

Tittle page/Overview

Monday, December 9, 2019 1:05 PM

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Pathway: Primary PGCE

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

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1600240_student_uwtsd_ac_uk/EkR8SOR5T09PjpY8ghUp7WwBmovr-GxVg8RJ0-xF2eZqVw?e=tHjMsM

	Target	What I have done in this assignment...
Target 1	<u>Practical application:</u> Check all theoretical concepts have been thoroughly understood and applied effectively.	I sought advice from my personal tutor on how I can improve this aspect of my assignment. I have gone into more depth when researching theoretical concepts.
Target 2	<u>Transferable skills for life and professional practice:</u> Try to make sure the evaluation is as well written as your introduction	I have spent more time on ensuring that I have written my conclusion to a high quality.

Illustrative example 1

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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)	1. APK-Picture of Guy Fawkes- who is he? Why is he famous? 2. Powerpoint telling the story of Guy Fawkes. 3. 5th of November poem. 4. KQ- what key words do you think of when discussing the story of Guy Fawkes. e.g. Parlmaent Firework Treason Bonfire November Fire London 5. As a class create a acrostic poem- WAGOLL . Share the LO and success critieria with learners. Only created half a poem.	1. Learners will discuss their prior knowledge of Guy Fawkes. 2. Pupils listen to the story of Guy Fawkes. 3. Pupils read aloud the poem of the 5th of november as a class. 4. Pupils feedback key words and discuss ideas. 5. Pupils participate in discussion and understand what makes a good acrostic poem , developing their understanding of the success criteria. Write the LO in their topic books.	Powerpoint on Guy Fawkes.
Teaching & Core Learning	Facilitating the children while they created their poems. Mini-plenary- showed examples of work so far. Circulate to look at learners working and thinking to create their poems. Pick some examples to share to the class.	Pupils work in groups of three to create their own acrostic poem on a A4 piece of paper. The children used dictionaries and thesaurus to find words begining with the letter they needed. Write the poem in their topic book after editing their draft. Pupils should show their finished poem to a teacher before writing it into their topic books. Extension- draw a picture to go with their poem. There was no time to complete the extension.	A4 paper Colours
Plenary	Hot seating- Guy Fawkes There was not enough time to carry out the hot seating, but as a plenary we showed the finished poems to the rest of the class.	Pupils ask 'Guy Fawkes' questions about the 5th of November.	Guy Fawkes hat

AfL- written in Blue.

Links to literacy- written in green.

AfL- written in Blue.

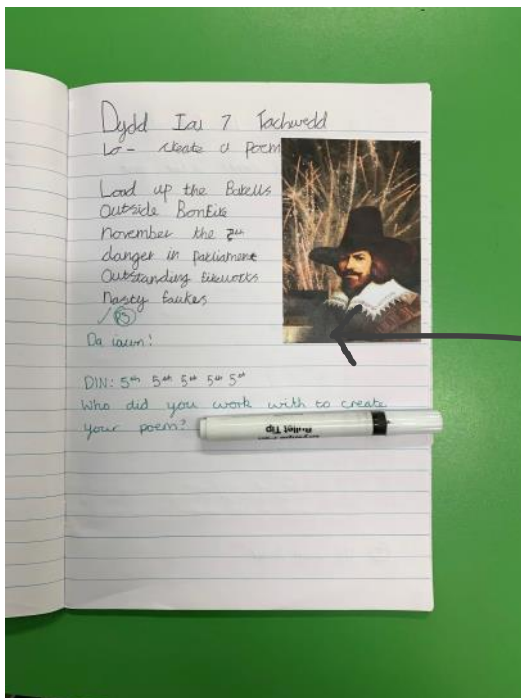
Links to literacy- written in green.

Changes to the lesson during the lesson are in red.

Above sections are from my Guy Fawkes topic lesson, with a year 2/3 class which was the first lesson I planned and delivered. I planned to use a range of AfL strategies (in blue) to develop their understanding of what a good piece of work looks like and develop their quality of talk by discussing their ideas when creating their poems in small groups and further developing their understanding of Guy Fawkes, using the hot seating method. I chose to focus on the AfL strategy WAGOLL because it is a familiar strategy used in the classroom that I had observed during the observation week. They also have a WAGOLL wall on display which strengthened my rationale to implement this approach. From previously researching AfL for another assignment, I decided to ensure that I always share the success criteria with the pupils and ensure that the learning objective (LO) is understandable. This is because recent research suggests that sharing the success criteria creates shared learning intentions that is effective in providing learners with the confidence to carry out the task and modelling how to create an acrostic poem, creating a WAGOLL, strengthens this technique and enables them to become capable learners which was necessary for the year 2's since they had not previously created an acrostic poem (Nancy, Fisher and Hattie, 2018; Heritage, 2018). This was a successful strategy since the pupils participated in a group discussion and developed their understanding of how to complete the task successfully. Although, I felt I could have spent more time on this but I was very conscious that the pupils had been sitting down for a long time.

During the lesson, I had not initially planned to stop half way to show pupils work, although this proved very effective. This is because pupils were able to think about what was successful about their peers poems and therefore they could make amendments to theirs, enabling learners to reflect on their own work and develop learners capacity for self-assessment (Wallace, Kirkman and Townsend, 2012). I adopted this mini plenary AfL technique during the next series of lessons, although further improved by asking key questions like 'what aspects do we like about this poem?' And pointing out the particularly positive aspects of that pupils work. Within the successful futures document, it mentions how assessment for learning should include peer collaboration to feedback since it provides an opportunity to articulate and test ideas within a safe environment (Donaldson, 2015).

Within my plenary I had included the hot seating strategy however, as shown in red, there was not enough time to carry this out. However the pupils were all very keen to continue reading out their poems to the rest of the class which was very beneficial for the pupils, since it developed their confidence to read their work out in front of the class.



Feedback is another major aspect of AfL (William, 2012). This shows a finished poem that was created by one of the pupils. Within the class we use a marking system that states how the pupil worked and PS shows that they had peer support. This is an effective strategy in order to assess the pupils ability accurately. I also provided a comment saying that they had completed this task well although added a 'do it now' (DIN) to show how they could further improve their work. Although, I find providing feedback a difficult pedagogical skill and I need to improve on the quality of feedback I provide pupils.

