

Overview

Monday, 9 December 2019 09:17

Name: Peter Scott

Student Number: 1902009

Pathway: Primary PGCE

Link to OneNote Notebook: https://uowtsd-my.sharepoint.com/:o/g/personal/1902009_student_uwtsd_ac_uk/EhxeYHCbX99Gv_JN2VDKJvUBk2Ft1TATfVoHot6wm80lfQ?e=IjRAdL

	Target	What I have done in this assignment...
Target 1	Re-look at Havard referencing guidelines and apply consistently by proof-reading your work.	More care taken to remove errors in my referencing style. Also improved use of software to assist.
Target 2	Develop more criticality in your writing, rather than being too descriptive.	I have attempted to include concise positive and critical reviews of work undertaken during PTE1.
Target 3	Proof read your work carefully to eliminate minor errors.	I have proof read my work to minimise errors in spelling and grammar.

Quick Check Cards

Monday, 9 December 2019 09:18

Class List - Miss James, Mrs Parkin and Mrs Thomas			
Groups A, B, C		Coding Christmas project	
		Quick Check Card	
	C		
	A	1	Has reasonable understanding of the topic - can be distracted from simple problems.
	C		
	B	2	Really good work, understood all concepts explained in trying her work.
	C		
	B	2	Could understand, however still lacks confidence.
	A	1	Had a reasonable understanding of why certain actions occurred. Guidance required at each step.
	A	1	Strong understanding, was capable of providing with the facts with few hesitations.
	C	3	
	B	2	Good work was able to create simple programs with all the different functions I suggested.
	B	2	Had no idea at all.
	C	1	
	B	2	Goodly distracted requiring frequent support.
	A	1	Required some support but had understanding when concept was broken down.
	B	2	Has a decent understanding just requires guidance / reminders as to what he needs to do.
	C		
	C	1	
	A	1	Very competent with the topic, had no major difficulties.
	B	2	Could go on but great attention to demonstrations and enjoyed the concept.
	C	2	
	A	2	Competent with the idea of coding minimal guidance for problems required.
	C	3	
	C		
	C	3	
	A	2	Had some difficulty early on but grew in confidence with more time to practice.
	C		
	C		
	B	1	Very good understanding of the topic was able to experiment with functions.

Quick Check Card!

Name:

I understand the lesson.

☐

1

I could use some help.

☐

2

I don't understand.

☐

3

Context

Year 4 class with 27 pupils.

A large differentiation between members of the class.

Card handed out to the class after two previous coding lessons.

Children told that no other learner would see what they placed.

Encouraged honesty with the learners.

The cards were used during the topic of coding to provide feedback of the children's capabilities in the topic.

Each tick box was given a number that was recorded in order to group the children.

Questioning

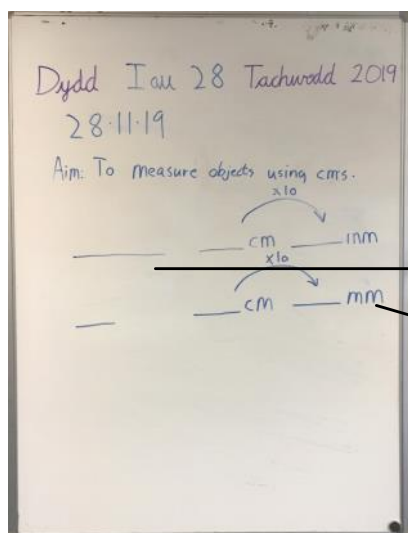
09 December 2019 19:00

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)
10 - 15mins Opening phase (with links to prior learning)	Explain that we are going to look at measurement. State that different items require different units to measure e.g a pencil and a door. Explain relationship between mm, cm, m. Children told they are going to measure different items and record in either mm, cm or m.	Pupils to sit on the carpet and listen while answering questions.	Ruler, meter stick
40 mins Teaching & Core Learning	Children handed out sheet to stick into their maths books and record date and aim. Children to work in pairs to complete 5 items on the table. (Both partners need to record results) Can increase the count if activity runs quickly.	Stick in table to their maths books and record date and aim. Work with a partner to measure and record a minimum of five items.	Table for recording results of their measuring. Rulers for the children.
5 - 10mins Plenary	Bring children back in to discuss some of the results. Ask if they can guess/estimate the length of an item that teacher is holding.	Children back on the carpet discussing the items they recorded	Can use interactive white board to list some of the items. Item for children to guess.

