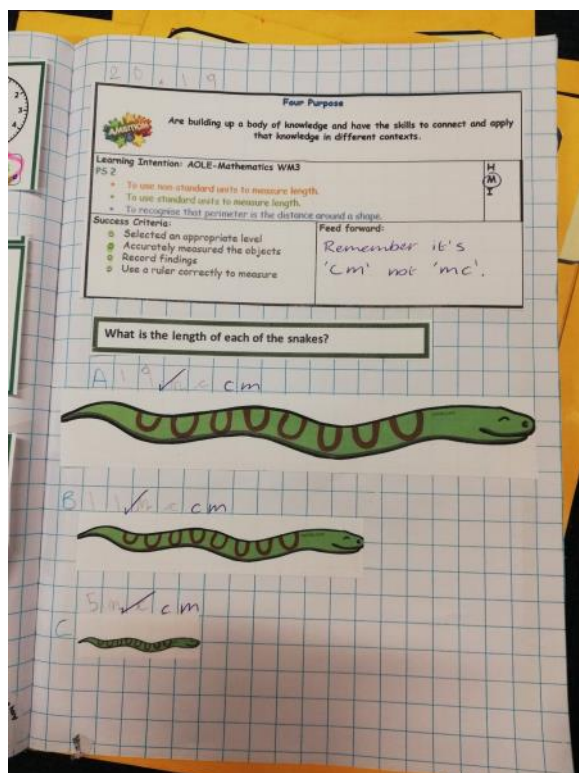
These images show the planning of Assessment for Learning techniques and then how it was implemented within a maths lesson. This was a Year 2 maths lesson, teaching children how to measure length with a ruler.

I chose to live mark using the tickled pink and green for growth technique because it is well established within this classroom, the children understand this type of feedback and are used to receiving it within the classroom. Furthermore, I wanted to use the live marking technique to ensure that all children were on task, and understood what they were meant to be doing within the focus group. This allowed me to provide support when it was most effective. Through the use of tickled pink and green for growth, children were not only told where they were going wrong and need to practice, but also what they are doing well and should continue to do.

This AfL technique was very successful throughout my practice, as it not only showed the children how to improve, it also encouraged myself to give continuous useful feedback. The image taken from a child's workbook shows the use of green for growth marking, however, I have not used pink to show where the child did well. It can be difficult to maintain this feedback during a focus group with the children, this is an area that I need to practice.

Illustrative Example 2

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This image shows a child's work during a teacher focused group in a maths lesson focused on learning to measure with a ruler. The image shows a skill slip featuring a success criteria that is put in the children's books before the lesson.

The aim of the skill slip is to show the children what the learning intention is for the lesson, and the success criteria tells the children how to be successful in their work. The children use the traffic light system to RAG rate their learning at the end of the lesson to reflect on their own learning,

This is very effective in encouraging the Year 2 children to self-assess their learning. However, to improve this, I would read through the success criteria with the children before they begin their work, to ensure that they are aware of how to be successful before they begin the task. I was able to provide feedforward relatively consistently, however, in the future I must ensure that I discuss and explain my feedforward to every child individually. Furthermore, I need to adapt my time management to ensure that I do not run out of time before the end of the rotation to ensure the children have time to reflect on their learning.

Illustrative Example 3

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Teaching & Core Learning	Kahoot quiz with various questions linking to the past two lessons which have looked at digital and analogue time. Questions vary in difficulty (most questions involve problem solving). Use Kahoot quiz as AfL to know what to cover in plenary. Review issues highlighted in kahoot. Children use mini analogue clocks to show times given on both analogue and digital.	Children look at analogue vs digital and work in mixed ability pairs. Demonstrating knowledge on time using the mini clocks. Children answer one question at a time on kahoot with a timer. Children can take part in the quiz in a pair with mixed abilities, (MKO).	Mini clocks Kahoot quiz iPads
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These images show the planning of Assessment for Learning techniques and then how it was implemented within a maths lesson. This was a Year 2 maths lesson, teaching children how to tell the time both digitally and using analogue clocks.

