

Illustrative example 1

Monday, December 9, 2019 10:06 AM

Opening
phase
(with links
to prior
learning)

- Talk about what a 4 times table is, use words like multiply and lots of.
- Watch this video <https://www.youtube.com/watch?v=IBmSshEDVnQ>
- Read out the learning objective and success criteria to the children.
- Link to prior knowledge by counting in fours like they have done previously.
- Give the children a card explaining the task and talk through it with them.
- Show them the question cards, hula hoops and bean bags.
- Give them paper to write down their answers on.

- The children will watch the 4 times tables video
- The children will use their previous knowledge to count in fours.
- The children will read through the card explaining the task.

- Beanbags
- Hula hoops
- Multiplication question cards

Let's recap on our last lesson

- What is speech?
- Why are speech bubbles important?
- What do they tell us?
- When do we use them?



During my first week of PTE1 which was an observation week, I was able to observe and make notes of my class teacher's teaching and strategies. One thing that I noted was the way that she counted the four times table with the class, this was very effective and the class responded very well to it. I was then asked to continue with teaching maths for the rest of the week. I used the same strategy at the beginning of my maths lessons to activate the children's prior knowledge. This worked well as it was something that the children were familiar with. I feel that it helped the children to see me as a teacher from the beginning. I also used APK throughout my literacy lessons. In the first literacy lesson we discussed speech and speech bubbles and what they are used for. I started the second lesson by asking the children questions about the previous lesson to see what they could remember and activate their previous knowledge. Activating prior knowledge helps children to make connections between what they already know and new information that they are learning. It helps to know what the students know, and what they need more work on (Alvermann and Smith and Readence, 1985). I found that this worked well as once discussion started, a lot of the children could remember the previous lesson and were able to answer questions.

Illustrative example 2

Saturday, January 4, 2020 11:18 PM



What do you think is being said in this photo?

What do you think these characters are saying to each other?



What do you think these characters are saying to each other?

During my observation week, I was able to build relationships and get to know the children individually. This allowed me to find out the children's interests. I also spoke to the class teacher to discuss in particular the interests of the lower ability children. I thought that if I could bring the children's interest in to the lessons then it would help them to engage with the lesson. Research has shown that if a student has an interest in something they are more likely to perform better (Harackiewicz and Hulleman, 2010). During my second week, I was asked to teach literacy. During my literacy lesson I used a PowerPoint presentation to teach the children about speech bubbles and speech marks. During my PowerPoint, I included pictures of characters that the children were interested in. For example, one of the lower ability children really likes Sonic the

(Harackiewicz and Hulleman, 2010). During my second week, I was asked to teach literacy. During my literacy lesson I used a PowerPoint presentation to teach the children about speech bubbles and speech marks. During my PowerPoint, I included pictures of characters that the children were interested in. For example, one of the lower ability children really likes Sonic the Hedgehog, therefore I included a picture from Sonic in to the presentation as seen above. Other interests of children in the class included Beauty and the Beast and Toy Story. This worked well as the child who likes Sonic does not normally raise their hand to answer questions, however this time they did. When asked questions about what they thought the characters may be saying to each other, the child used logic to support their answers.

each other.

- APK – Discuss with the children about their storyboards that they did last week. Explain that they will be making a puppet of the character that Shaun met in their storyboard.
- Show the children the lollipop sticks, pieces of card, coloured paper.
- Check that the children understand the task (give support if necessary).

During my first literacy lesson, one of the tasks for the children was for them to make a puppet of the character that they were going to be using for their story. I informed the children that they could create any character that they wanted. This meant that the children could use their interests as inspiration when creating their character. It has been found that if a child is interested and enjoys a lesson, it promotes their attention, recall, task persistence and effort (Harackiewicz and Hulleman, 2010).

Critical Reflection

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I have recently completed my first professional teaching experience at a primary school in Swansea. The class that I was in was a year 3/4 class of 29 children. The Donaldson review sets out recommendations of how to imbed good teaching and learning in to the classroom. He has done this by creating twelve pedagogical principles which he feels are the elements of good teaching and learning (Donaldson, 2015). This critical evaluation will focus on the progress of my planning and implementation of three of Donaldson's pedagogical principles, informed by the evidence that I have collected and annotated and will identify areas for development. The three pedagogical principles that will be discussed include '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' and 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest'.