Context

Year 4 lower maths class.
Lesson to measure objects of various lengths using cm.

Pupils questioned during introduction in various ways to gain knowledge of their understanding of the topic.
For example, what would we use to measure certain objects?
What units would we use?
The idea of estimation of the items was also introduced with children asked to estimate several items to the best of their ability.



Plenary set at the end of measuring lesson.
Children practicing skill of measuring various items and recording lists into their numeracy books.

Pupils asked to measure the line on the board with a ruler and record the measurement in cm.

Greater challenge was introduced to convert their answer into mm.

Think, pair and share

09 December 2019 20:07

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)
10 - 15mins Opening phase	Open with dissolving the tablet in the water. Ask if any of the learners know what happened to the tablet. Show BBC Bitesize dissolving video (1min) and ask class for help filling in the questions on the page.	Pupils gathered and listening on the carpet. Learners encouraged to give suggestions. 'Think, pair and share' could be used.	Water Container Vitamin Tablets GCSE Bitesize Dissolving video.
45mins Teaching & Core Learning	Explanation of experiment to be performed. List the six materials to be used to the children. Show Children how to record the results. Give them a results table to stick into their books. Have all groups complete the experiment one material at a time If Time after can show children, The dissolve Song. (3mins)	Pupils set up books correctly. (write their hypothesis and stick in results page) Pupils working in groups for the experiment. Could have pupils elect a person at each table to come up and get the necessary material. All pupils in a group must fill in results before getting next material.	Results table Materials: Salt, sugar, flour, Coffee, sand, pepper. Transparent containers Water. YouTube 'Mr. R.'s Songs For Teaching'
Plenary	Questioning throughout experiment. 'Is that the result you predicted?' etc. After 3 materials all group results can be compared, ensuring all are on the right track.	Questioning can be differentiated between the pupils. 'Are there any results that surprised you? If so, why were you surprised?' Have a spokesperson from each group correlate results.	

Context

Science lesson with a year 4 class of 27 learners
The lesson was an experiment into the topic of dissolving.

After showing an example of dissolving with the use of a vitamin tablet students were asked to think on what had happened to the tablet, they were then asked to pair with a neighbour and work together then share their response with the rest of the class.

After a video further explaining the concept of dissolving children were asked to use think, pair and share to answer the questions that came at the end of the video.

The experiment was to test whether or not different materials would dissolve when added to water. The children were working in groups of around five at their tables.

During the activity the learners were asked various questions, such as, 'Are there any results that surprised you?' and then an extension question of 'If so, why were you surprised?'

The aim was to get them to look deeper into the topic as a group and think, pair and share was used to encourage them to listen to other points of view from a wide range of people. The strategy was also used as an efficient means of checking the understanding of the whole class in regards to a new topic.

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Context
Lesson was undertaken with a year 4 class of 27 pupils.
During PTE placement 1 the pupils selected the theme of the Titanic. This theme was then used in all manner of lessons. The lesson focus shown on the plan was to create an advertisement for the Titanic. The literacy focus was on the use of persuasive language while pupils also had to pay attention to spelling and grammar used on the posters. The time was taken to also explain to learners how to use spell checking software on their work and as the posters were created with J2e 5, the DCF was also linked into the lesson.

Context
Lesson was undertaken with a year 4 class of 27 pupils.
During PTE placement 1 the pupils selected the theme of the Titanic. This theme was then used in all manner of lessons. The lesson focus shown on the plan was to create an advertisement for the Titanic. The literacy focus was on the use of persuasive language while pupils also had to pay attention to spelling and grammar used on the posters. The time was taken to also explain to learners how to use spell checking software on their work and as the posters were created with J2e 5, the DCF was also linked into the lesson.

Research into examples of advertising from the era took place to help with layout.

Learners had in a previous lesson read through the resources available to find information that would be useful for the poster.