Throughout my practice and within university, Kahoot had been suggested many times. I wanted to see how useful Kahoot could be as an AfL strategy. The goal was to give the children a Kahoot quiz that tested their individual understanding of reading the time, but allowed the children to have fun and to turn the quiz into a fun game. Through doing so, I would then be able to look at the result of the quiz and see where each child was successful, and where they may need extra support. The questions set in the quiz got increasingly difficult in order to challenge all children.

The Kahoot! Quiz was a very successful activity I planned during my PTE and I will be using it as an AfL technique throughout my teaching practice. There were however some difficulties, such as ensuring each iPad had the Kahoot! App set up before hand, and ensuring that all children could see and read the questions asked on the whiteboard. To solve this, children could work in mixed ability pairs, to ensure lower attaining children can read the questions asked, especially in the Foundation Phase. During the quiz, the children were very excited, on reflection, establishing noise controlling rules before the quiz began could have been beneficial.

Illustrative Example 4

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Digital Competency Framework (DCF)



This is a block graph taken from a Year 2 child's workbook. Year 2 class of 29 children. The focus of the task was to create a bar or block graph to record the results of a science experiment.

The Year 2 children had never created a bar graph before. In order for all children to be able to access and engage with the work, they were able to create the graph of the J2elaunch app. This also allowed children the opportunity to use the iPads for something new, recording data in an alternative way. Using digital technology supported their learning in science. Through making this cross-curricular link, children also developed new skills taken from the Digital Competence Framework, allowing them to progress science and digitally, simultaneously.

This task was successful as it gave the children an opportunity to use iPads within a science lesson, learning new digital skills that they can continue to use throughout their education. Through using the app to create a graph, children were able to consider what the graph represented, rather than focusing on drawing the lines straight and colouring it in. They were able to understand what each bar represented, rather than focusing on how to draw the graph itself. When using the iPads to access the J2elaunch app, it is important to ensure all children are able to access it efficiently, without wasting too much of the lesson logging on.

Illustrative Example 5

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10:22 AM

Meaningful links to Curriculum	Being curious and searching for answers helps further our understanding of the natural world and helps society progress.
Meaningful links to: Cross Curricular Responsibilities	LNF – Numeracy – Making a graph (bar chart) to record results. DCF – Progression Step 2 - record data collected in a suitable format, e.g. use tally charts, pictograms and block graphs in a simple computing package.
Personal Targets (linked to QTS and identified in weekly review)	

This Illustrative Example is taken from my planning of a science lesson, focusing on recording results of an experiment into a graph. This science lesson was in a Year 2 classroom and was following on from previous lessons in which the children did an experiment to see what material would make the best raincloud.

As can be seen circled in red, within my planning I make clear links to cross-curricular responsibilities. This is taken from the Literacy and Numeracy Framework (LNF), and the Digital Competency Framework (DCF). Through using these I am able to see what progression step the children should be achieving, and find a level of work that is appropriate to the learners, supported by looking at their previous work.

Using the LNF and DCF to support my planning is very useful as it guides my planning to not only focus on science, but how I can include the statutory responsibilities within my lessons. To improve on my inclusion of cross curricular responsibilities, I need to learn how to be more creative with my approach. Numeracy falls into science very easily, to push myself I would like to try to include the LNF into a subject that it is less straight forward to include it.

Illustrative Example 6

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Literacy – Oracy

Teaching & Core Learning	30/30/30 rotations Teacher Activity: Children role play being an elf and a person finding the elf. Support learning and understanding the phrases. Support children in their pronunciation of Welsh words. Pair children up and encourage them to use Welsh sentences to have a conversation with the elf. Independent – Making elf ears that can then be used in their teacher activity. LSA – Lollipop sticks with Welsh phrases to support learning. Record children's conversations in pairs. Create QR code to stick in books for video access.	One child asks the elves questions to try and learn about the life of elves in the North Pole. The other child acts as the elf and answers the questions. Children should practice phrases aloud and try to use expression. Pwy wyt ti? Elf ydw I. Ble rwyd ti'n byw? Dw I'n byw yn Pegwn y Gogledd. Beth yw eich oedran? Independent – Children will use WAGOLL to support them in making their elf ears. Fine motor skills for cutting. LSA activity - Children will pick a lollipop stick and say the phrase/ask the question to another child in the group who will then reply appropriately.	Elf ears IPads Lollipop sticks WAGOLL Prompt sheet to support learning
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This is a lesson plan extract from a Welsh lesson I had planned for the Year 2 class I was teaching. The teacher focus activity is focused on building children's Welsh vocabulary, and their oracy skills.