One of Donaldson's 12 pedagogical principles states that 'Good teaching and learning means employing assessment for learning principles.' Donaldson reported that assessment for learning approaches are not well understood and embedded within schools and the curriculum. He recognised that there is a need to provide high-quality feedback through the use of good formative assessment (Donaldson, 2015). At the beginning of Professional Teaching Experience (PTE) part 1, I struggled with including assessment for learning in my lesson plans. During my first week, I was asked by my class mentor to plan four practical maths activities. I was asked to choose the activities and create resources for three classes, which was a total of 90 children. I made a list of ideas and discussed the activities with my class teacher and together we decided on what ones would be used. One of the activities was a beanbag activity and during the plenary, the children would work in pairs to check the answers that they had written down. If the two children had written down different answers, they would work together to work out the sum and find the correct answer. By doing this, the children are able to discuss how they got to the answers that they did and are able to identify where they went wrong. The children working in pairs to do this can also help to boost their confidence and develop their communication skills (Leenknecht and Prins, 2018). The only other use of AFL that I included in to my lessons during that week was verbal feedback. As the activities were physical, the children were not doing much written work, due to this I found it difficult to include other AFL strategies. In future, I will ensure that I think about the strategies that I can use to include AFL in to my lessons before deciding on the activities.

In my second week of PTE1, I was asked to teach ICT and literacy. I researched different AFL strategies and spoke to the class teacher to see what methods they had used previously. My ICT lesson was linked in with my literacy lesson. The children had previously written conversations between two characters using speech bubbles, the ICT lesson involved transferring the conversations on to Microsoft PowerPoint using pictures of the characters. One AFL strategy that was included in this lesson was self-assessment. I did this by the children editing with purple pen. The children created their PowerPoints and would read through their conversations and see if they could improve their sentences. If they thought of a way to improve it then they would use purple pen to edit their work. This was good practice for the children as they were working towards writing their own story and needed to go through their story to edit it with purple pen. There has been evidence to show that getting students to assess and edit their own work is an effective way of increasing student attainment (William, 2017). One example is a study carried out by Fontana and Fernandes, 1994 which found that students who were taught by teachers who were trained in self-assessment strategies, learned in twenty weeks, what would have taken the students who were taught without self-assessment training thirty-eight weeks to learn, therefore showing that self-assessment skills had a large impact on the student's progress (William, 2017).

During my first literacy lesson of week 2, I used think-pair-share for the children to discuss what they thought the characters on the PowerPoint were saying to each other. I chose think-pair-share as a method to use as it was one that the students were familiar with. Think-

pair-share is a cooperative technique and gives students the opportunity to work with a partner and share ideas (Sampsel, 2013). Williams (2017) states that if children are given a few minutes to think about a question before they answer it then their answers are likely to be a lot clearer than if an individual was asked a question and was required to give an immediate response (Williams, 2017). Students also get the opportunity to rehearse what they are going to say to answer a question as they are able to discuss it with their partner before they respond to the teacher (Williams, 2017). Think-pair-share increases wait time for students after they are presented with a question or a task, it has been found that most teachers when asking questions only allow around a second between when they ask a question, and when they expect an answer. When students answer a question this quickly, it's usually a rushed response or the first thing that they think of. Research has shown that when a teacher gives students between three to five seconds to respond, answer quality improves and more students are likely to offer answers (Lemov, 2010). This worked well as it helped the children to be imaginative by sharing ideas with a partner, I found that some children who would not normally put their hands up to answer questions, felt comfortable to during think-pair-share as they were able to speak to their partner first which helped to improve their confidence. The class that I did my PTE1 in was a talkative class, therefore think-pair-share worked well for this class as they responded well to being able to discuss ideas with each other before answering. However, it has also been found that some children who are not as confident as others, may not join in or benefit from using think-pair-share (Lemov, 2010). I sometimes found that I would still pick the more confident children or the children that would normally put their hands up to answer questions. I took this in to consideration and decided that for the next lesson I would use a randomiser.

After seeing that think-pair-share worked so well the first time, I decided to use it again for the second literacy lesson. As well as this, I also used the class DoJo randomiser to pick out the children to answer. The Dojo randomiser has all of the children's names in and draws out a random name to answer. I chose to use this as it is something that the class uses regularly so the children knew that it was fair and that it was random. This worked well as all children knew that they needed to be on task and engage in the lesson because they may be chosen by the generator. However, it has been found that some children get very anxious and worried about randomisers and the uncertainty of when or if they will be asked a question (William, 2017). It was found that in one classroom, three children removed their sticks from the pot when their teacher was not looking. The children who did this, were viewed as children who always put their hands up to answer questions and when questioned, stated that the idea of being asked to respond to a question that they were not sure of was the reason they removed them (William, 2017). In future I feel that I could allow the children to discuss between themselves about the topic that we are focusing on before using the randomiser, as this may help them to get some ideas of what they could answer with.