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Lesson Plan Phase 1
Lesson Plan – Step 1

Student-teacher	Peter Scott	Class:	Year 4
AOE or Subject	Science	Date:	07/11/19
Lesson Focus	Investigation into dissolving different materials		
Meaningful links to Curriculum	Development of enquiry skills Outcome 2 National Curriculum – Pupils begin to group objects together, recognising similar characteristics		
Meaningful links to Cross Curricular Responsibilities	Literacy (LLC) Learners will communicate ideas and information with each other in groups during experimental testing. Numeracy: Use of measurements during testing		
Personal Targets (linked to QTS and identified in weekly review)	N/A		

Learning Objectives (focus on Learning: use accessible vocabulary)

The pupils will learn to:

- Write a hypothesis about what they think will happen to each material.
- Perform, Observe and record the results of each experimental test.
- Be able to understand the difference between soluble and insoluble material.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (what have the learners to say/write/do/produce – to demonstrate learning)
- I can suggest what will happen with each test. - I can perform and observe a scientific test. - I can Record the results of a scientific test.	Learners should have a prediction prior to experimentation. Learners should have the recorded results from the different materials used.

1

Ensured during experiment that every learner in a group was able to measure both the amount of water and required amount of material at least once.

In the Key Stage 2 Mathematics Programme of study, using measuring skills strand, that year 4 learners should be able to measure capacities to the nearest 50ml or 100ml. This was within the level of accuracy expected for this experiment.

Context

Dissolving experiment taking place with year 4 class of 27 pupils working in groups of around six.

Children given equipment to use, including beakers, which were used to measure an equal amount of water and material for each test.

Science Experiment: Dissolving Materials 07/11/2019

Aim: To test different materials and record if they are soluble or insoluble when added to water.

Salt	Flour	Coffee	Pepper	Sugar	Sand
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I predict that the pepper will not dissolve.
I predict that the sand will not dissolve.
I predict that the sugar will dissolve.
I predict that the coffee will dissolve.

Material	Soluble	Insoluble
Salt	☒	☐
Flour	☐	☒
Coffee	☒	☐
Pepper	☐	☒
Sugar	☒	☐
Sand	☐	☒

I have learnt that some are soluble and insoluble. I think that our experiment was successful because we found more about soluble and insoluble materials. For my next experiment I would like to try to get the materials back out of the water.

This science lesson also had a meaningful link to LLC with learners having to effectively communicate with their group alongside improving the range of terminology available to them with the inclusion of words such as prediction, soluble and insoluble for example.

Digital Competency Framework

11 December 2019 08:01

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APLP
PDPA

Lesson Plan Phase 1 Lesson Plan – Step 1

Student-teacher	Peter Scott	Class:	Yr 4
AoLE or Subject	Geography Humanities	Date:	22/11/19
Lesson Focus:	To be able to locate features using a map.		
Meaningful links to Curriculum	Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references.		
Meaningful links to Cross Curricular Responsibilities	DCF – Computing requires specific instructions and positioning. Coordinates are a strong feature of this.		
Personal Targets (Linked to QTS and identified in weekly review)	Praise pupils more frequently for positive behaviour.		

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Use Coordinates to find features on a map
- Understand how coordinates help people to find locations.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

- I can find a feature using coordinates.
- I understand some of the uses of coordinates.

Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)

- Learners ask questions and give suggestions about the uses of coordinates.
- Worksheets will be reviewed by their peers.

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)
10 mins Opening phase (with links to prior learning)	Basic introduction to coordinates using Numbers and letters. Explain that we are going to move to just numbers Place a grid on the interactive board and explain how to read coordinates. "A baby can crawl before they can walk" Also cover uses of coordinates. Show an OS Map of the Mourne Mountains.	Pupils to sit on the carpet and interact/respond to questions asked about the topic.	Interactive board Coordinates grid. Can also use the whiteboard.
45mins Teaching & Core Learning	Hand out the first sheet and give the children time to answer. Include plenary after the sheet. Hand out the second sheet. Rotate around the class could mark while walking.	Children working through sheets	Two worksheets Timer on screen?
5 mins Plenary	Aliens Attack math game on the screen. After the first sheet.	Children stay in their seats and help teacher to answer the questions in the game.	Mathsframe.co.uk

Context

This lesson was taught to a year 4 class.
The topic in question was coordinates. Learners had previous limited experience of the topic in year three.

Plenary was able to show learners coordinates being used in a digital format.

The goal of this lesson in regards to DCF, from introduction to plenary was to have learners understand to some extent how digital systems operate regarding how they need logical, and specific commands.



When introducing the topic learners were taken outside for an authentic experience regarding coordinates. While outside learners were asked what coordinates could be used for. The focus was on software such as Google maps and how it would use concepts such as coordinates to position locations.