When planning the Welsh lesson I decided to incorporate the LNF into my lesson. Within the LNF there is an area of focus on improving oracy skills. As a result, I planned this activity with this in mind. Over my PTE I engaged with reading and writing, but not with oracy. In order to gain new experience, I decided to focus on this area of the LNF within my Welsh lesson.

Introducing the LNF to a Welsh lesson work well as Welsh language is a part of the language and literacy Area of Learning and Experience in the draft curriculum 2022. On reflection, I did not have the knowledge to consider that children would be working at a lower oracy progression step level within the LNF, when speaking Welsh. To improve this, I will in future determine their level of progression within the Welsh language before teaching a Welsh lesson. Welsh lessons fall under the literacy and language Area of Learning and Experience, therefore it was very easy to introduce the LNF. To develop my cross-curricular implementation, I will try to make less obvious and easy connections. This will push my creativity in lesson planning and further develop this pedagogical principle.

Critical Reflection

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This critical reflection address my progress in planning and implementing three of the pedagogical principles outlined by Donaldson's Successful Future's report (2015). There are twelve pedagogical principals that are fundamental to the practice of teaching. Throughout my placement I have been developing and acquiring new skills that support these pedagogical principles. The three principles I will be focusing on are:

- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- Good teaching and learning means employing a blend of approaches including direct teaching.

I will be reflecting on my ability to apply these principles, using illustrative examples throughout as evidence of my practice and to suggest where I need to improve. Each of these illustrative examples are taken from my planning and implementation within a Year 2 classroom. The Year 2 classroom had 30 children of mixed attainment, within a community school in South West Wales.

Donaldson (2015) has identified that good teaching and learning means employing assessment for learning (AfL) principles. During my placement I was able to implement various AfL techniques. Within literature there is an overwhelming consensus that AfL is key to good teaching practice (Wiliam, 2018; Black *et al*, 2003; Estyn, 2018; Education Endowment Foundation, 2018; Hattie, 2012; Welsh Government, 2010). The purpose of AfL is to find out what the learner already knows and to use this to know where the learner needs to go next on the learning continuum (Hattie, 2012; Welsh Government, 2010). AfL aims to use formative assessments to alter teaching, to complement the learners ability and needs. There are a range of AfL strategies such as questioning, feedback, sharing success criteria, peer and self-assessment, and so on (Hattie, 2012). Throughout my PTE I have been experimenting with different AfL techniques taken from literature, professional dialogue and observations.

An important aspect of AfL is feedback, this has been highlighted by The Education Endowment Foundation (EEF). The EEF has compiled an overview of examples of meta-analysis carried out to review the effects of feedback on learning. They concluded that the meta-analysis found high average effects due to feedback and moderate improvement overall (EEF, 2018). During my PTE, I experimented with different forms of feedback. An example of this can be seen in Illustrative Example 1. This is an example of a live marking technique I used to mark the children's work during the focus group rotation of their lesson. As can be seen in the image, I marked using a well-known marking technique of 'Green for Growth and Tickled Pink'. Wiliam (2018) suggests that feedback

should include specific comments on errors and improvements that can be made, however, feedback must also have at least one positive remark. This is supported by the Welsh Government (2010), suggesting that too much marking and feedback can lower a learners self-esteem. The technique I used ensures that learners are able to clearly see where they have succeeded (pink) and where they can improve (green). Feedback should refocus and redirect learners, using clear, specific and accurate feedback in order to have a positive impact (EEF, 2018; Welsh Government, 2010; Hattie, 2012). I marked during the focus group session, meaning that children were able to make changes as the learning was ongoing. However, Wiliam (2018), has suggested that delayed feedback could be a more effective technique due to the delay retention effect. It could be argued that immediate feedback provides too much scaffolding, meaning that the children are not learning the skills in the long term. Although I recognize this argument, I found that in my practice, the live marking technique was both helpful and effective. On reflection, I need to make my marking more consistent. I will try to ensure that I do not simply highlight where the children need to improve, but also where they succeeded.