Illustrative example 2

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5/11

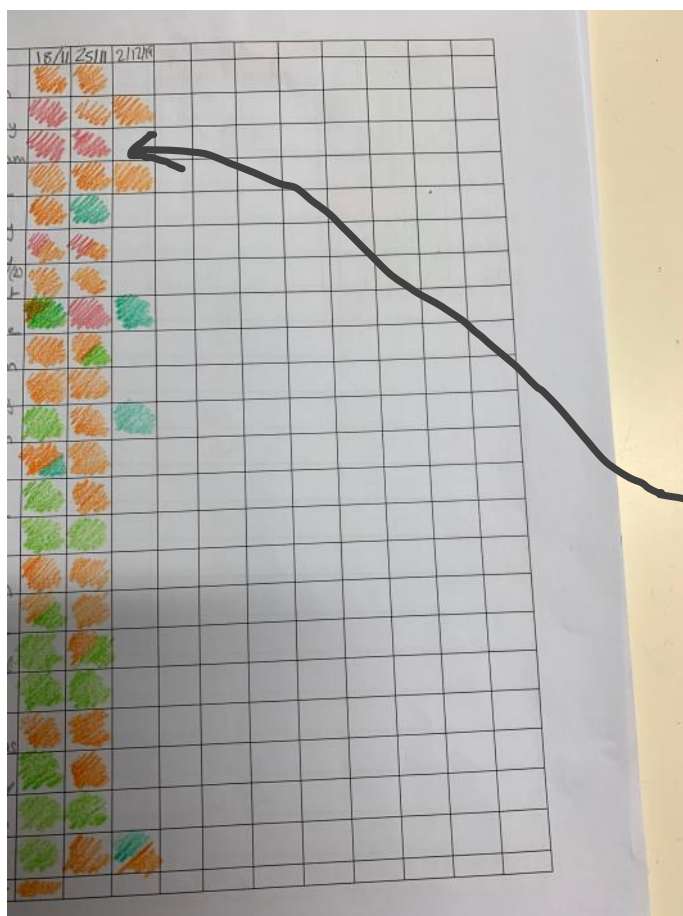
em that rhymes and links to season

Progress (GREEN (G) ORANGE (O) RED (R)	Extra comments
O	
R	
R	
O	
O	
E/O	
⊗	
G/O	
O	
O	
G	
⊗ O/G	has the ideas + can verbally connect
G	
G	
O	
O/G	rhyming
G	
G	
O	
O	half rhymes needs an extra word - looks
G	like: accidentally missed
G	

G	
G	
G	Very good understanding of rhyme!
⊗ G	
G	
G	understood rhyme.
G	
G	
O	

This is an example of an assessment sheet completed after an English lesson with the learning objective

(LO)-to write a poems that rhymes and links to seasons. I began to carry out this type of assessment strategy after having a weekly reflection meeting with my class teacher. Assessment then become one of my targets due not using a range of assessment strategies. Using a range of AfL strategies is important since The Assessment Reform Group (2010) state that assessment has several roles, one being recording pupils achievements in order for the learners to know what standards they are aiming for and how we, as teachers, can best get them to reach them. Therefore the use of this assessment grid provides a way for me to assess where the pupils are in their learning and monitor their progress in order to effectively plan the next lessons to enable them to best get to where they need to go next (Bass et al, 2015). Although this is effective way to assess pupils holistically during that one lesson, since it required me to work collaboratively work with other staff within the classroom and I could use a range of evidence from the pupils to influence my judgement. For example, listening to their answers when providing feedback on the carpet, looking at the work completed in their books and observing how they carry out the practical tasks. However, there are a lot of pupils in one classroom which makes it very difficult to provide accurate data holistically for all pupils. Therefore, I need to develop my observational skills and record the data straight after that lesson, rather than leaving it to the end of the day. Also I need to develop my confidence to ask other staff members in the room in order to work collaboratively, effectively. This is very important since collecting evidence of student learning and then monitoring that evidence can promote significant learning gains, however, it is important that the evidence collected is accurate and that I adopt a coherent and consistent approach to assessment, therefore ensure I always collaborate with classroom staff (Carless, 2005; Welsh Government, 2019a).



This is an example of my English progress assessment sheet in a year 2/3 class. I decided to create this after a discussion with my class teacher, in order to monitor how the pupils are progressing during the series of lessons I was teaching. It is also a great way to identify pupils who need direct support in order to develop their understanding and be able to access the task. For example, from looking at this grid, I can see that there is one pupil who needs additional support and therefore next lesson, if I was to return to that class, I would ensure I placed a TA with them or provided them with a differentiated tasks. However, due to completing these assessment grids towards the end of this block I was unable to effectively monitor and implement effective practice using the AfL strategy. Although I aim to carry this through to my next teaching experience.

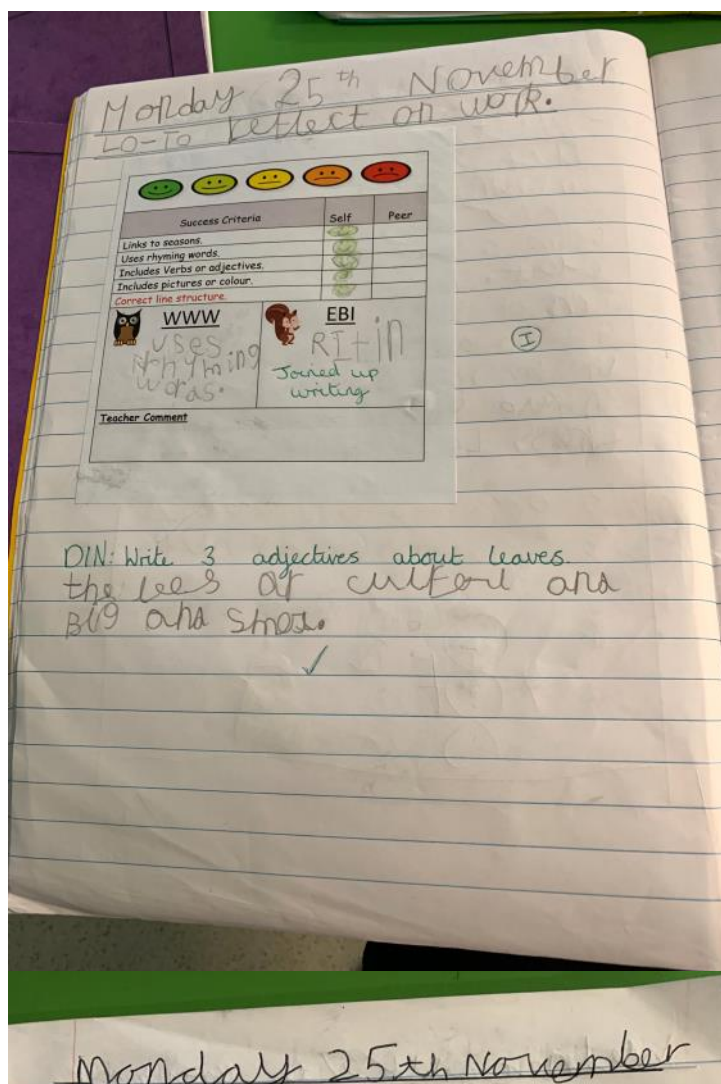
Illustrative example 3

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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)	1. Recap the success criteria the pupils helped create last lesson. 2. Discuss the importance assessing our work. 3. Explain to learners that we are going to be performing our poems in front of the green screen to create a video.	1. Children discuss what they said makes a successful poem. 2. Children understand the importance of assessing poems. 3. Pupils understand the learning objective for the lesson and that it might take all week to ensure everyone has recorded their performance.	Assessment Sheets.
Teaching & Core Learning	Activity 1- provide the children with self and peer-assessment sheets to fill out and time to make amendments to their poems. Differentiated by the amount of adult support.	Activity 1- Pupils complete the self-assessment sheet and then swap books with a pupil that was in a different group to them.	Activity 1- Self and peer-assessment sheets -LLC Books

Plenary	KQ- Can anyone share something that went well and something they can improve on when writing poems or writing in general?	Pupils feedback something they did well when writing their poems and something they can improve on.	

From looking at previous work the pupils in the year 2/3 class had completed prior to my teaching practice, I saw that they had carried out a reflection lesson. I decided to follow the same structure of the assessment sheet as the class teacher so that the pupils were familiar with the process. I also included the success criteria that the pupils had helped make the previous lesson in order to empower the pupils to decide what makes a successful poem and assess their own poem from what they deem successful. Recent research suggests creating shared learning outcomes is an effective way ensure pupils are assessment capable learners and are able to carry out the task with confidence (Nancy, Fisher and Hattie, 2018; Heritage, 2018). I differentiated the reflective sheet, so that the year three needed to also complete the criteria in shown in red. Although, it was still on the grid for the year 2 pupils in order for them to challenge themselves if they wanted to reflect on that aspect of their work also. I planned for pupils to both self and peer assess their work since Careless (2005) and Lee (2019) highlight the importance of providing pupils will the opportunities to have an active role in reflecting on their own work and their peers.