Future coding lessons also used the idea of coordinates when teaching the students how to position and move their sprites in the program J2Code visual editor.

Group Teaching

Monday, 9 December 2019 09:22

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)	Class differentiated into groups of around 6 learners. Explanation of the activities and how they are going to benefit the learners. Talk through an example of the bingo.	Maintain focus and ask questions if needed.	Bingo cards sheets Pencils Counters to cover the numbers.
Teaching & Core Learning	Assess how the bingo went with 3 times tables. Complete this process with the 4 times table and potentially a mix of the two if the learners handle both effectively. (Speed run challenge can also be used)	Could potentially have winner of previous set call out the next game. Listen to the times table give and work out the answer, then check if they have it on the sheet.	// Stopwatch (phone or iPad) Whiteboard and marker.
Plenary	Questioning throughout the group activity. Can run through times tables in order after each game. Could do speed run between games	Call out the times tables together as a group.	//

The use of the groups allowed the learners to receive immediate formative assessment of their abilities regarding the three and four times tables. I can provide more focused support to individual learners in a group setting

Ensured that while I maintained control of the group, the learners were able to work together if they thought they needed the support.

Time varied greatly with the different groups during lessons due to factors outside of my control. This meant that I had to ensure a range of extra activities were available. With the longest running group I swapped locations and started another activity to ensure there continued focus.

Context

This plan was delivered to Year 4 learners with the group sizes ranged from six to 8 learners. Timing for each group was to be around 20 minutes. The focus was to help learners gain competency in their 3 and 4 times tables through the use of several activities and games such as bingo. The children would write the answers in in the spaces on the whiteboard then I would call out a times table without the answer. Was able to differentiate with the groups based on the learners responses to some activities such as using numicon.

Teacher Centred

11 December 2019 08:02



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Lesson Plan Phase 1
Lesson Plan – Step 1

Student-teacher	Peter Scott	Class:	Year 4
AoLE or Subject	ICT	Date:	18/11/19
Lesson Focus:	Learn to Code with J2Code		
Meaningful links to Curriculum	Information and communication technology in the national curriculum for Wales.		
Meaningful links to Cross Curricular Responsibilities	LLC will be used when learners must carefully listen to and follow instructions.		
Personal Targets (linked to QTS and identified in weekly review)	- Ensure that the learners clearly understand the objectives/WALT of the lesson. - Keep an eye on introduction timing and give the children time with the activity.		

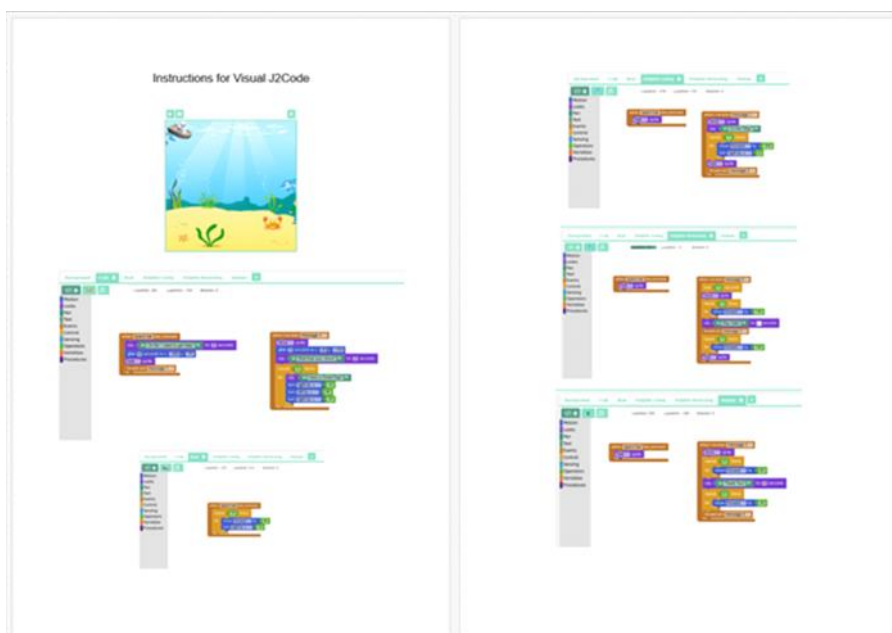
Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Understand that coding is a trial and error process.
- Learn about the visual coding software J2Code.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning): - I have begun to understand the idea of coding. - I can create a basic J2Coding game.	Assessment of Pupils' Learning Evidence (what have the learners to say/write/do/produce – to demonstrate learning): Learners create a very basic game using visual coding. Could allow other learners to play their games.
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1



Context

Began a new topic with the year 4 class. From conversing with my mentor I was able to discover that the learners have had very limited experience with coding before. This allowed me to start all learners from a similar stage and use the first lesson in this topic to enforce key learning objectives that will benefit learners in all areas of the curriculum.

