

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.

Monday, December 9, 2019 10:11 AM

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Llwybr/Pathway: PGCE

Targedau o'r aseiniad blaenorol / Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/T arget 1	You have started to consider varying viewpoints but this is tentative in places. Don't be afraid to challenge the opposing views. Not everyone agrees with your position.	I have engaged in reading that has opposing viewpoints and tried to include within the writing.
Targed/T arget 2	Some of your writing can make it hard for the reader to follow. Take care with overly long sentences and paragraphs	I have proofread my critical reflection to try and eliminate overly long sentences.
Targed/T arget 3		

Critical Reflection

Monday, December 9, 2019 10:14 AM

The growing body of research surrounding the quality of teaching and competency of teachers leading to better performing educational systems has been at the forefront of educational reform (Barber, Mourshed and Whelan, 2007; Machin and Murphy, 2011; Moore, 2000). Hattie (2003) found that teachers are the source of 30% of variance in student achievement, highlighting that there needs to be greater attention given to higher quality teaching to ensure the greater influence on the learner. It must be emphasised teachers are not the sole variance of influence on students and some review the standpoint discussed as passing the blame of failings on the doorstep of public teachers, and is often publicised by those in stations of power whom refuse to 'see the root cause and genesis of the crises affecting our schools' (Edet, 2013, p10 cited in Kumashiro, 2012, pp. 104). Lemov (2015, pp. 6) notes that 'teachers are drowning in advice', but this advice along with directives and ideas have been typically devised by those far withdrawn from everyday teaching, which may cause a divide between ideological guidance and current challenges within the profession. Cremin and Burnett (2018) reiterates that the complexity and changing nature of teaching is often underestimated by government ministers and politicians. As a profession we may fall vulnerable to the 'cult of the new' when something that is pedagogically interesting is suggested and often persuade (Didau, 2016 pp. 294). It is therefore key that teachers become critical thinkers and reflective of own practices. Coe (2013, pp.4) states within teaching 'effort and good intentions are not enough; we have to work smarter, not just harder'; improving and replacing strategies is needed utilising critical and realistic approaches to evaluation placing an onus on teacher's to reflect critically on professional development (General Teaching Council for Wales, 2006). Donaldson (2015, pp. 65) views pedagogy as more than just teaching within set methods with a classroom context, but a combination of theoretical and practical knowledge, craft skills, passion and understanding of the social and psychological factors which influence learning. In order to preserve and support effective teachers they must be involved in the process and not submissive recipients of teaching techniques handed down from above (Schwartz, 2007). This has been a key point placed on the new educational reform in Wales. Donaldson (2015, pp. 65) assures teachers that it is not intended to imply specific prescriptive pedagogical approaches, instead decisions about learning and teaching are based on their current context and purpose by teachers themselves. The empowerment of teachers to be the driving force to progress the new national curriculum comes with additional responsibilities which in turn means they must be given the time and tools by which to do this effectively, which some fear are not in place (Evans, 2015). Continued professional development requires teachers to be reflective practitioners and has become a central principle within initial teacher training (Cremin & Burnett, 2018, pp. 544; Pollard, 2005; Mathew, Mathew, Prince & Peechattu, 2017). This is reiterated by Hattie (2009, pp. 22) when he proposed that 'the biggest effects on student learning occur when teachers become learners of their own teaching'. Taking three specific pedagogical principles presented by Donaldson (2015), I will reflect on the implementation of these in my own practical teaching practice (PTE) and discuss next steps for progression.