During the lesson, I could see that some year 2 pupils were struggling with reflecting and therefore I told them they could just focus on self-assessment. I did this because I felt that it was more important to develop their understanding of self-assessment in order to develop their reflective skills to provide meaningful feedback to their peers in the future. Also from marking their books I found that some pupils had put smiley faces for all of them (as shown in this picture) and therefore to further assess their understanding I wrote a DIN for them to complete. Therefore, next time I carry out a reflection lesson, I need to ensure that the pupils understand how to reflect independently. Through reflecting on this lesson with the class teacher, I found out that the pupils had more support when filling out the reflective grids in the previous lesson.

This picture shows work from a year 3 pupil who is more familiar with this type of reflection. I decided to plan this lesson

Monday 25th November

Lo-To reflect on work

Success Criteria	Self	Peer
Links to seasons.		
Uses rhyming words.		
Includes Verbs or adjectives.		
Includes pictures or colour.		
Correct line structure.		

WWW

Use of
rhyming
words.

EBI

Includes
pictures and
colour

Teacher Comment

Remember capital letters

A lovely poem. A poem.

This picture shows work from a year 3 pupil who is more familiar with this type of reflection. I decided to plan this lesson since it adopts a collaborative approach, where the pupil, their peer and the class teacher can provide meaningful feedback which will support progression in future learning. Carless (2005) states that opportunities for pupils to carry out peer or self-assessment is an effective collaborative AfL approach. In the future, I need to ensure that the pupils complete this type of reflection continuously, whether that is through discussion during plenaries or using this grid method. This will ensure pupils become even more familiar with the reflection process which is a vital skill they will need in order to learn and develop their skills further which is a fundamental requirement of today's generation in an ever increasing technological world (Welsh Government, 2010).

Illustrative example 4

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Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Olivia Leonard	Class:	Year 2
AoLE or Subject	Mathematics	Date:	14/11/19
Lesson Focus:	Shape- Developing geometry skills		
Meaningful links to Curriculum	Using geometry skills: Recognise and use the names of 2D shapes, and understand and use their properties. Create increasingly complex 2D models and use mathematical vocabulary to describe them.		
Meaningful links to: Cross Curricular Responsibilities	Literacy (LNF) pupils will share activities and ideas to complete a task. DCF - Create different regular and irregular polygons on a geo board app on the ipad.		

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)	1. Recap over key vocab and meanings from last lesson. Eg. Vertex and polygon. 2. Show how you can make a square out of a piece of paper. KQ-How do you know it is a square? 3. APK- (from last lesson) Cut a corner off the piece of paper. KQ-can you describe the properties. 4. Pictures of each shape and explain they all have their own name- discuss each one. Ensure children make the connection with 'gon' and angle. 5. Discuss angle using the geo-	1. Learners feedback what information they can retain. 2. Learners discuss 'talk partner' how they know it is a square and feedback. 3. Learners feedback the information they learnt last lesson. 4. Learners understand the reasons why the shapes have their own mathematical name- link to real life objects, e.g. OCT- Octopus. 5. Get two geo strips and discuss the size angle and how it changes when you move the geo strip. 6. Learners write the LO in their mathematics book.	1. PowerPoint presentation 2. Piece of paper and a scissors. 3. Piece of paper and a scissors. 4. Pictures and names of each polygon and outside objects and PowerPoint. 5. Geo strips.

	strips.		
	6. Share the LO.		
Teaching & Core Learning	Activity 1- Miss Leonard-Numicon Booklet, page 4 and 5. Activity 2- there will be print outs of different irregular polygons and some physical regular polygons and the children will need to sort them into different categories, eg. Hexagons. Activity 3- use the ipads/ geo boards to get children to make 5 or more sided polygons. Also draw polygons with dot paper. Empathising the importance of straight lines to draw their shapes and then name their shape. Activity 4- Class teacher- Year 3.	Activity 1- Numicon Booklet, page 4 and 5. Activity 2- Learners will discuss different polygons properties and place and sort them with similar shapes. Activity 3- children circulate around the table- above each geo board/ iPad there will be a name of a polygon. Children draw lots of examples of one shape as they can. E.g different 5 sided shapes (pentagons). The children will have to make that polygon and different one to the previous learner, each time. Activity 4- children follow the class teachers instructions.	Activity 1- Dot paper, ruler and pencils. Activity 2- print outs of irregular polygons. Activity 3- Geo boards, elastic bands, iPad.
Plenary	See how many different polygons they can find in the classroom Match the polygon to real-life objects. KQ- what new vocabulary has anybody learnt today?	Learners will share any new vocabulary the children have learnt.	Shape Vocabulart sheet (angle, side, vertices, polygon, non-polygon, triangle, oblong, rectangle, square, hexagon, heptagon, octagon, pentagon, circle, half circle, semicircle, straight, curved, congruent, similar.

I was able to plan a series of mathematics lessons on shape for year 2/3. Within my 2D shape lesson I included cross-curricular elements in order to ensure the pupils had a range of activities to carry out in order to consolidate their learning. Within this mathematics lesson, the pupils had to discuss, in pairs, the answers to different questions about different shapes. I decided to create this activity to develop the pupils quality of talk embedding mathematical terminology which can develop their knowledge through participant engagement in the activity (Barnes, 2010). In another activity I got the children to circulate around the table to create the 2D shape that was in front of them, however, they needed to create one shape on a physical geoboard, the next on a geoboard app on the iPad and then drawing another shape on dot paper. This will develop their ability to recognise and use the names of 2D shapes which is highlighted in the mathematics scheme of work. I decided to do this because it provided pupils with a range of opportunities to create different shapes. This also developed their DCF skills since they needed to work out how to use the app in order to create the shape in front of them. I felt this made the task more engaging for the pupils since they were constantly changing the different ways they could draw the irregular and regular shapes. This is a successful

is highlighted in the mathematics scheme of work. I decided to do this because it provided pupils with a range of opportunities to create different shapes. This also developed their DCF skills since they needed to work out how to use the app in order to create the shape in front of them. I felt this made the task more engaging for the pupils since they were constantly changing the different ways they could draw the irregular and regular polygons. This is a successfully method, because the pupils have different techniques and experiences that they can link their understanding of shapes to in order to further develop this skill links to a key recommendation within the cross-curricula aspect of Donaldson (2015) review which states that pupils need to have a range of wider skills across the curriculum.



In the delivery of this lesson, the pupils doing the geo board activity all got a chance to develop their digital skills, and their literacy skills by discussing with their peers how to create the different shapes. This was a successful aspect of the lesson, however, not every pupil got the chance to complete this activity. Therefore, I need to work on my timings and classroom management to ensure every pupil gets to complete activities that are cross-curricular.