As my placement developed, my mentor gave me the responsibility of creating a skill's slip which included a success criteria, as seen in illustrative example 2. The success criteria would be shared with the learners through being stuck into their workbook at the beginning of a new task. Sharing success criteria as an AfL technique is recommended by Hattie (2012), Wiliam (2018) and the Welsh government (2019). Through sharing the success criteria with learners, they are able to see what the goals of their learning are, this can support in the learner achieving these goals (Black *et al*, 2003; Hattie, 2012; Edutopia, 2015). When creating the success criteria I chose appropriate tasks for children, differentiating tasks for children of different ability. On the other hand, there are several areas where my use of success criteria needs to improve. On reflection, the children often did not read the success criteria before beginning the task, they tended to read it after the session when self-assessing. To improve this, I will begin focus group sessions with an overlook of the success criteria before we begin. Finally, as suggested by Black *et al* (2003) and the Welsh Government (2019), in my future practice, I am going to allow the children to share in creating the success criteria, thus allowing them to have a deeper understanding of what is expected of them, and collaboration in their learning.

The Welsh Government (2010) noted the tendency for success criteria to be used to assess the quantity and presentation of work, rather than the quality of learning. To combat this issue, I encouraged learners to use the traffic light system to self-assess their work. This allowed me to see how the children felt about their learning. This technique was very useful, however, it was often rushed at the end of an activity. This did not allow children time to thoroughly engage with the success criteria, and gain the benefits of having one. To improve, I will set aside more time to carry out this activity.

Hattie (2012) notes the importance of questioning as an AfL technique, to determine where learners are in their progress of learning a skill. There are a range of questioning techniques that can be used to target questions or randomise questions. These range from directing a question to an individual child, hands-up question and answering sessions as a class, or using lollipop sticks with children's names to randomise questions (Wiliam, 2018). A questioning technique I utilised in my practice was the Kahoot! Quiz app, Illustrative Example 3. Kahoot! Allowed me to make an interactive, online quiz that, due to a competitive element, was very engaging for the children. This method of questioning allowed me to see individual learner's strengths and weaknesses of the skill.

Throughout my PTE I did use a range of AfL techniques, however, I relied too heavily on AfL techniques that were already well implemented within the classroom. Once I was confident with these techniques, I did not often try new and different techniques in my practice. I recommend trying new techniques that I have not already used to expand my range of knowledge on AfL strategies. Moving forward into my next PTE, I am going to further explore self and peer assessment as I feel I did not engage with this enough within the Year 2 classroom.

The next pedagogical principle I will discuss is that good teaching and learning regularly reinforces cross-curriculum responsibilities. Literacy, Numeracy and Digital Competence will be statutory responsibilities throughout the curriculum according to the draft Curriculum for Wales 2022 (Welsh Government, 2019). It is therefore imperative that this principle is developed throughout my PTE. Donaldson (2015) identified literacy, numeracy and digital competence as an essential part in allowing our learners to participate and thrive in the modern world. Therefore, the Literacy and Numeracy Framework (LNF) and the Digital Competency Framework (DCF) will be fundamental to the new curriculum. They will act as a tool for supporting the implementation and planning of these skills across the curriculum (Welsh Government, 2019). Barnes (2011) also supports the use of cross-curricular activities, suggesting that they are more motivating and meaningful than having a curriculum that focuses on one subject at a time.

Within my PTE I worked closely with the LNF and DCF to plan my lessons, including valuable and useful cross-curricular links. This can be seen in illustrative example 5. Through using the LNF and DCF in this way, I was able to plan activities, ensuring children were being challenged and working on these fundamental skills. An aspect of reinforcing cross-curricular activities I need to improve on, is to consistently make clear links to the progression steps within the framework. As seen in Illustrative Example 5, I did this rather sporadically. As my placement developed, I became much more confident in selecting appropriate progression steps from these frameworks and applying them to my planning. These progression steps fall in line with Vygotsky's theory of the Zone of Proximal Development (Pritchard, 2009). In order to access a new skill, the learner must have previous

learning related to that skill to succeed. During planning for each lesson I consider how to introduce skills from the LNF and DCF into my lessons.