Good teaching and learning means employing assessment for learning principles

Assessment for learning (AFL) principles within the classroom termed by Black and Wiliam (1998) has been suggested to 'double' the rate of learning when used frequently to keep learners on track, engaged and encouraged through the use of a wide range of strategies (William, cited in WAG, 2010). Through AFL strategies the goal is to allow learners and their teachers to establish where they are in their learning, the next step and how to get there effectively (Assessment reform group, 2002). The relevance of AFL hasn't gone without enquiry and has been found in many cases to have been modified to a 'limited' and 'diluted' form shaped and pressured by league tables and examinations (Sidhu, 2011). Seen by critics as 'falling prey to gimmicks' or a 'checklist' to be ticked off but not effectively implemented (Wood, 2008). Didau (2016) acknowledges the merit of using AFL strategies when entered

into thoughtfully but issues a warning that packaging AFL into a 'big idea' of solutions for increasing learning maybe fundamentally unreliable. Didau (2016) found the work of Kirschner, Sweller and Clark (2006) compelling in his argument to reiterate that assessing learning in an ongoing process maybe a irrelevant menial task of assessing surface knowledge using a glossy new set of tools but if the learning hasn't been committed to the long-term memory through repetition or memorable events then nothing has been learnt. Harrison (2013) found multiple reason why teachers have found it difficult to implant AFL within the classroom. Namely, difficulties faced with conceptualising the changing process in practice, planning and evaluation. Finding a way to introduce new pedagogical ideas that are confined prior experiences and past practices. The above concerns are something I experienced during my PTE placement in variated degrees across teachers within the school. At the beginning of placement I found that planning for AFL was at the forefront of my practice and this is reflected in illustrative examples one and two, I felt that there were a variety of strategies planned and used within my practice, some successfully implanted and some that needed adjustment and development as highlighted in illustrative examples three. Focussing discussion following particularly on aspects of AFL surrounding success criteria and questioning in particular. Sharing of the success criteria for the learning is something I felt I began strongly with at the beginning of PTE using techniques that allowed the students to form their own criteria, pictorial and visual success criteria's and placing learning intention clearly at the start of the lessons. Hargreaves, Gipps and Pickering (cited in Cremin and Burnett, 2008) highlights that understanding, and commitment is greater when success criteria is shared essentially when the meaning, importance and examples are given. I found this difficult to do on every lesson I was observed when covering topics on a larger group basis, due to time limitations. Instead I found that although it may have not been available for all children together at the same time and visible at the front of the class it was always discussed in small groups and with individuals prior to assigning of tasks. As I developed through my practice, I remembered to include the listed success criteria for all the class at the front of the class. I found this practice a little conflicting to its purpose as I may introduce a topic and success criteria with a list but in Key stage 1 the groups may take a while to get to the topic and the list remains irrelevant. Competency in producing success criteria requires clearly modelled examples and scaffolded responses that are practiced (Didau, 2016). This is an area of development within my practice. However, I struggle with the school-wide interpretation of this AFL strategy that includes 'vague checklist of surface features' (Didau, 2016, pp.280). Questioning is another crucial tenet of AFL pedagogical practice. Sullivan (2003) found questioning is key in assessing knowledge and to progress learning in the moment, but it is crucial however that they are appropriately gaged and worded to apply the correct thought processes when introducing new content. Wragg's (1993) three types of questioning has been very relevant to describe the application of questioning through my practice. As displayed in illustrative example one I used a variety of questioning techniques, however I feel that the amount of questioning, timing and types of questioning need improving. I fell into the trap of asking questions that have been described as 'management-related' and 'information recall-related' questions when using AFL strategies. Replicating Wragg's (1993) finding that show there are lower proportions, namely only 8% of questions typically relate to higher order thinking. Resulting in questions asked may only be assess only surface knowledge. In future practice I will need to plan more structurally around questioning and take note of ways to include different strategies for questioning with specific attention to high-order questioning structures as described in Bloom's cognitive taxonomy (1956) and reviewed by Anderson and Krathwohl (2001). Wait time during questioning was found beneficial during my practice and one strategy that was used quite a lot was think, pair and share. The reasoning for increased used of strategy was it helped with the behavioural management of questioning within my lessons. This is shown in illustrative example 2 with the development of behavioural strategies and praise around following question procedures. I also noted that although the recommended wait time when posing a question is five to fifteen seconds (Cohen, Manion, and Morrison, 2004) I found the types of questioning needed to be reflected upon when considering wait time. As too long a wait time also contributed to an increase in low level disruptive behaviours, as the pitch, timing and openness of the question was inappropriate. Peer and self-assessment along with feedback are all aspects of AFL that

has been shown through planning, but I feel that with the next phase of teaching experience will provide more opportunities to engage with these techniques in greater detail.