The primary objective was to try to explain the idea of the trial and error process to the children. To do so I had the children use the AFL strategy 'think, pair and share' to create a list of verbal orders to give me to reach my water bottle in the room. I was also able to use this to explain that computers require logical and concise commands. For instance, if the children told me to turn right I would move a random amount until the instructions received became more precise. This provided children with a more authentic context to what was required. All learners were also very focused.

I then introduced the children to J2Code, where I talked them through an example I had made on the whiteboard, making sure to explain the reason why I was taking such actions. As this was the introduction to the topic I did spend around 20 minutes introducing it but the children remained focused throughout and their initial trial of the software went fairly well as I ensured that all learners were following step by step.

One to one teaching

11 December 2019 08:04

Week Beginning: 14.10.19 21.10.19 04.11.19

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Red	G		K		NP	NP	NP	K	NP		G	NP	NP	NP	NP
	-	EJ		NP	NP	NP	NP	NP	NP		PS	NP	NP	NP	NP
			K	NP	NP	NP	NP	NP	NP		G	NP	NP	NP	NP
				NP	NP	NP	NP	NP	NP		-	AB	NP	NP	NP
Yellow		NP					NP	NP	NP		PS	NP	NP	NP	NP
		NP					NP	NP	NP		NP	NP	NP	NP	NP
		NP					NP	NP	NP		NP	NP	NP	NP	NP
		NP					NP	NP	NP		NP	NP	NP	NP	NP
Green							NP	NP	NP		NP	NP	NP	NP	NP
							NP	NP	NP		NP	NP	NP	NP	NP
							NP	NP	NP		NP	NP	NP	NP	NP
							NP	NP	NP		NP	NP	NP	NP	NP

G – Guided Reading
 P – Project Code
 Initials – 1-1 Reading
 I – Targeted Intervention
 S – Speech and Language

Context

Every week the children of the year 4 class would be individually taken out to work alongside a teacher. Ideally children would be seen more than once a week and the goal of these sessions was to work with the teacher to improve their reading ability.

The children were given a colour relating to their reading level allowing priority to be given to children requiring greater support to become more comfortable and confident in their reading.

Working with the children one-to-one allows for immediate and detailed feedback, for example, if children are struggling with new or difficult words I can assist in sounding it out.

Another key focus while listening to the children reading is the use of punctuation. Which is important to improving the children's oracy skills as they are reading their selected book verbally to the teacher.

Critical Reflection

Monday, 9 December 2019 09:23

Word Count: 3218

Introduction

During the first Professional Teaching Experience (PTE) of the PGCE year there was a focus on the development of the pedagogical principals within the student teachers. The success of this focus is variable amongst them as it is dependent to the context of the environments they were in. For example, class size and pastoral support available may have led to some principles being more relevant than others to work on.

The class assigned during PTE 1 was a year 4 class of 27 children, all aged eight years old. Alongside the class teacher, who was the student mentor, there was also a teaching assistant to support the class.

For this assignment the focus was on the critical reflection of three of the twelve pedagogical principles (Donaldson, 2015). Two of the three to be selected were known prior to PTE. They were the employment of assessment for learning principles and the regular enforcement of cross-curriculum responsibilities including literacy, numeracy and digital competency. The third principle was the choice of the student teacher. This assignment will focus on a blend of approaches, including direct teaching as the selected third principle.

With a literature review of the pedagogical principles selected, the most important aspect of this assignment will be to critically reflect on how they were implemented in the classroom and provide recommendations, enforced by literature and feedback, on how they can be further developed.