Incorporating digital skills throughout the curriculum is hugely valuable as it allows learners to access different resources to help develop in other areas of the curriculum. The inclusion of digital technology throughout the curriculum has a moderate impact on learning gains (EEF, 2018). Utilising technology to support learning across the curriculum is exciting for the learners, and a very useful tool that ought to be used. As can be seen in Illustrative Example 4, I was able to incorporate skills taken from the DCF into a science lesson. The children recorded their data from a science experiment and created a graph using the iPads. Through utilising technology, the children's data handling skills from science improved, whilst simultaneously increasing their digital competency. I used the DCF a guide to support the integration of digital skills across the curriculum. It worked not only as a support for science, but as a valuable skill itself. It is very important that learners are competent in using technology so that they may be prepared for an ever advancing society where using digital software is a key skill within most workplaces (Alan Edwards, 2019). I faced several issues when using the DCF throughout my PTE and it is an area I would very much like to improve on. The Year 2 children did have experience logging on to their HWB account and accessing various resource I had planned for them. Although they had this experience, many had repeated difficulty logging in independently. This took time away from the children's learning. Until the children are confident and competent in this skill, it is an unavoidable aspect of using such apps. To improve this in the future, I could dedicate time specifically to teach the children to master this skill, thus saving time in the future. An alternative issue also arises when planning, I remain within my comfort zone of using iPads. To further progress in my planning and implementation of DCF, I will try to use different technology, for example Bee-Bots or Virtual Reality goggles. This will enrich the learners and my own experience within the classroom.

During my PTE, I also utilised the LNF within my planning and implementation of cross-curricular responsibilities. Barnes (2011) suggested that English is always likely to be present in cross-curricular learning because of the speaking, listening and writing. In 2011, the Minister of Education made literacy and numeracy a priority. As a result the LNF was introduced (Welsh Government, 2012). The LNF aims to help teachers apply literacy and numeracy across the curriculum, and therefore, was very useful to me in my planning of cross-curriculum activities. I would argue that literacy and numeracy provide the foundations for most other learning within school. It is vital that children are developing literacy and numeracy skills so that they may access other learning. Reading and writing are aspects of the LNF that I often engaged with and developed. To challenge myself, I chose to implement oracy into a lesson. Illustrative example 6 shows oracy as a focus of my planning for a Welsh lesson. I chose to teach the children common questions and answers in Welsh. Children had to listen closely to my pronunciation of words and attempt to learn and practice themselves. I found

this activity very difficult to teach as I have very little experience in teaching a new language to children. When using the LNF for the Welsh language, I will in future look at lower progression steps. On reflection, expecting the same level of skill in Welsh as I would in English was a mistake. During the lesson I made the decision to discard one of the questions and answers so that the children could learn the others more easily, adapting the lesson was beneficial to the children's learning. Barnes (2011) suggests that songs and movement can support learning. In future, I could use movements to support the children in learning new phrases.

Within my PTE I did take every opportunity to make cross-curricular links, however, I was asked to plan mostly literacy and maths lessons. As a result, I was unable to practice incorporating these skills from the LNF into other Areas of Learning and Experience (AoLE's) such as humanities and health and well-being. To further develop this pedagogical principle, I will seek opportunities to plan for different AoLE's to make these cross-curricular links.