Throughout my maths lessons in week 4, as well as my empathy lessons in weeks 4 and 5, I used feed-forward comments. Feed-forward comments were something that my class teacher introduced me to as it is a strategy that she uses. Feed-forward comments allow for on the spot feedback and tells the student exactly what they need to do to improve. Comments that I used included praise about students work, questions as an extension task or to ask the student to add detail to what they have already written. In my empathy lesson, as shown in AFL illustrative example 3, a student had written 'I would fill my nan's bucket' so the feed-forward comment that she was given was 'how would you fill your nan's bucket?' The student wrote about how she would fill her nan's bucket. As an extension, the next feed-forward comment was 'what could you say to her?'. This worked well for the students in my class as it gives on the spot feedback and allows the student to edit their work or add more detail while they are still thinking about the topic and are engaged. During my maths lessons, feed forward comments included extensions such as 'you have understood this really well, try $46 \times 5 =$ ' or a comment such as 'can you check this again?' The Donaldson report says that effective teaching and learning involves giving students regular and meaningful feedback. When learners are given feedback, which will help them to think through issued and gives guidance on what to do next it enhances learning (Donaldson, 2015).

Another of Donaldson's pedagogical principles states 'Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital

competence, and provides opportunities to practise them'. The Donaldson Report says that effective teaching ensures that students develop high levels of competence in literacy, numeracy and digital competence and have regular opportunities to extend, develop and apply these across the curriculum (Donaldson, 2015). At the beginning of PTE part 1, I struggled to incorporate cross-curricular responsibilities in to my planning. In my first week I was given four practical maths lessons to plan. I found it difficult to find practical activities which could be cross-curricular. I had written in my plans that with my plastic cup tower activity and my beanbag activity that there was a link to the Digital Competence Framework (DCF) as the children were using the class iPads to take photos of their practical work, however reflecting upon that I now see that my lesson did not incorporate DCF suitable for the year group that I was teaching. For example, the DCF says that at nursery age, children should be able to 'use digital devices and media with care, e.g. name a variety of digital devices and handle appropriately' (Welsh Government, 2019). It also states that children should be able to 'explore and use different multimedia components in order to capture and use text, image, sound, animation and video.' (Welsh Government, 2019). In my second week of planning, I was asked to plan literacy and ICT. The children had been looking at story-writing through the Shaun the Sheep film Farmageddon and at the end of the following week were going to write their own story. The children had not yet learned about speech bubbles and how to use them, therefore I planned a literacy lesson based on this. I decided to link my ICT lesson in to the topic of story writing and with the speech bubble lessons. Literacy across the curriculum has great significance in a student's learning. Language is a vital part of thinking and children need to have a rich understanding of literacy across the curriculum, as opposed to repetition and drill for long periods of time throughout the school day (Donaldson, 2015). Literacy across the curriculum allows students to explain thinking, explore and discuss ideas and use language skills (Donaldson, 2015). In my literacy lesson prior to the ICT lesson, the children made puppets for their characters for their stories, role played with their characters using speech and wrote a conversation in their books between two characters on paper speech bubbles. For the ICT lesson, the children were shown how to use Microsoft power point to create a conversation between their two characters using speech bubbles and pictures of the characters. Digital competence is an extremely powerful tool. Children and young people use it every day for communication, networking, information, leisure and entertainment as well as for educational purposes (Donaldson, 2015). Children are increasingly using digital technology for a range of purposes, so therefore it is important that they understand how to connect, collaborate and communicate online safely and use other multimedia components (Estyn, no date). This worked well and the children appeared to gain a deeper understanding of speech bubbles.

In weeks 3 and 4, the children had been working on their 5 and 3 times tables. To help the students to get a deeper understanding, I linked literacy in to my numeracy lesson. I did this by creating word problems as shown in illustrative example 2. The children would read the problems, think about them and work out how to solve them and then work out the sum to get the answer. Word problems enhance a student's mental skill, problem solving, develops logical analysis and boosts creative thinking. Word problems help children to link both literacy and numeracy with logic and everyday life situations (Allan, 2006). This worked well and helped the student's to further understand their tables.

In week 4, I taught a health and well-being lesson based on empathy. It is vital that children and young people experience social, emotional and physical well-being (Donaldson, 2015). One important part of this is ensuring that children understand their own thoughts and feelings, and how they affect themselves and others allowing them to become ethical, informed citizens who are ready to be citizens of Wales and the world (Donaldson, 2015). This will help children to understand and build on skills that will help them to form positive relationships and deal with difficult issues, allowing them to become healthy, confident individuals who are ready to lead fulfilling lives as valued members of society (Donaldson, 2015). The lesson was based on a book called 'how full is your bucket?' As shown in illustrative example 3, this lesson linked art, as one of the tasks was for the children to draw and colour in a bucket in their books, allowing children to develop creativity. I also linked in literacy, as the children had to write sentences inside their buckets, stating ways in which they could fill other people's buckets. Empathy allows children to communicate their thoughts, views and feelings sensitively, allowing them to become healthy, confident individuals (Donaldson, 2015). The children really enjoyed this lesson and effectively expressed their thoughts and feelings.