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.

The cross-curriculum responsibility of literacy and numeracy (LNF) and digital competency frameworks (DCF) is considered essential to promote relevant skills for the advancing working world. The approach aims to build connection between traditionally separated subject concepts and ideas and conceptualise them in meaningful ways to broaden life experiences, engage interest and develop high order thinking skills (Barnes, 2007; Marzano, 1991; Hayes, 2010). Donaldson (2015) recognises that this will be a challenge to incorporate cross curricular themes, projects and ideas in an authentic way rather than a forced add on to a lesson. The incorporation of literacy and DCF in recent lesson plans has been noted in illustrative example one and two. Digital competence has been defined as 'knowledge, skills and attitudes to enable the confident, creative and critical use of technologies and systems in an increasingly digital world' (WAG, 2010, pp.6). An accomplishment through my practice was the use of DCF throughout the majority of lessons undertook, whether it was providing technology-based hooks, enhanced and continuous provision or group work activities. I gained regular feedback sounding this from the mentor, and often comments surrounding that these activities are not likely to prevail after leaving as confidence in this area by this teacher was limited and resources are hard to maintain and share with the whole class. This is a standpoint that is not uncommon especially amongst 'pre-service teachers' (Chan and Elliot, 2004) and seconded by Venville et al (2002) that noted that despite teachers best intentions and enthusiasm, digital competency goals are often shaped by external factors such as curriculum constraints, guidance and school context. An area that when reflecting has shown to have had little development across subject disciplines has been numeracy. The daily schedule when able to follow was still set in a more traditional set up, with divided mornings of subject specific instruction of literacy and then numeracy. I felt vulnerable to this routine and as evidenced in illustrative examples three, numeracy lessons were segregated sections of teaching. There were lots of ideas generated to incorporate cross-curricular themes within topic work and providing authentic context to the learning. However, I found it difficult to achieve due to time constraints, changes in schedules and limited resources including staff ratios. There were also issues with the amount of content needed to cover and learn within a time frame of testing cycles for maths. This is not to suggest that teaching to the test and discrete teaching is wrong. In fact it has been an extensively research area to establish strengths and weaknesses, and something that cannot be policed effectively within teaching practice (Styron and Styron, 2012). However, it is a practice that can cause a juggling act between creating authentic and cross curriculum links and producing summative results. Numeracy in authentic contexts is an area of development as I progress through my placement in key stage two.

Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking

Comparative educational evaluations have shown previously that Wales are the lowest ranking in the UK (PISA, 2012) with below average in achievements of their students. In more recent PISA results that have been gains shown and as Education Secretary Kirsty Williams AM (2019 cited in Morgan, 2019) has allured too, although she is pleased with the progress that has been driven by the hard work of teachers and students, this data will need to be incorporated into the continuing educational reform in Wales with a focus of whole child approach and wellbeing. Donaldson (2015, pp.44) has used research from Parsons and Beachamps (2012) to highlight how the higher performing schools are attaining these scores. The research concluded the most prevalent skills shown to produce these improvements were through problem solving, creative and critical thinking and the application of knowledge skills teaching. Problem solving is an essential component of daily life and does not necessarily naturally developed and generalised (Wehmeyer & Palmer, 2000). Real word problems are not well defined and include clear solutions. They are complex and in order to foster the ability to apply varying strategies to these complex situations it may need to be