Illustrative example 5

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Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Olivia Leonard	Class:	Year 2/3
AoLE or Subject	LLC/English	Date:	2/12/19
Lesson Focus:	Performing our poems		
Meaningful links to Curriculum	Pupils will adopt a specific role within their groups in order to discuss how they are going to perform their poems. They will be reading their poems that rhyme to be recorded with a green screen background. New curriculum- visual literacy- performance poetry. Expressive Arts: students use their knowledge of performance to express and perform their poem as a group to the rest of the class and for recording purposes.		
Meaningful links to: Cross Curricular Responsibilities	DCF: Creating: pupils will explore and use different multimedia components in order to capture their poetry performance, for example, sourcing appropriate images to place on the background of their green screen performance. Numeracy: Pupils will need to work out the timings in order to effectively place the correct images on their green screen background at the correct times.		
Personal Targets (Linked to QTS and identified in weekly review)	Pedagogy Advancing: Progression in learning: <i>The student-teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.</i>		

Time	Activities/Methodology <i>(Main Concepts)</i>	Pupil Tasks <i>(Pupils' role including differentiation)</i>	Resources <i>(Including)</i>
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	/Key Concepts (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)	1. Explain to learners that we are going to be performing our poems in front of the green screen to create a video. 2. Give a brief demonstration how to use the green screen app.	1. Pupils understand the learning objective for the lesson and that it might take all week to ensure everyone has recorded their performance. 2. Pupils understand the basics of using the green screen app.	iPad Green screen app
Teaching & Core Learning	Activity 1- pupils work in groups to plan their poem performance. KQ- who is reading which part? -what pictures are you going to use/save to put as the background of your green screen recording that links to the seasons? Activity 2- record the pupils performing their poems using the green screen app. Challenge task: Add more than one photo onto the green screen video in order to link with each season.	Activity 1- Pupils discuss and plan their performance answering key questions. Activity 2- Pupils find an image that represents the seasons and save it to put as the background of their green screen performance. They record them performing their poems with an adult. They then create the green screen performance, save it in order to turn it into a QR code. Challenge task: work out the correct timings in order to add more than one photo onto the video using the green screen app.	Activity 2- iPad Green screen app Access to the internet.

	videos in order to link with each season. Differentiated by the amount of adult support.		
Plenary	Show the whole class videos of each group performing their poems.	Pupils provide 2 stars and a wish about each performance	

In the above lesson, I planned for the pupils to have time to practice performing their poems so that they could decide who was saying which part of the poems. I did this in order to develop their confidence when it came to recording their poems, which is also an element within the expressive arts, physical literacy section of the new curriculum (Donaldson, 2015). I also planned for the pupils to work in small groups which a four year study into how to promote effective group work skills to enhance pupils learning, found that group work enhanced levels of achievement and levels of high sustained, active engagement (Baines, 2009). I planned for the pupils to use a green screen app to record their poems since the class teacher had not used this technology before and therefore it was an effective way to introduce both the teacher and pupils to the software. I decided to show all the pupils as a class how to use the app at first, and then in small groups I planned for them to talk me through how to use the app. I also ensured that the pupils searched for the background picture they wanted in order to develop the digital competency skill, producing, in order to import an image and use it as a background (Welsh Government, 2019c). I decided to ensure the pupils were familiar with how to use the technology, although due to it being their first time using it, I ended up recording them. However, to improve the pupils' digital skills I should have planned more time for the pupils to record their peers poems. In the future, I am going to ensure that every pupil has an opportunity to use the software rather than talking me through the process as a small group. Also within my planning I could had made the recording the poems more detail, since if another teacher needed to teach this lesson, they might find it difficult to follow the instructions given on this lesson plan. Within the lesson plan I stated that I planned to develop the pupils numeracy skills, however, this was not accessible for the pupils since it was the first time they had used the app and there was time constraints that did not allow for me to further develop the pupils digital skills to add multiple videos and backgrounds to the one recording. Therefore, in the future I need to ensure that I have not over planned and target the learning at the right level for the pupils, although I believe this would be a the next progression step in the pupils learning.



This shows an image of the poem background they had made the lessons before performing their poems. The pupils held this up during their performance which created a strong link with their English work and performing their poems. When delivering this lesson, I went over how to use the green screen app twice since it was a new process for the pupils to understand. The pupils were engaged and had excited attitudes throughout the lesson. They were also wanted to engage in practising their performance ready to record. The pupil participated in effective discussion about who was going to read which part of the poem. Although, two groups did have conflict over which part they were going to read, although with adult support they were able to effectively resolve these issues. Adopting this cross-curricula approach to this lesson made the pupils more engaged and motivated to perform their poems and work in groups. Although as mentioned above, I need to ensure that I provide more opportunities for the pupils to physically use the green screen app software themselves.

Illustrative example 6

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In year 2/3 there are 6 different missions each half term that are all thematically planned to link to the termly theme. This term the theme was colour. The missions are a part of the enhanced provision within the classroom and during PTE1 I co-created them with the class teacher. Pupils independently complete the missions in order to take ownership over their learning. This learner-centred approach ensure pupils are aware of the teachers trust in their willingness to take ownership of their own learning, developing autonomous learners (Chen, 2013). These missions are cross-curricular and cover the core curriculum responsibilities; digital missions, mathematical missions and creative mission. However, the majority of these missions encourage pupils to develop cross-curricular skills. For example, the digital mission includes elements of literacy since they are creating a poster. The missions prove an effective method to ensure cross-curricula responsibilities are embedded into everyday learning. I think it is further strengthened by providing pupils with the choice of when they want to complete each one, since it is creating a stronger sense of independence. However, the small minority of pupils do not get time to finish all of them.

Illustrative example 7

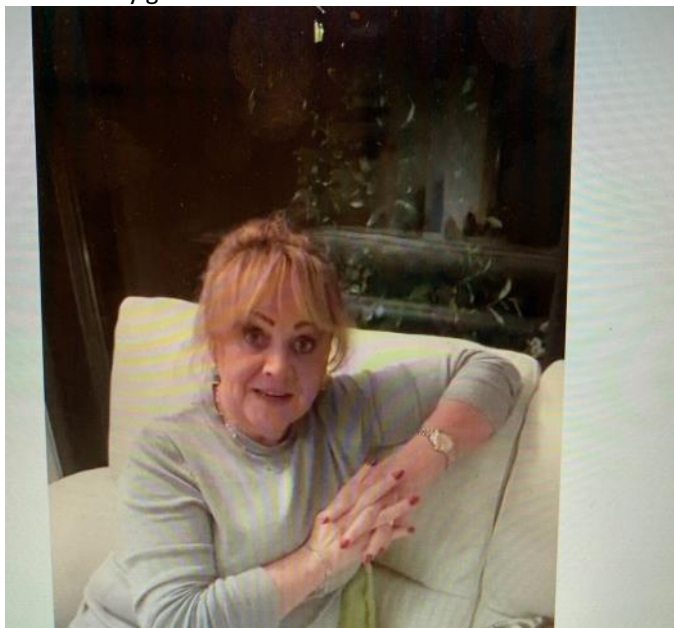
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	1. APK- show a picture of Castle Gardens now. Where might this be? Why is it called castle gardens? 2. Show them a picture of Castle Gardens in late 1950 Why is it called Castle Gardens? Ensure the children notice the main change is that it looks more like a garden. Video of my Granny telling them about what Castle Gardens used to look like. 3. Place the two pictures next to each other. KQ- Do you notice any differences? Do you notice any similarities? Write ideas on the board in a Venn diagram to model how the pupils will carry out the task. 4. Share the LO and success criteria with the children.	1. Pupils respond to questions. 2. Pupils respond to questions and watch the video. 3. Pupil discuss the similarities and differences in pairs and then share with the whole class. 'think, pair, share'. Their attention is drawn to how to fill in the Venn diagram. 4. Pupils write the LO in their topic books.	Pictures of Castle Gardens on powerpoint slide.
Teaching & Core Learning	Activity 1- Miss Leonard - Print out two large pictures of Castle Gardens to place on the table and keep the pictures on the powerpoint during the duration of this task. Provide a print out of a Venn diagram. Faciliate the children carrying out the activity. Activity 3- Class teacher- Decision alleys to draw out	Activity 1-Pupils stick the Venn diagram into their topic books. They will then write the differences and similarities into the Venn diagram. Differentiated with teacher support. Activity 2- Children	Activity 1-Venn diagram print out/ print out of Castle Gardens. Books with pictures of Castle Gardens in 1960.