During my time on PTE1, I did not have the opportunity to plan or teach many subjects

which I could incorporate cross-curricular learning in to. For example, expressive arts, humanities, science and technology and Welsh language. These subjects were either already planned by other year four teachers or were during my PPA time with my class mentor. I found it difficult to include cross-curricular responsibilities in to the lessons that I did teach. In future, I hope to have the opportunity to experience planning and teaching more of a variety of subjects so that I am able to build on and improve my knowledge of cross-curricular responsibilities.

Another of Donaldson's pedagogical principles states that 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest'. During the beginning of PTE1, I spoke to the class teacher about what the children had been learning previously as I knew it was important to know where they were at when planning any lessons. During my observation week, I observed the class teacher teaching Mathematics, particularly the way that she counted with the children. I was asked to plan the following maths lessons and started my lesson by counting the same way as the teacher did in order to activate previous knowledge. This worked well as the children were able to identify that they had counted the same with the class teacher which helped for them to see me as a teacher from the beginning. As my first week of math activities were carried out in a carousel format, each morning I would ask the children questions about each of the activities to ensure that they were aware of what they were doing and to see what they could remember from the previous lessons. During my 3rd week of maths, I was teaching the five times table and found that the lessons I had set worked well. For the following week, we moved on to the three times table. Due to the previous lessons working well, I used the same strategies for the three times table. This meant that the children were able to activate their prior knowledge to figure out how to answer the new sums, using the same formats as the previous weeks. I found that by doing this, the children learned their three times tables faster than they had learnt their five times tables the previous week. This allowed the children to make connections between what they already knew, and the new information that they were learning. This also helped me to know what the students knew, and what they needed more work on (Alvermann and Smith and Readence, 1985). Piaget's theory of cognitive development suggests that activating a child's prior knowledge before teaching anything new is essential (Wadsworth, 1979). His theory suggests that as students learn about the world, they develop a schema which then allows them to make connections between what they already know and any new information. Piaget also stated that this helps us to better understand the new information and make sense of it (Wadsworth, 1979).

Children go to school with a vast variety of interests and experiences, therefore I felt that it was important to get to know the children and their interests. I spoke to the class teacher about different children in the class and what they were interested in. I spent the first week teaching maths and supporting my class teacher. This enabled me to work on building relationships with the children and getting to know them individually. By week 2, I had a better understanding of the children's individual personalities and interests. When planning my speech bubble lesson, the children had not looked at speech bubbles before. I created a PowerPoint including pictures of characters and empty speech bubbles, the children discussed with a partner what they thought the characters may be saying. The children had been looking at the Shaun the Sheep film Farmageddon and had enjoyed doing their topic work around it, therefore I included pictures of Shaun the Sheep characters in to my presentation, as seen in illustrative example 2. This appeared to work well as the children were familiar with the characters, some of them had seen clips of the film so knew of the type of conversation the characters may have. The children responded well to this, therefore for my next literacy lesson I decided to do something similar. I looked in particular at the interests of the children who usually found it hard to stay engaged in lesson. One of the lower ability children in the class really liked Sonic the Hedgehog. In an attempt to engage them in the lesson, I included a slide on Sonic the Hedgehog in to my presentation. Other things that the children were interested in included beauty and the beast and toy story, therefore I included these in to the presentation. This worked particularly well for the child who liked Sonic the Hedgehog, a child who does not normally put their hand up to answer questions, in this case did put their hand up and presented a range of different ideas of what the conversation could be. When asked further questions, the child replied quickly and gave reasoning for their answers. Interest is a process that contributes to learning and achievement (Harackiewicz and Hulleman, 2010). If a person is interested in a topic, it leads to better performance and achievement. Therefore, if a student's interests are linked in to a

lesson, the student is more likely to be interested, therefore more likely to engage and take part in the lesson, resulting in better performance and learning. Research has shown that if a student is interested, then it promotes their attention, recall, task persistence and effort (Harackiewicz and Hulleman, 2010).