explicitly taught to students and practiced to develop critical thinking, resilience, independence through creative means and become informed citizens of Wales (Mills and Kim, 2017; Donaldson, 2015; OECD, 2008; Kumon, 2017). To facilitate problem solving within the classroom, Joan (1993) identified three necessary things teachers need to provide once the problem has been decided and addresses a need or interest of students. These being: providing a large integrated block of time, relevant space to do the enquiry and many open-ended materials. During my practice I set out to do a number of problem solving and creative activities in Key stage one. Activities planned (illustrative example one) were thematic and posed a number of enquiry questions for the children to explore. However, on reflection evaluating using criteria's in the research surrounding problem solving, I fear I 'spoon fed' answers with over prompting, having singular line of enquiry leading to one specific strategy for problem solving. I may not have asked "true" problems solving questions but instead engineered mere 'exercises' in critical thinking. This does not require application and investigation into the problems through using multiple strategies to come to a conclusion by the students (UW, 2019). The planning for these sessions and gathering of resources took a lot of time and during planning stages I did not consider strategies that may have led to the enhancement of "true" problem solving. For example, on reflection I could have used group work to explore and draw conclusions on artefacts used and have time and space for students to research these on the internet or find pictures in books to solve the inquiry. Instead I posed a question and asked a variety of questions to prompt them towards a specific answer but did not explore other routes of enquiry. Goffin (1985) guiding questions for identification of appropriate problems for children is something that I will be using to enhance and evaluate plans in future. After initial observations of the class and environment it was a personal target to introduce more creative tasks within the classroom, either in continuous and enhanced provisions or during directed tasks (Illustrative examples 2). This is due to the limited resources or not used resources within the environment. Comments in feedback after lesson by my mentor were positive and highlighted the enjoyment and engaging aspects of my lessons and resources (Illustrative examples 3). What was also noted was how behaviour management needed to improve and I feel a part of this may have been influenced by the changes in delivery of lessons that allowed for more talk by students, problem solving and creative lessons that created more elements of fun. As Didau (2016, pp.82) highlights 'if we are not careful, pupils will be too busy thinking about all the fun they're having to remember any of what they're supposed to be learning'. It was very rewarding to receive positive comments from the children about how they love Maths, because they get to do play lots of different things or asking when is it time for topic work? because they want to do make their own superhero. However, it is easy to get caught up in the resources and spending time on the creative agendas and overlook that are intended purpose was to promote independence and problem solving. Enthusiasm and creativity are skills I want to keep developing but I am more cautious to ensure that the curriculum target is the focus. Realising where time and resources are limited it is more beneficial to plan for a more simplistic lesson that can get the same result and keep some ideas in my tool box, to use when I do have the adequate resources to implement them fully. Lemov (2015) succinctly summarises this as sometimes the advice and strategies that can be successfully employed in a classroom seem mundane, unremarkable and not innovative but can heed the best results. These strategies '...yield and outcome that more than compensates for their occasionally humble appearance.' (Lemov, 2015, pp.10)

Exploring the pedagogical principles has been beneficial in order to highlight the positive aspects of my current practice, but also what needs improving. These have been highlighted throughout and has led to suggestions for the future progress with basis in research. The resounding realisation from reflecting on this experience has been although at the beginning of my PTE I had a set idea of the type of teacher I wanted to be, this changed through the placement. Experiencing the complexity of teaching has required a more critical model of thinking that looks not only to theories best practice but look at why these are a challenge in the classroom. Cremin and Burnett (2018) has summarised these thoughts about primary teaching as not just the reputation of routine strategies, it requires a sense of your own style. This is not a style that can be 'pinned down in a few straightforward sentences or in a political sound bite or in a brief inspection report' (Cremin and Burnett, 2018, pp.7).

Neither-the-less, as in any profession we are in need of guidance of best practices and whether you believe that teaching is a scientific activity, a craft to be developed, art form or maybe all three, through the use of reflection it allows us to make sure we, as teachers are critically informed citizens that lead via example for the students that we teach.

AFL 1 -Illustrative Examples – Lesson plans

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Below is one example of a lesson plan from the beginning of my practice. It shows in green the different techniques used for AFL. These strategies on reflection were common right through my practice and something that were practiced and developed as noted in teachers feedback.