Literature Review

The focus of this review is on three pedagogical principles. The first is that good learning and teaching involves assessment for learning strategies. The second principle is that the regular reinforcement of cross-curriculum responsibilities, which include digital competency, literacy and numeracy along with providing opportunities to practice them, are indicators of good teaching and learning. The final principle that will be reviewed is that employing a blend of teaching approaches, including direct teaching, potentially results in good learning and teaching. Literature shall be used to allow for a critical reflection of different methods used during the first PTE to help develop the use of these principles and therefore develop teaching practice in the classroom.

'Assessment for Learning' is a field of study that has been growing in recent years, particularly in Wales, with the importance placed on it in literature such as 'Successful Futures' (Donaldson, 2015). 'Assessment For Learning' (AFL) is the concept of providing learners with feedback in a timescale that allows such advice to be immediately beneficial to the student. According to Dylan Wiliam, PhD in the second edition of his book 'EMBEDDED, formative assessment', numerous researchers have proposed and created numerous definitions to explain the concept of formative learning (2018). Bronwen Cowle and Beverley Bell define this form of assessment as a process that both teachers and their students use to recognise and respond to what said pupil is learning in order to enhance that learning. They also add that this occurs during the learning (1999). The qualification of adding a timeframe was a slight alteration to a definition given by Dylan Wiliam and Paul Black in 1998. Wiliam lists other authors who also emphasise the requirement of helpful actions taking place in a beneficial time frame for the learner. A common belief that these academics share is that formative assessment is a process.

Wiliam also outlines the beliefs of other academics, such as Stuart Kahl, who view formative assessment differently. Formative assessment can be described as a tool used by teachers to measure a pupil's grasp of specific skills and topics whilst they are being taught (Kahl, 2005). It is evident that Wiliam believes that monitoring student progress is beneficial although if it does not help improve pupil achievement it is not worthwhile.

This concept has led to different professionals using AFL rather than formative assessment. Rick Stiggins suggests that if formative assessment is to provide the teachers with frequent evidence of pupil progress, then the objective of AFL is that learners receive continuous, beneficial feedback (2005).

In many ways this is the goal described in the pedagogical principle involving the use of AFL in improving teaching and learning. However, Wiliam states that problems arise when a teacher begins to think of AFL as a redundant exercise.

Randy Bennett explores the need for good instruments in the classroom to help a professional reach their potential in teaching the learners (2001). The methods a student teacher may implement at the beginning of their training may not meet the requirements of the pedagogy as outlined by Professor Donaldson. These sources suggest that, for student teachers to successfully progress, they should be shaping their instruction based on assessment of the pupils in order to ensure the taught material is understood by the class.

The second Pedagogical Principle is to reinforce cross curricular responsibilities, particularly in the areas of literacy, numeracy and digital competency.

ESTYN reports focused on a mix of these three components, in context of the appropriate levels for the involved pupils (2019). This emphasises the importance of student teachers being able to deliver on their cross curricular responsibilities.

Digital Competency is a vital requirement in the modern era. According to the Joint Research Centre of the European Commission, policy brief on digital competency for lifelong learning, involves the critical and confident use of I.C.T in numerous areas of life, such as education, self-development and employment (Ala-Mutka et al., 2008). While the age of this report must be viewed with some criticality the everyday importance of digital technology appears to have increased in the last decade. The importance of teachers involving digital technology in lessons and allotting time for pupils to use technology has been a vast field of research that continues to grow.

The Education Endowment Foundation have a guidance report available on using digital technology to improve learning. In the report it is outlined that the pedagogical rationale for how technology would improve learning has to be considered and, whilst decisions of this scope may potentially be out of a student teacher's hands and be a school wide initiative, it is still important for a teacher to seek opportunities for their pupils to develop digital competency in their lessons. The report also stated that technology is at its most effective when it is in use as a supplement, not as the primary focus (Coleman et al., 2019).

Regarding the pedagogical principle, literature suggests that the use of technology and therefore the development of digital competency can potentially improve learning in all areas, including literacy and numeracy.

Regarding literacy and numeracy: 'Your Questions Answered' outlines that it is expected that teachers view themselves as numeracy and literacy teachers no matter their subject. This guidance is adamant that there is no requirement for teachers to add a literacy or numeracy skill to every lesson, if not necessary. (Hwb, 2008)

'Priorities for Primary Education?', is an article discussing a wide range of topics that effect children. It explores ensuring the advocacy of numeracy and literacy, whilst also addressing children's negative connotations of them in subjects (FitzPatrick et al., 2014).