During my first literacy lesson, the children were required to create puppets of characters that were going to be used in their story's. Myself and my class teacher decided that the children could choose their own characters and make it however they wanted to. The children were given coloured paper, lollipop sticks, googly eyes, coloured pencils, scissors and glue. This allowed for the children to be creative and use their interests to create a character. This worked well and most children were on task. However, some children struggled with being creative and did not know what character to make. I gave these children a list of different ideas, asked them about their interests, whether they liked to watch television and what they liked to watch to help to prompt them.

During PTE1, I learnt the importance of activating prior knowledge and including the children's interests in to my lessons. When I start my second placement, I will ensure that I speak to the class teacher to find out what the students have been learning and what their interests are. I will ensure that I consider their interests and previous knowledge when planning lessons.

To conclude, I feel that throughout my PTE1 I improved in the planning and implementation of all three of the pedagogical principles discussed in this assignment. At the beginning, I struggled to include assessment for learning in to my lesson plans. I recognised this and discussed it with my class mentor. I researched different AFL strategies and made sure to include the relevant strategies in to my lesson plans where I could. I feel that my knowledge of AFL strategies improved throughout my weeks on PTE and the strategies that I used provided positive outcomes. For example, I found that think-pair-share helped many children who would not normally put their hands up. I struggled to implement cross-curricular responsibilities in to my lessons due to teaching a lot of the same subjects throughout the weeks. My knowledge of the importance of cross-curricular responsibilities improved throughout the weeks of placement and I implemented literacy and digital competence where possible. I did not have much experience of implementing numeracy in to my lesson plans. In future, I will ensure that in future, I speak with the class teacher to ensure that I am able to teach different lessons across the curriculum. I was aware that it was important to know the children's individual personalities and their interests so I ensured to do that during my observation week. I made sure to speak to the class teacher about what the students had already learned and ensured to include APK at the start of my lessons.

Reference List

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Overview

Tuesday, December 3, 2019 4:17 PM

Assignment Title: Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Student name: Taylor Fender

Student number: 1600076

Pathway: P-PGCE

Link to OneNote assignment: https://uowtsd-my.sharepoint.com/:o/g/personal/1600076_student_uwtsd_ac_uk/Ehx77BzJ3btMtPgKdA0MbV0BPL62Helr6mrEAQ0ihljR2A?e=xgqHpd

Illustrative example 1

Wednesday, December 11, 2019 2:38 PM

Opening phase (with links to prior learning)	- Read the book 'Have you filled a bucket today?' - Use think, pair, share. Ask the children to discuss with the person sitting next to them what they think the story means and how it made them feel.	- The children will listen to the book being read to them. - Think, pair, share - The children will discuss with a partner what they think the story means and how it made them feel and will feed back to the class.	'Have you filled a bucket today?' book. Buckets
Opening phase (with links to prior learning)	- Read the book 'Odd Dog Out'. - Discuss with the children what the book means, discuss that everyone is different but that it is not a bad thing and that being different is special. - Think, pair, share - ask the children to discuss with a partner what is different and special about them. Use dojo randomiser to pick children to feed back to the class. - Explain the task to the children.	- The children will listen to me read 'Odd Dog Out'. - The children will discuss what the book means. - Think, pair, share - the children will discuss with a partner what is different and special about them. Dojo randomiser will be used to pick children to feed back to the class.	'Odd Dog Out' book Worksheets
Opening phase (with links to prior learning)	- When the children arrive, do not talk to them. Instead, write instructions for them to sit down on the carpet on a giant speech bubble for them to read. - Show the children the Speech bubbles 1 powerpoint. Talk the children through the powerpoint and discuss with them what speech is and how speech bubbles help us to understand what a character is feeling or saying. Ask the children to use think, pair, share to discuss with a partner what they think the characters on the powerpoint may be saying to each other.	- The children will watch the powerpoint. They will discuss what speech is and the importance of speech bubbles and how they help us to understand characters. - The children will use think, pair, share to discuss with a partner what they think the characters on the powerpoint might be saying to each other.	Giant speech bubble Speech bubble 1 powerpoint Lollipop sticks Card Coloured paper

Throughout my placement I have used a range of AFL strategies. In my introduction for my lesson 'How full is your bucket?' I used think, pair, share as a focus on questioning for the children to discuss what they thought the story meant and how it made them feel. I also used think, pair, share for my introduction of my 'Odd Dog Out' empathy lesson for the children to discuss with a partner what they believed was different about them and what made them special. In my speech bubble lesson, I used think, pair, share for the children to discuss with a partner what they thought was being said between the characters on the powerpoint slides. I chose to use this method as the class are familiar with it. Williams (2017) states that if children are given the opportunity to have a few minutes to think about a question and discuss it with a partner then their answers are likely to be a lot clearer as they would have had the opportunity to rehearse the vocabulary in their response (Williams, 2017). I found that think, pair, share worked well as the children enjoyed being able to discuss it with a partner, they were able to share ideas and they had time to discuss what their answer to the question was going to be. All children were on task and engaged as they knew that any one of them could be picked to answer the question. It was beneficial for some children in the class who do not normally put their hand up to answer questions as after discussing it with a partner they were able to respond to my question with the ideas that their pair had come up with. One thing that I need to consider for next time is that I remind the children that before they start discussing with their partner, they should think of their own ideas in their head and then discuss it with their partner as some pairs would just start discussing right away without having their own time to think. In future I could possibly use a timer for them to think by themselves before allowing them to discuss with a partner.