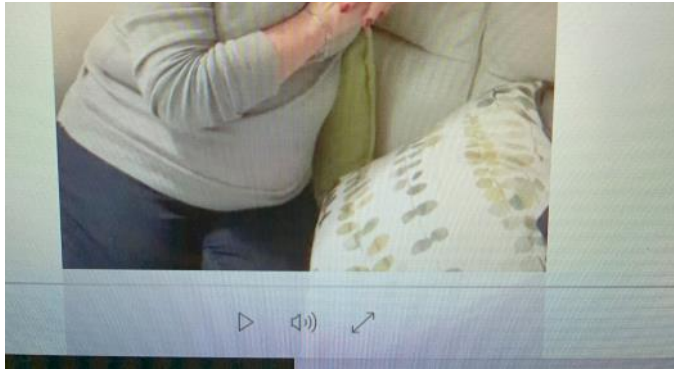
	Activity 3- Class teacher- Decision alley to draw out opinions. KQ- which layout do you prefer? Why? What is your favourite aspect of the old/new? Why did the layout change?	Activity 3-Children discuss their views and opinions and listen to others when it is someone else's turn to speak.	
Plenary	Explore what children thought about the different layouts.	Children feedback their overall opinions.	

This is a topic lesson focused on comparing the same place at different time periods. This lesson was planned for a year 2/3 class in a school in Swansea. Therefore I planned to link the place the pupils were going to compare, to a familiar place in Swansea, Castle Gardens. This made the learning authentic because they were able to tell me stories of times that they, themselves, had visited Castle Gardens. I planned to discuss why it is called Castle Gardens, so they could make links with the name and surroundings of the place. This was made easier when looking back at what Castle Gardens used to look like. I planned for the pupils to discuss the place and make links with experiences they had previously had. I decided to do this to make learning more meaningful which really engaged the pupils which Pearce (2016) argues will help pupils remember what they have learnt. During the lesson, the pupils participated in a great discussion about the similarities and differences of Castle Gardens then and now, which was strengthened by targeting the learning around an authentic context. However, during the lesson, I did not have enough resources for the pupils to effectively compare the place during the two different time periods, therefore, my class teacher decided to print out the pictures so the pupils could stick them into their books and compare the places effectively. Therefore in the future I need to ensure that the pupils have the resources to effectively complete the task.

Video of my grandmother



When looking through the curriculum documents to plan my lesson, I discovered that an element of history is to use a range of sources to create a judgement or inform pupils decisions. I discussed my lesson with my grandparents and they said that they had some books with pictures of what Swansea used to look like in the 1960's, that I could take into school. My grandparents were also telling me what Castle Gardens used to look like and therefore I asked if I would be able to record my Grandmother to share the information, that she shared with me, with my class since the foundation phase curriculum document stated that children should be given the opportunity to use a range of historical sources, including adults recalling their own past (Welsh Government, 2015). This made the learning more authentic since the pupils were very engaged and excited to hear what my Grandmother had to say and develop their understanding through a real-life context. Pearce (2016) states that this is a successful approach because giving pupils the opportunity to learn through authentic contexts ensures they can adapt what they



develop their understanding through a real life context. Pearce (2016) states that this is a successful approach because giving pupils the opportunity to learn through authentic contexts ensures they can adapt what they have learnt to their own lives beyond school. I also felt this was a successful aspect of the lesson because a pupil came to me the next day and said that her grandmother also remembers Castle Gardens when it had more grass and flowers. Therefore in the future I am going to continue to aim to create authentic, meaningful experiences.

Illustrative example 8

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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)	1. APK-Revisit shape vocabulary and 2D shapes. Show the children some 3D shapes. KQ- Do any of these 2D shapes fit into these 3D shapes. 2. APK-Show the 'What do you notice? What do you wonder?' 3. PowerPoint on 3D shapes What am I? interactive whiteboard quiz 5. Feely bag with real life 3D shapes. KQ- describe, without telling the class what shape it is, the shape. 6. Share the LO.	1. Pupils think about the questions and one pupil comes use and shows their thinking to the rest of the class. Pupils respond and explore their own ideas. 2. Pupils feedback their ideas- Talk partners. 3. Pupils engage in PowerPoint slide 4. Pupils guess the 3D shape 5. A pupil come up and picks an object in the feely bag to describe the shape (using mathematical vocabulary) and the other pupils try and guess.	1. 2D and 3D shapes 2. 'what do you notice? What do you wonder?' card. 3. PowerPoint 4. What I am cards interactive quiz 5. Feely bag, 3D shapes.
Teaching & Core Learning	Activity 1- Miss Leonard-facilitate the pupils printing patterns. Lower ability- create a pattern using 2 shapes. Middle- 3 shapes. Higher (challenge) using 3 shapes but one in a different way, e.g. triangle upside down. Activity 2- Class teacher-Facilitating the learning and explaining how to make an effective 3D model. Asking KQ-how many vertices and edges your model has. Activity 3- TA- facilitate the children using the question dice to discuss properties of 3D shapes that are in the feely bag. Ensure pupils are aware of the vocab sheet they can use to describe their shape. KQ- How many vertices does this shape have? How many edges does this shape have?	Activity 1- Pupils will create their own repetitive patterns using 3D shapes and paint. Activity 2- pupils will create 3D models using lollypop sticks and blue tac to consolidate learning in order to complete page 3. Activity 3- Pupils put a 3D object out of the feely bag and then roll the dice. The other children in the group have to answer discuss and answer the question using mathematical vocabulary. This will be repeated with different 3D shapes (real life). Activity 4- pupils will independently make 3D houses using 3D shapes linked to Castles in Swansea (linking to castle gardens topic work). They will also have a choice in activities to complete, making 2D shape animals or drawings out of 2D shapes.	Activity 1- strips of paper Paint 3D shapes Activity 2- lollypop sticks Blue tac Activity 3- question dice 3D shapes (real life) Vocabulary sheet. Activity 4- 3D shapes Pictures of castles in Swansea. Mission 2D Animal shape box Colours Forest Four books

KQ- How many vertices does this shape have?
 How many edges does this shape have?
 How many faces does this shape have?
 Explore what other real-life objects that are this shape?
 Is it possible to fit any other shapes inside this shape?
 Can you find a similar shaped object in this classroom? If not, can you make one?

Activity 4- TA- take pictures of the children that have completed their independent mission.

There will also be other enhanced provision activities out to consolidate learning.

Activities include, making shape animals from 2D shapes or drawing 2D shape pictures.

Within the session, there will be a mini plenary to check all the pupils are on task and address any misconceptions and show examples of good work.