The final pedagogical principle is the idea that good teaching and learning requires a blend of teaching methods, including direct teaching.

In 'Fostering Students' Creativity and Critical Thinking: what it means in School' the pedagogy of dialogic teaching is discussed. The idea of dialogic teaching is described as a model that helps to foster controlled and continuous dialogue between both pupils and teachers (Vincent-Lancrin et al., 2019). Learners are to be encouraged to narrate, analyse, explore, argue, discuss, etc with both their teacher and their peers. This classroom talk can be organised in different ways, such as, through whole class/direct teaching, in groups or even one-on-one which can be a pair of students or the teacher interacting with an individual pupil.

With a focus on whole class teaching, a 2004 article from the Cambridge Journal of Education discussed the nature of inactive or interactive interaction with a class. This source may be slightly outdated, particularly in regards to the current collective thinking of educators, although the resources available at the turn of the century perhaps had an impact on teachers' views of completely interactive lessons.

Research suggests that teachers were offered various training models that concluded interaction with children still required highly teacher-controlled dialogue but with the inclusion of quick-fire question-and-answer work and more activities involving the children (Burns et al., 2004).

Over the years there has been a shift away from the idea of whole class teaching being the primary source of good teaching and learning for pupils. In 'Donaldson's Successful Futures', the current theories align to a blend of teaching methods.

From the literature that has been reviewed it appears that the three selected pedagogical principles encourage the qualities of a good teacher and should therefore also be beneficial for learners.

Critical Reflection

This critical reflection has the aim of improving my teaching practice regarding the three discussed pedagogical principles. During my first PTE I used numerous methods to improve my understanding of these principles. This reflection will review these methods and outline any potential strengths and weaknesses.

One method that I tested with the Year 4 class was called Quick Check Cards. The concept was that the learners could fill in the card and hand it back to me without having to show their classmates. The aim was that this would allow learners to provide more honest feedback without feeling influenced by their peers or embarrassed if they did not understand the lesson.

Initially the reaction from the children and my mentor was positive. The children were reminded of the purpose of this and that honesty was important. From my knowledge of the class and from discussion with my mentor the responses seemed genuine. This was useful for placing the learners in groups based on their feelings on the topic, which in this scenario was coding.

I was only able to test this method once with the class, and upon reviewing this I can appreciate that there were evident positives and negatives to the approach. A positive was that every class member was willing to fill in the card. The range of responses and which learners gave appeared to show that they were comfortable enough to give an honest response of how they thought they were doing. This also links into one of the biggest detriments of this method. That being, that a child may think they have a full understanding on the topic, when realistically they may require further explanation.

The second method I used frequently in use during PTE 1 was asking the children lots of questions. Questioning of the learners, both in short and long form was used in every lesson. The example on questioning displays a common method where I would start with a short question with a definitive answer and then encourage the children to ask more long-form questions about the topic being discussed. Multiple lessons would follow this strategy as it appears that short-form questions allowed me to get a quick assessment of what the pupil's abilities were. More detailed questioning allowed for the development of further forms of thinking rather than just testing the children's memory. This could help avoid learners giving the correct answer without any solid idea of how they came to that conclusion. Alternatively, if the right sort of questions are asked, actual assessment that encourages learning can occur.

The third method used in AFL was 'think, pair and share'. This method was closely linked to questioning the learners, as it required the class to think of a piece of information or question, pair up with their neighbour to hear their response and then share their adapted response as a group. One of the most successful examples of this method occurred during a science lesson about the process of dissolving materials. Learners were asked for predictions as a group and then asked to explain their answers. After the class watched me perform the experiment they were allowed to try in their own groups. After this practical element, the children recorded their results in their books and again completed a 'think, pair, share' exercise about the explanation of these results. This worked well because it gave the class the opportunity to see how others were thinking and to try to think of their own explanations instead of just accepting the result but to actually understand the reasoning behind it. A drawback I noted was that in some groups there tended to be a controlling personality which led to the more introverted child being left out of the discussion.

With cross-curricular responsibilities there were multiple occasions where cross over between subjects occurred. In accordance with the curriculum the focus is on literacy, numeracy and digital competency as they are three areas that can provide skills that benefit all other subjects.