Illustrative example 2

Monday, December 23, 2019 2:33 PM

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| <ul style="list-style-type: none">• Explain to the children what speech marks are and when we use them.• Ask the children to use their fingers to tell me where the speech marks go in the example sentences on the powerpoint.• Write sentences on the board and use DoJo randomiser to choose children to come up and fill in where the speech bubbles should go. | <ul style="list-style-type: none">• The children will be picked by DoJo randomiser to fill in where speech marks go on the sentences written on the whiteboard.• The children will answer whether they understand their task and will ask any questions that they have. |
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Opening phase (with links to prior learning)

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|---|--|--------------------------------------|
| <ul style="list-style-type: none">• Read the book 'Odd Dog Out'.• Discuss with the children what the book means, discuss that everyone is different but that it is not a bad thing and that being different is special.• Think, pair, share - ask the children to discuss with a partner what is different and special about them. Use DoJo randomiser to pick children to feed back to the class.• Explain the task to the children. <p>9.10 – 9.40</p> | <ul style="list-style-type: none">• The children will listen to me read 'Odd Dog Out'.• The children will discuss what the book means.• Think, pair, share - the children will discuss with a partner what is different and special about them. DoJo randomiser will be used to pick children to feed back to the class. | <p>'Odd Dog Out' book Worksheets</p> |
|---|--|--------------------------------------|

Another AFL strategy that was used throughout my PTE1 was DoJo randomiser to pick out children to answer questions. My reason for using this was that it has been reported that using approaches such as children putting their hands up to answer questions results in the same children putting their hands up, making it difficult to know if all children understand the lesson (Espinoza, 2015). Whereas, with randomisers such as DoJo or lollypop sticks, different children are picked to answer and all children know that they need to listen in case they are asked (William, 2015). I used DoJo randomiser during my speech marks lesson to pick children to fill in where the speech bubbles should go in sentences that I had written on the board. This worked well because children were told at the beginning that I would be doing this, so all children knew that they needed to engage and listen in the lesson because their name could be chosen. I used DoJo randomiser during my empathy lesson to choose children to feed back to the class about what they had discussed in their think, pair, share. This worked well because a lot of the time when the class are asked to feedback, either both children from the pair want to speak about the discussion, or one child takes over and the other child is not able to speak. I feel that I need to develop a randomiser method to work for my Mathematics lessons. The children are split between 3 classes for maths according to ability, so some of the children in the class are not on the class DoJo.

Illustrative example 3

Monday, December 23, 2019 3:11 PM

Teaching & Core Learning

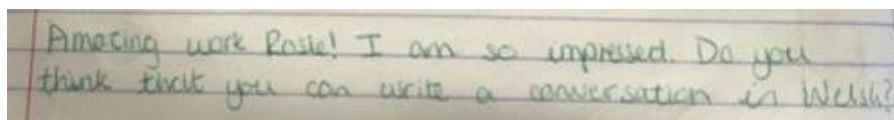
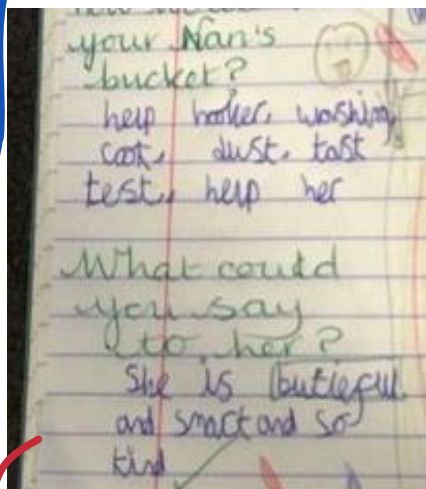
- Explain the task to the children.
- Ask the children if they understand (give support if not).
- Ask the children to split their page in to 4.
- Give the children a card each with a sum on e.g $2 \times 5 =$., Ask them to draw a picture to represent the sum on their card. Once they have completed that one, give them another card.
- Walk around the class writing feed forward comments, telling the children what they have done well and what they need to improve. If they have finished the task or need more practice, write them another sum and ask them to complete it.