Plenary	What new vocabulary have you used or learnt today?	Pupils respond with new vocabulary that they have used or learnt today.	Vocabulary sheet.
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This mathematics lesson plan focuses on developing pupils understanding of 2D and predominately 3D shapes. This is a lesson for a year 2/3 class of 31 pupils. Within the introduction, I included each shape and tried to link that shape to authentic contexts, for example, showing real life objects that had those various shapes in the 'What do you notice? What do you wonder?' Picture. However, I could have included this picture into my lesson plan so that if another teacher had to teach this lesson, they would know which resource to use. I decided to use this technique after having a discussion with my class teacher and using it previously to introduce 2D shapes which proved a successful technique to instantly engage the pupils. During the introduction I also planned to use a PowerPoint presentation to link the name of each 3D shape to an authentic meaning. For example, OCT to octopus having 8 sides and pentagon to the Pentagon building in America. This ensured pupils are making links to real life objects and mathematical terminology to make learning more meaningful which adopts the connective model approach to learning mathematics since pupils are making cognitive connections particularly with language and context but also creating a mathematical structured image (Haylock and Cockburn, 1989; Pearce, 2016). However, this was a very long introduction which took valuable time out of the pupils practical learning and creating links with authentic experiences. Therefore, next time I could create resources that provide pupils with a point of reference which meant I could have gone through each

language and context but also creating a mathematical structured image (Haylock and Cockburn, 1989; Pearce, 2016). However, this was a very long introduction which took valuable time out of the pupils practical learning and creating links with authentic experiences. Therefore, next time I could create resources that provide pupils with a point of reference which meant I could have gone through each type of shape in less detail.



This shows some of the real life objects used for activity 3. These shapes all relate to real life which I planned to do in order to make the learning meaningful for the children. This also provided them with the opportunity to explore other real life objects that had similar shapes to these within the classroom and outside the classroom. During the delivery of this lesson, pupils were relating objects like Maltesers to spheres and at lunch time their carrots to circles and cylinders. Using real life objects was a successful aspect of this activity because it encouraged independent learning outside of the lesson, since pupils were still discussing different shapes throughout the week. However, it was very difficult to link the complex shapes to accessible real-life objects and therefore I could have had print outs of buildings to ensure the high ability were further challenged.

The mission challenge was also linked to authentic contexts since it was all about using 3D shapes to create different castles found in Swansea (Linking to previous topic work done on Castle Gardens). This also provides an authentic context to learning since pupils had prior knowledge about a few of the castles in Swansea, especially the Castle in Castle Gardens, which they were now linking their learning in an authentic mathematical context. However, within the planning, I had not included a picture of the mission which raises the same issue as the picture of the 'What do you notice? What do you wonder?' Card, previously mentioned. During the lesson, pupils were discussing what 3D shapes they could see in the pictures of the castles and working in groups to recreate them. This encouraged the use of mathematical vocabulary and an opportunity to develop discussion and group working skills. However, there was not a range of materials out to use to create these castles which in the future I would create this mission incorporating the use of the outdoor learning environment to create an even more opportunities for authentic experiences. James and Williams (2017) argue outdoor learning is valuable in order to provide pupils with authentic experiences that will expand classroom based learning, although states it is neglected due to test-based accountability. Therefore, within my future planning, I need to ensure I utilise the indoor and outdoor environment effectively to create meaningful experiences.

Illustrative example 9

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Swansea Risk Assessment Form

Activity to be assessed: Glynn Vivian – Pop Art Workshop Date: 22/10/18

Who is participating or affected by the activity:
☒ Employees ☐ Contractor ☐ Public ☒ Pupil ☐ Service User
☐ Other

No	Hazard and Associated Risk	Likelihood	Severity	Risk Level
1	Travelling to and from site.	1	5	5
2	Walking from bus to gallery and back	2	4	8
3	Medical emergencies and children with health problems	2	5	10
4	Food allergies	2	4	8
5	Risk of injury by activities	2	4	8
6				

Control Measures Required

1	High expectations of behaviour Seatbelts travelling by bus High staff pupil ratio
2	Bus to stop as close to the gallery as possible. Children to walk in pairs. Adults to walk at the front, middle and back of the line. Children to walk close together.
3	Teachers carry consent forms at all times Teachers to carry medication as appropriate.
4	Children will all be taking own packed lunches. Children are not to share any snacks they have with any other children.
5	Teachers will have a first aid kit on their person Children briefed on risks and close supervision Highly trained and experienced staff Briefed on appropriate behaviour and good supervision Children briefed on appropriate road safety and close supervision
6	

No	Re-assessment of Activity Hazards	Likelihood	Severity	Risk Level
1	Travelling to and from site.	1	5	5
2	Walking from bus to theatre and back	1	5	5
3	Medical emergencies and children with health problems	1	5	5
4	Food allergies	1	4	4
5	Risk of injury by activities	1	4	4
6		1	3	3
7				
8				

Within my first week of being in year 2/3, I was lucky enough to attend a school trip to the Glynn Vivian art museum. The class teacher discussed the reasons behind the trip being to provide pupils with the opportunity to see a range of art work and then have a go at recreating some work using the screening process with equipment that is unlikely to be within a school environment. However, within the school trip there were two paintings of the same place (Swansea docks) at different time periods and the pupils had the opportunity to discuss the various similarities and differences. This linked to authentic context since it was about an area that they are familiar with. I then used this experience to plan my topic lesson on Castle Gardens, developing of the comparative skills learnt on this trip.

During the trip, the pupils had the authentic opportunity of choosing a piece of art work that they really liked and attempting to draw it themselves. The art work was all linked to Swansea in some way, whether it was a picture or drawing of Swansea or pictures created by artists in Swansea. This links to a key principle within the curriculum proposed by Donaldson (2015) who states a successful curriculum must be authentic and reflect Welsh values and culture which looking at local areas creates a meaningful experience for the pupils. This was successful because pupils were really interested in looking at art that they could familiarise themselves with and link it to places they had been. However, I was unable to be in the planning process of this trip which is an aspect of teaching I would like to develop my understanding of since school trips are a key aspect of authentic learning experiences for pupils to explore the world around them (Callison and Lamb, 2004; Clarke-Vivier and Lee, 2018).



These are pictures from the second school trip I attended, during the end of PTE1. Fortunately I had a discussion with the class teacher on the process of planning this school trip and the variety of aspects you need to consider. This showed the benefit of providing experiences that pupils really value since the rationale behind this trip is to provide pupils with the experience to see Santa and pick a Christmas tree for the school since some parents might be too busy. This provides the pupils with an exciting, memorable experience and multiple learning opportunities (Callison and Lamb, 2004).



Critical Reflection

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Watts and Lawson (2009, p.610) define critical reflection in education as "the ability of teachers to be able to reflect upon practice in a critical way in order to actively improve current practice through a process which involved systematically evaluating a range of complex factors". This essay will produce a critical reflection of my progress in planning and implementing three of the twelve pedagogical principles in my first professional teaching experience (PTE) and provide recommendations of how I can ensure further progress. My first PTE took place in a mixed year 2/3 class in a small, rural primary school. The three pedagogical principles I will be focusing on are; employing Assessment for Learning (AfL), regularly enforcing Cross-Curriculum responsibilities and creating authentic contexts for learning. The principles are outlined in Donaldson's (2015) successful futures review which is to be implemented in 2022 (Welsh Government, 2017).

This section will discuss AfL which has become a widespread fundamental aspect of teaching. It is regarded as a significant feedback-driven pedagogical approach by many theorists since large amounts of research suggests AfL enhances pedagogical practices and improves student outcomes (Bass et al, 2015; Wiliam, 2018; Deluca et al, 2018; Nancy, Fisher and Hattie, 2018; Heritage, 2018; Welsh government, 2019a). Dylan Wiliams and Paul Black synthesised research on formative assessment and produced the term and components of AfL (William, 2012; Deluca et al, 2018). AfL consists of 5 key aspects that

should be integrated into everyday teaching in order to effectively enhance pupil progression which include; self-assessment, peer assessment, feedback, sharing the success criteria and eliciting evidence of pupil learning (Clark, 2012; William, 2012). However, empirical research, largely focusing on teachers adoption of AfL, has highlighted the misinterpretation of the term 'Assessment' within AfL which resulting in the disparities of the implementation of the AfL principles resulting in reports finding AfL does not have a significant effect (William et al, 2004; Wiliam, 2011; William, 2012; Wiliam, 2013; Deluca et al, 2018). Therefore, I am going to carry out a critical reflection of how I have planned and implemented AfL principles.