The example used for literacy was the creation of a poster, with the goal of persuading people to purchase a ticket for the Titanic. The year 4 class had a primary focus of using persuasive language to accomplish this task. With this task planned to go up on a wall it was made clear to the class that good spelling, punctuation and grammar were required. The children also had to read through various pieces of information

about Titanic and find an appropriate way to include them. A positive of this inclusion was in the range of literacy covered; spelling, grammar, writing style and even reading were included into the lesson. I found this played part in the biggest drawback, being that more time will be required in another lesson to be spent on areas such as persuasive language instead of just briefly touching on them with the class. In future I would have a lesson on new concepts, such as persuasive language, before setting a task where the concept must be used, to ensure all the children have a firm understanding on it.

While there are individual numeracy lessons there is also clear use of the skills in other subjects such as science and music. In this case I covered the skill of measuring which would be continued in another maths lesson later that term. Every child was given the opportunity to measure the material to the correct volume in ml. This worked well as they were covering an area of the numeracy curriculum that would be covered in its own lesson at a later date. When reflecting on the inclusion of numeracy, it was apparent further experience would be beneficial. If I were to teach this lesson again, I would designate more time for it to allow for the learners to have more time to practice measuring out precise volumes and then having a partner check, assisting both pupils and introducing the concept of peer evaluation.

The third cross curricular subject focus was regarding digital competency. The 4 class has weekly access to the school's ICT suite and several iPads available which can be used for improving ICT skills. However, learners' abilities in these fields can be improved without having them actively use technology.

The evidence shows a geography lesson with the target of explaining coordinates to the class. The knowledge on coordinates was to be useful for coding lessons set later in the term. The goal was to give the class an understanding of how computers visualise position. The authentic manner of taking the children out in groups and having them position themselves appeared to be beneficial for most learners; allowing them to form a clearer picture of the concept being expressed. I found that at times I attempted to go into too much detail for the age range and ability of the class; due to geography being one of my favourite subjects. In future I would plan a more age appropriate lesson, making sure I am being clear and concise in the teaching material by planning and following a stricter teaching plan.

During PTE1 I was able to employ a blend of teaching methods. The selection of these methods depended on the topic to be covered and if there were opportunities for the children to use a different method.

I found teaching in groups allowed for more interaction between myself and the pupils. In the group example the pupils were reviewing a topic that had been previously discussed in detail. Group teaching provided me with a clearer picture of the individual pupils understanding of the topic. One detriment was when forming the groups as they were a mix of abilities, this meant that catering to the learner's ability was challenging. There was a group where I misjudged the ability of the pupils which meant the lesson was not as beneficial to them as it could have potentially been.

A teacher centred approach was the most frequently used method during PTE1. The example provided was of an introduction into coding using a visual editor. Being an introduction, it was important to keep the level appropriate, while leaving the children with a curiosity and willingness to learn more. To this end I believe that a clear visual demonstration using myself as the object the learners had to give commands to worked well as an opening. On reflection however the task I gave after the introduction to the topic was ambitious for an introduction and selecting a more structured task would have been beneficial.

The third teaching approach I used was one-on-one. The primary example was with reading. A positive of this was that reading ability was an area that could be readily supported with books focused to different levels and the ability to aid the learners in a setting where the children did not feel embarrassed asking for help. These are areas that I feel went well. However, focus is needed in order to improve on my timing. There were several occasions where I spent too long with one learner that could have been a disadvantage to others.

The main thing I have learnt from these teaching methods is to make sure that I am always pitching my lessons to the appropriate ability of the class/group/pupil I am working with to help them learn most effectively.

Conclusion

PTE1 has allowed for strong progress in the implementing of the pedagogical principals outlined and for growth in other pedagogies.

Regarding the implementation of AFL strategies progress has been made, with confidence gained to try new methods like the quick check cards. More important is the knowledge gained through reading literature of academics such as Wiliam, encouraging teachers to see the benefits of AFL and not view it as just another task to complete.

There has been progress made in my implementing of a cross curricular approach, focusing on literacy, numeracy and digital competency. I hope to outline to my students all the valuable skills they learn in each lesson and encourage them to pursue knowledge.

I believe I have made progress in the skill of blending teaching styles, but I think the individual approaches require refining to help me meet my potential and to get the best response from learners for PTE2.

Further developing my understanding of the pedagogical principles is a realistic aim to set for my next PTE. I am however confident that I have made good progress in my understanding of these pedagogies, through additional studying of literature and from the valuable experience gained in my first teaching placement.

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