- The children will answer whether they understand the task.
- The children will split a page in their maths books in to 4.
- The children will each get a card with a sum on. The children will draw a picture to represent the sum that they have been given and will write the sum.

Differentiation: The higher ability once they have finished the main task will be given higher cards e.g $18 \times 5 =$ and will draw a picture to represent it.

- The children will answer feed forward questions.

Maths books
Pencils / Pens
Cards



Another AFL strategy that I used during my placement was feed-forward comments. This was a strategy that the school already used and I was told about by my class mentor. Feed-forward comments can include praise about a student's work, they often include questions which can be an extension, or add detail to what a student has already written. According to William (2017) feedback is helpful when the learner can use it to improve their performance. Sometimes when a teacher marks a piece of work, they give a comment on how the student can improve, however the student may not know what it means and how they can meet the goal (William, 2017). By using feed-forward questions, it tells the student exactly what they need to do. For example, in my empathy lesson (as seen above) a student had written 'I would fill my nan's bucket' so the feed-forward comment that she was given was 'how would you fill your nan's bucket?' The student wrote about how she would fill her nan's bucket. As an extension, the next feed-forward comment was 'what could you say to her?'. This works well as the students are able to edit their work on the spot to add more detail to it before they have finished the work. In my mathematics lesson, I used feed-forward comments to add extensions or to get the students to re-check their sums. For example, a feed-forward comment could be 'You have really understood these so far, try $24 \times 5 =$ ' or it could be 'can you check this one again?' In my speech marks lesson, I used feed-forward questions to give an extension. This works well as if the student forgets what they need to do, it is written in their book for them to refer to. It is also helpful to write feed-forward comments in the children's books ready for the next lesson as it helps to activate their prior knowledge and remember what they are doing.

Illustrative example 1

Saturday, January 4, 2020 9:56 PM

Opening phase (with links to prior learning)	• Ask the children to sit on the carpet. • Put powerpoint up on the board. • APK - Talk to the children about the speech bubbles that they created last time. Explain to them that they are going to do the same thing this time but they are going to use their own characters which they have chosen for their stories. They are going to use microsoft powerpoint. • Show them a high quality piece of work. On powerpoint, get a background photo and photos of the two characters and talk them through creating the powerpoint. Remember to point to the work sheet that they did previously while doing so. • Ask the children if they understand and if they have any questions. • Explain to the children that if they think of a better sentence, or better words they can go back to their original work and use purple pen to change it.	• The children will sit on the carpet. • The children will watch the powerpoint and discuss what they did last time.	Powerpoint Previous work Differentiation: The children have created their own conversations to suit their own ability.
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During PTE1 I was asked to plan and teach literacy and ICT. The children had been working towards writing their own stories. I spoke to the class teacher about the things that the children needed to learn in order to be ready to write their own stories and she told me that the children had not been introduced to speech marks. I thought that it would be helpful to link the two lessons together. For my literacy lesson, I showed the children a PowerPoint and discussed with them what speech bubbles were and they then wrote a conversation between two characters on paper speech bubbles. For my literacy lesson I decided to do something similar but using Microsoft PowerPoint. The children used their previous speech bubble work and created a presentation including pictures of their characters and their conversations. I found that including conversations in to PowerPoint presentations worked particularly well for some children in the class who struggled with writing things down on paper. Many children increasingly use digital devices for various reasons (Donaldson, 2015). However, some children do not have devices at home and therefore did not know how to use them. I ensured to give these children extra support and frequently asked the class if anyone needed help. This was another reason as to why it was important for the children to have the opportunity to experience using laptops and Microsoft PowerPoint.

Illustrative example 2

Saturday, January 4, 2020 9:56 PM

Mr Bowen bought some cookies. Cookies come in packs of 3 and Mr Bowen bought 11 packs. How many cookies did he have?	Ms Thompson took 15 old tricycles to the charity shop. How many wheels were there all together?	Miss Jenkins bought donuts for year 3/4. She bought 13 packs of 3 donuts. How many donuts did she have?
In the car park there are 16 cars. Each car has 3 doors. How many doors are there all together?	In the dinner hall there are 12 tables. Each table has 3 seats. How many seats are there all together?	Burlais school are playing in a football tournament. There are 18 Teams which each have 3 players. How many players are there all together?
In year 4 there are 3 classes. Each class has 19 children. How many children are there in year 4?	17 children in Mr Thomas' class each have 3 letters to go home. How many letters are there all together?	There are 3 children sat at a table. Each child needs 14 coloured pencils. How many pencils do they need for the table all together?