At the beginning of my first PTE, I felt that planning to embed AfL principles was a strength since I used a range of the AfL strategies shown in illustrative example 1 (William, 2012). When planning my initial lessons, incorporating AfL strategies was my main focus due to research highlighting the importance of this approach (Heritage, 2018). However, upon reflection, I now realise that I over planned to implement AfL strategies since as mentioned in Illustrative example 1, during the delivery of this lesson I was unable to carry out the AfL strategy 'hot seating' and I did not model a full 'WAGOLL', therefore the implementation of these strategies was less effective and an area I need to improve on. In order to improve this, I need to ensure that I work on my timings and plan for realistic strategies that will have a direct impact on pupil's progress. Within the lesson I decided to implement a mini plenary strategy for the pupils to show their peers the poems they had created. This proved very successful since the pupils provided feedback which instilled confidence in the pupils which

is why, through discussion with the class teacher, I decided to continue sharing the poems as the plenary of the lesson (Wallace, Kirkman and Townsend, 2012). Therefore, in the future, I need to identify effective AfL strategies in relation to the context of the lesson since Hartell (2012) argues that if the aim of the AfL strategy is not to progress understanding then the usefulness of the technique should be questioned.

As the placement developed, planning for AfL strategies to be implemented into my lessons became less of a focus. However, due to increasing my confidence when delivering lessons, I implemented more AfL strategies when needed, for example, I developed my questioning techniques, ability to check pupils progress through mini-plenaries and sharing the success criteria which Nancy, Fisher and Hattie, (2018) and Heritage (2018) highlight the effectiveness of this approach. This shows positive progress of my ability to implement AfL strategies within the delivery of my lessons, however, I need to develop the ability to recognise where these opportunities for the above AfL strategies would be most effective within my lesson plans in order to ensure that I implement them in my day-to-day teaching (Rashid and Jaidin, 2014).

Monitoring pupils progress is one of the most important aspects of AfL since it can inform me how to effectively progress the pupils understanding (Assessment Reform Group (2010). Illustrative example 2 shows how I have attempted to develop this aspect of AfL effectively,

however, due to only implementing this strategy towards the end of PTE I was unable to develop my ability to assess pupils accurately, although I did state how reliable I felt each assessment sheet was based on what evidence of the pupils learning I used to make my judgement. Although, I think this is an effective system, I need to ensure that all assessments I make on the pupils learning is collaborative and accurate (Carless, 2005; Welsh Government, 2019b). Therefore, within my next placement I need to ensure I take this strategy forward, although ensuring I adopt a holistic approach to make my judgments that involves collaborative discussion with colleagues.

Hattie (2012) ranked feedback 10th out of 150 factors to progress pupils' learning. Following a weekly meeting with my class teacher, we discussed how to provide feedback and feedforward to effectively enhance pupils' progression (Florin, 2010; Coombs et al, 2018). I also decided to provide pupils the opportunity to self and peer assess their work which is shown in illustrative example 3. However, many pupils struggled during this lesson since it was a new concept and therefore, I could have planned to incorporate more questioning strategies to develop their reflective terminology and way of thinking (Russell, 2012). Also noted within the example, is how the year 2's only completed self-assessment, although Deluca (2018) found in a large-scale study of pupils (n=1079), they valued peer assessment the least, therefore indicating that self-assessment should be prioritised. However, Taskin (2018) recently emphasises the importance of a range of assessment approaches and since peer assessment is a popular approach, used throughout the education system, I need to

ensure pupils have the opportunity to develop this skill (Welsh Government, 2019c).

Therefore, in the plenary, I could have ensured that pupils, verbally, got the chance to peer assess their peers work in order to familiarise themselves with this assessment method to enhance their reflective skills which is important for the 21st century (Welsh Government, 2019e).

Overall, I feel I have embedded AfL to a small extent since I was unable plan to use AfL to have a significant impact on ensuring pupils have an active role in their learning (Lee, 2019). I feel I have made little progress when planning to embed AfL strategies into my lessons and therefore, for PTE part 2 I need to ensure that I incorporate the key strategies effectively, where appropriate, to ensure it has a direct impact on pupils' progress. I feel that my delivery of questioning, sharing the criteria and the ability to identify when I need to adapt the lesson to develop pupils' capability to successfully complete the task has positively progressed to a high extent during my PTE part 1. Although, I specifically need to develop my feedback and develop my accuracy when assessing the pupils progress during a series of lessons (Carless, 2015).

This section will explore the cross-curricular pedagogical approach which has increased in use over recent years, significantly since the 'successful futures' review (Parker, Heywood and Jolley, 2012; Donaldson, 2015). Other countries, that adopted this approach, found

there is significant complexity of curriculum organisation and implementation of this approach which could be due to the cultural differences that impact educational values and priorities (Parker, Heywood and Jolley, 2012). Critics of this approach argue that cross-curricular curriculum lacks structure and provide pupils with the opportunity to avoid developing skills they find challenging which could be why, this once popular approach in the 1960's, went out of 'fashion' (Russell and Hughes, 2013). However, research indicates that adopting a cross-curricular approach develop skills by building cognitive bridges between subject disciplines and increases retention which could be why it is valued by many educationalists (Russell and Hughes, 2013; Lynch, 2016). Within the curriculum feedback analysis, it was highlighted that respondents felt a cross-curricular approach will support the development of pupils' key skills, although it needs to ensure the cross-curricular links are embedded effectively to make learning meaningful (Wavehill, 2019). Within the new curriculum, Donaldson (2015) has highlighted literacy, numeracy and digital competence as being the cross-curricular responsibilities that should be embedded to support all learning and prepare pupils for the modern world (Welsh Government, 2019d). Therefore, I am going to reflect how I have implemented this pedagogical principle and conclude how I can ensure progression within my practice.

At the beginning of PTE1, I felt that planning lessons to ensure the cross-curricular responsibilities were embedded effectively into my lessons would be a strength of mine. This is because throughout my undergraduate degree in Primary Education, I was really

interested in this emerging aspect of the curriculum being prioritised (Donaldson, 2015).

However, I struggled to plan to ensure the focus tasks embedded the cross-curricular aspects of the lesson. This was highlighted in Illustrative example 4 since within the lesson plan, it shows various planned activities however, only one of the tasks included both the digital competency and literacy responsibilities and due to one of my target being classroom management, I still found it difficult to ensure that all pupils had the opportunity to complete this task. I recognised now that I could improve my planning by ensuring that the other tasks include the cross-curricular skill, although still ensuring that it is adding value to their learning since research suggests teachers can be driven by specific technology rather than the desired learning outcomes to enhance pupils' digital skills (Education Endowment Foundation, 2019). I will also ensure I have a balance between teaching subject specific and cross-curricular to ensure I provide suitable contexts for effective learning (Lambirth and Roden, 2011).