The third pedagogical principle I will discuss is, good teaching and learning means employing a blend of approaches including direct teaching. Husbands and Pearce (2012) argue that a combination of different pedagogic strategies is the recipe for successful teaching. This is supported by Muijs (2010) who claims that there is no single classroom strategy that works for all purposes, one must therefore employ a blend of approaches to teach different skills in different ways. Stronge *et al* (2007, quoted in Husbands and Pearce, 2012) highlights the importance of a teachers ability to select and plan different pedagogical strategies for different effect. During my PTE I used a range of teaching approaches including 20:20:20 carousel rotations, 30:30 rotations, flipped learning, whole class directed teaching, independent learning groups and small focus groups. As a result I gained much confidence and experience trying and testing a range of approaches. Within my placement classroom, my mentor uses many different approaches and inspired and supported me a great deal. As a result, I was confident in trying new approaches. On the other hand, it made me less creative and independent in my choice to try new approaches as they were already well established for me. Although this could be seen as a drawback, it did allow me to practice my own skills and understand different approaches, without having to be overly concerned with the children not responding well to changes within the classroom.

Estyn (2018) notes the importance of not only varying teacher led strategies, but the importance of having a balance between adult-led and child-initiated activities. Estyn goes on to show that effective teaching practice should involve continuous provision planning. Within my placement classroom a well-established, child-led continuous provision activity called 'Amser dysgu' was part of the classroom routine. This activity featured within a 20:20:20 carousel-style rotations. This can be seen in illustrative example 8. I was able to incorporate this in to my planning easily with the support of my mentor. The management of these rotations went well and developed over my PTE

experience as I got more confident and able to manage time within the classroom better. However, to improve, I would like to allow the children to have more input into the activities. Though they were allowed to choose what activities to do and how they wanted to do it, children were not given the opportunity to design the activities themselves. In my future practice, I would enjoy using the children's ideas, however, this can be very difficult in a classroom of 30 children. Furthermore, as the provision was already well established, and an ongoing activity within the classroom, I had little input into the activities that would take place. Moving forward, I would like to have more of my own personal input for these activities through planning them myself.

In line with this approach, and Piaget's belief that children should seek out their own learning and figure the world out independently (Pritchard, 2009), I engaged with the flipped learning approach to lesson planning. This can be seen in illustrative example 9, planning for a maths lesson. Children were given the opportunity to use a range of different materials such as multilink, rulers and tape measures and explore how these materials can be used to measure length. This technique was very useful as an AfL strategy also. It allowed myself as a teacher to see children's ability, I could then use this information to plan further measuring lessons.

Another approach I used within my PTE was direct teaching. I used this approach with the full class and with smaller focus groups. Rosenshine (2008) discusses various aspects and direct teaching techniques. As noted by Rosenshine, many models of direct teaching involve teachers modelling skills, a great deal of feedback and asking an abundance of questions. As can be seen in illustrative example 7, I used the modelling technique with a whole class mental maths activity. The children were given sums to calculate and asked to share their calculations with the class. I then modelled different techniques children could use to solve the sums. Within focus group sessions, I used many of the techniques highlighted by Rosenshine above. On reflection, I did plan for direct teaching, however, I usually paired it with different activities, or had it as one rotation of a 20:20:20 lesson. I found it difficult to engage the children with direct teacher for extended periods of time and therefore pairing it with other rotations was effective. To improve, I aim to embrace direct teaching more into my practice. There has been criticism of direct teaching as an authoritarian, passive, mode of teaching (Renshine, 2008). This criticism has often made me reluctant to use direct teaching, however, it does have great value as an approach. An approach mentioned in the EEF Teaching Toolkit (2018) that I did not use is collaborative learning. Moving forward in my practice of the blend of approaches pedagogical principle, I will begin to explore this method. I would also like to explore teaching in different environments such as exploring outside and going on a trip with the class to put their learning into a real life context.

To conclude, I will summarise the recommendations I have made to further my development throughout my critical reflection. Firstly, to develop my use of AfL techniques, I need to push myself

out of my comfort zone of techniques I am confident in using. I need to be more consistent with my marking and feedback, ensuring I give the learners enough time to truly engage with feedback and self-assessment. Secondly, another recommendation is to incorporate the LNF and DCF in a more creative, adventurous way. To do this I will need to plan lessons in different areas of the curriculum, as I mostly taught maths and literacy lessons within my PTE. Finally, I would like to experiment with new approaches to teaching such as collaborative learning (EEF 2019), or learning in different environments. I also need to practice approaches I have already used.

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