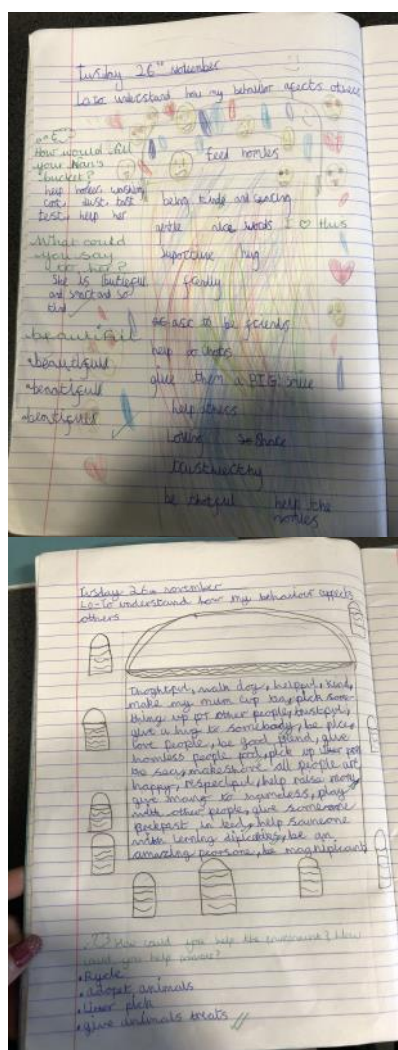
1. Mr Bowen bought some cookies. Cookies come in packs of 5 and Mr Bowen bought 12 packs. How many cookies did he have?
2. Ms Thompson took 18 old gloves to the charity shop. How many fingers were there on all of the gloves?
3. Miss Jenkins bought donuts for year 3/4. She bought 9 packs of 5 donuts. How many donuts did she have?

During week 3 of PTE, as an extension to my maths lesson on the five times table, I created some word problems. Word problems enhance a student's mental skill, problem solving and develops logical analysis as well as encouraging creative thinking. The children would read the word problem, think about it and work out how to solve it and then answer the sum in their book. This worked well as I had based the problems around everyday situations and included names of teachers that the students were familiar with, this helped the children to think about it as if it was a real situation and helped them to work it out. As this worked so well, I decided to use it again in my week 4 maths lesson focusing on the 3 times table. However, this time I changed it from being sentence strips to cards. I allowed the children to pick from the pile which one they wanted to do first, stick it in their book and work it out underneath. This worked well as the children were able to pick whether they wanted to start with ones they were comfortable with, or challenge themselves.

Illustrative example 3

Sunday, January 5, 2020 8:19 PM

Teaching & Core Learning	- HA: The children will draw a bucket in their books. They will write and draw things in the bucket to show what they can do to fill someones bucket and to fill their own bucket. - LA: The children will be given a bucket outline. They will write and draw stuff in their buckets to show how they can fill someone elses bucket. - Give each group a bucket. - Stop the children at 10.00 and ask for some feedback to see what ideas they have come up with - Once the children have completed that task, ask them to each write their three favourite ways to fill a bucket on to a piece of paper and put it in to their bucket. - Ask the children to tidy up. Put a three minute timer on the board and tell them that they have three minutes to tidy up. Welsh to use: Mae hi'n amser tacluso – it's time to tidy up 9.40 – 10.30	- Each group will be given a bucket. - HA: The children will draw a bucket in their books. They will write and draw things in the bucket to show what they can do to fill someones bucket and to fill their own bucket. - LA: The children will be given a bucket outline. They will write and draw stuff in their buckets to show how they can fill someone elses bucket. - The children will colour in their buckets. - Once the children have completed the first task, they will each write their three favourite ways to fill a bucket on to a piece of paper and will put it in to their bucket. - The children will tidy up.	Books Bucket pictures Buckets Pens Pencils Colouring pencils paper
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During PTE1, I was asked to teach a health and well-being lesson based on empathy. The school does an empathy lab project where they use books to teach empathy. I chose to read the book 'Have you filled a bucket today?' Within this

During PTE1, I was asked to teach a health and well-being lesson based on empathy. The school does an empathy lab project where they use books to teach empathy. I chose to read the book 'Have you filled a bucket today?' Within this lesson I linked in art, as the children were asked to draw and colour in a bucket into their books. I also linked in literacy, as the children were asked to write sentences in their books stating what they would do to fill their friends and families buckets, as shown above. Linking literacy in to this lesson helped the children to understand their thoughts and feelings and how they affect themselves and others (Donaldson, 2015). This lesson worked well as some of the lower ability children who normally do not discuss their feelings or show empathy came up with ideas such as helping the homeless or raising money for charity.