During the beginning of placement, I also got the opportunity to create missions alongside the class teacher, shown in illustrative example 6. This developed my understanding of planning cross-curricular around a theme, which I felt was a strength of mine. However, this was a part of the pupils enhanced provision which Russell and Hughes (2013) highlights a limitation of this approach being, pupils are given too much freedom which then provides them with the choice to carry out the missions their own way, not developing certain skills. For example, one of the missions is to create a tree, and a 'should' aspect of the success

criteria is that they measure that it is more than 30cm wide, although they might skip this and therefore are not developing their numeracy skills. Therefore, this reinforces the importance of embedding a cross-curricular approach to teaching within the focused tasks (Lynch, 2016).

Towards the end of the placement, I began to focus my planning to ensure that the focused task had cross-curricular links shown in illustrative example 5. However, I found the implementation of it difficult and more complex than initially I thought it would be in order to ensure the pupils' learning was meaningful. My experience correlates with findings from a small-scale study of student teachers which revealed a paradox between positive perceptions of cross-curricular teaching and the direct experience of implementing it (Parker, Heywood and Jolley, 2012). In example 5, I felt that I had planned for the lesson to ensure the cross-curricular skills were embedded although I had not planned enough time to teach the pupils how to use the software effectively, therefore I ended up recording the pupils which meant they did not have first-hand experience using the green screen app, therefore not developing their digital skills effectively. Pearce (2016) argues that pupils learn from doing, therefore, upon reflection I felt that I needed to ensure there was enough time for the pupils to develop their digital skills in order to use the app effectively in order to have completed the numeracy link within the lesson plan. Therefore, next time, I would ensure the pupils recorded each other performing their poems, instead of me.

Overall, I feel I have made progress when planning to ensure cross-curricular responsibilities. However, from reflecting on my ability to reinforce cross-curricular responsibilities, with my class mentor, I realise I still need to develop my ability to effectively adopt this pedagogical approach to ensure that it adds values to pupils learning when delivering the lesson. To do this, I am going to develop my understanding of the rationale behind this approach in order to become a well-informed, reflective practitioner (Russell and Hughes, 2013). I am also going to ensure I reinforce the cross-curricular responsibilities within my topic lessons since I found it a lot easier with mathematics and English to do this which recent research suggests some topic themes are easier to link cross-sectional than others (Karvankova and Popjakova, 2018).

Learning through authentic contexts is the next pedagogical principle I will explore.

Donaldson (2015) recommends learning should take place through authentic contexts which Estyn (2019) supports, indicating it is an effective approach in various best practice case studies. The theory behind authentic learning is ensuring that pupils are given the opportunity to learn through relevant experiences, apply their knowledge, learn by doing, adapting and developing their skills in order to be successful in life outside of school (Bird and Rosaen, 2005; Willems and Gonzalez-DeHass, 2012; Pearce, 2016). This links to the Acquisition, Making Meaning and Transfer (AMT) model since learning through authentic

contexts ensures they have the opportunity to address these aspects of learning (Wiggins and McTighe, 2011). However, within the primary setting the 'making meaning' is arguably more important due to children's stronger egocentric tendencies, therefore they look for that meaning within their learning to increase self-interest or otherwise, what is learnt is likely to be forgotten (Hoffmann, Singer and Steinbeis, 2015; Pearce, 2016; Riva et al, 2016).

However, it can be difficult to ensure that all learning is authentic since it often requires resources that can be rare, although creating authentic learning environments is becoming increasingly accessible due to technology (Santos et al, 2016). It is important that I reflect on my ability to ensure pupils are given the opportunities to learn through authentic contexts since research suggests that this approach can contextualise academic learning, increase pupils' motivation and possibly enhance deeper understanding (Willems and Gonzalez-DeHass, 2012; Aldridge and Galos, 2018).

During my first week of my PTE, I was fortunate to go on a school trip and see first-hand the impact this has on creating an authentic environment. As noted in illustrative example 9, I was then able to use the skills and knowledge the pupils developed on the trip and further develop this authentically. Constructive practices value the significance of connecting active learning to real-life experiences pupils have had (Willems and Gonzalez-DeHass, 2012; Clarke-Vivier and Lee, 2018). This instantly developed my awareness of the importance of ensuring that I create authentic learning environments in order to engage and create meaningful links with the real world (Pearce, 2016). As this experience happened towards

the beginning of PTE, it enabled me to ensure elements of my lessons plans linked to the real world, highlighting a key strength of mine throughout my placement. This was shown in my second topic lesson (illustrative example 7) when I linked the skills of comparing two pictures of Swansea docks, to their topic work of comparing two pictures of Castle Gardens. This ensured the learning was meaningful since they were looking at how Castell Gardens had changed over time. My planning of creating authentic contexts was strengthened by including a video of my grandmother, providing her own account of what Castell Gardens used to look like when she was younger, which links to pupils being given the opportunity to use a range of historical resources, including real life people, within the foundation phase curriculum (Welsh Government, 2015). The delivery of this lesson proved successful in engaging and motivating the pupils to independently deepen their understanding, by asking their own relatives about their experiences in Castle Gardens. However, I could have provided opportunities for the pupils to feedback their experiences of castle Gardens in order to help them inform me how to effectively create an authentic environment (Obiweluzo and Omotosho, 2013). This would have linked to another pedagogical principle 'encourage collaboration' since pupils would have an input into how they develop their own learning (Donaldson, 2015).

As the placement developed, I continued to plan to link learning to real-life contexts by ensuring that pupils understood why different 3D shapes had different mathematical names and had access to real-life objects that were a variety of different shapes. This ensured the

different mathematical tasks created authentic learning, however, not every task was authentic which Pearce (2016) states that every task and lesson should instil authenticity, whereas I was ensuring that most lessons created opportunities for pupils to link learning to real-life situations. However, I found ensuring every task created authentic contexts for learning very difficult, particularly when planning my series of English lessons. However, Day (2004) found research showing authentic materials used in English can decrease motivation due to language often being too difficult for all learners. However, Day (2004) highlighted Peacock's (1997, cited in Day 2004) more reliable data that suggests pupils find authentic materials significantly less interesting. This could be down to that challenge of sourcing authentic materials, which was something I particularly struggled with. However, I need to develop my ability to link real-life learning to literacy by possibly looking at Welsh poets or authors or stories that linked to relevant issues, pupils in my class are dealing with, which would also require me to develop my relationship with them further (Parr, 2018).

I recognise now that I need to provide pupils with opportunities to express their hobbies and interests in order to make the learning even more meaningful and authentic. This highlights the importance of developing teacher-student relationships and the impact this can have on my ability to provide authentic contexts for pupils to learn in. Therefore, a recommendation for my PTE1-part 2 is to aim to create an authentic learning environment in every lesson and include practical activities that provide pupils the opportunity to solve real-life problems and develop their confidence to apply the skills learnt in the classroom, in the modern world

(Pearce, 2016).

To conclude, it is evident that the reflective process is effective in highlighting the recommendations I need to take on board to enhance my implementation of the above pedagogical principles. The reflective process has enabled me to realise that my main strength is being able to plan for pupils to learn through authentic contexts, although to enhance the implementation of this principle I should plan to link every lesson to authentic contexts which can be achieved by building strong relationships with the pupils (Parr, 2018). I now realise that I have made significant progress in implementing AfL strategies during my lessons although I need to ensure that I now effectively plan to implement them in day-to-day teaching (Rashid and Jaidin, 2014). I struggle to effectively ensure my focus tasks have cross-curricular links and therefore a recommendation to improve this for PTE1, part 2, is further develop my understanding of the theory behind it to ensure I effectively make links across the curriculum to enhance learning (Russell and Hughes, 2013).

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