Thumbs up and thumbs down was a strategy observed and used regularly by the current teacher and was a quick way to evaluate the learning at the front of the class or for students to give feedback to each other. However, it can not give an accurate picture of learning as during big group activities when used, you can see those who quickly give responses and those who would continually wait until other had answered before responding. It is not a reliable source to assess all types of learning but can give a quick feedback in certain circumstances.

Share partners or think pair share is another strategy frequently used and found very helpful for this year group. I would often use think pair share to encourage talk and build confidence prior to asking for hands up, cold calling and using lollipop sticks. Coral answering was also used to build excitement and enthusiasm within the class, to get instant feedback on something (typically rote learning objectives) during direct teaching at the front of the class.

What I found a challenge at the start of practice was using these strategies and keeping class behaviour under control. As these techniques allowed from class talking time and often would escalate so that it was hard to bring the class back to the task. This led to introducing a variety of behavioural techniques being trialled, some successful implemented and some needing refinement. These were commented by the teacher in examples from reflective journal.

Lesson plans – Bonfire Night

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Emma Treharne	Class:	Year 1
AoLE or Subject	Knowledge & Understanding of the world	Date:	30.10.19
Lesson Focus:	Guy Fawkes & Bonfire night Safety		
Meaningful links to Curriculum	Time & People: 1) To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about Guy Fawkes and his life. 2) Using a range of historical sources, including artefacts and visual sources. Physical Development- 3) Become aware of dangers and safety issues in their environment 4) Begin to understand how important it is to lift, carry, place and use equipment safely.		
Meaningful links to: Cross Curricular Responsibilities	LLC - 5) Answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events. 6) Join in, repeat or memorise rhymes, songs, poems and stories		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
By the end of the session, children should be able to give two facts about the <u>gun</u> powder plot, identify a difference between the past at the time of guy fawkes compared to now. The children should be able to identify three safety tips for bonfire night.

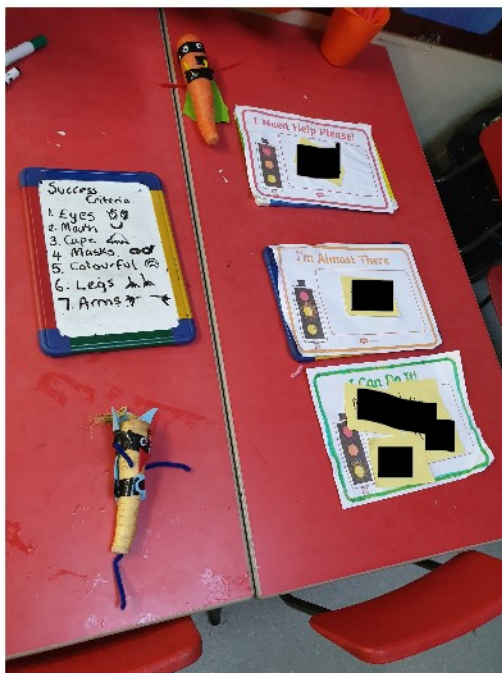
1

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)
1 & 2) Learners can understand some of the differences in how people such as Guy Fawkes lived, compared with today. Differences with: A) Clothes B) Transport C) Equipment/ Tools 5) Children can answer at who (Picture of guy Fawkes), what (Did he try to do?), Where (London/ Parliament), When (a) 5th November (b) In the past - (c) 1605. 3 & 4) The students will identify at least 3 safety measures for bonfire night. 6) Children will recite the 5th November poem together with teachers help.	- Peer assessment - Thumbs up and Thumbs up (agree/ disagree) - Questioning - Sharing partners - Coral Answers - Hands up - Quiz- whiteboard coloured card for answers

2

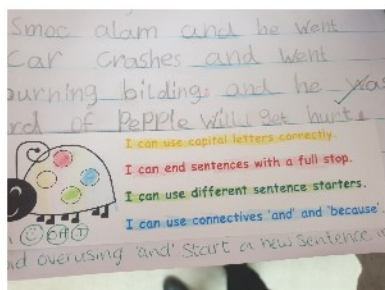
AFL 2- Illustrative Examples - Photographs

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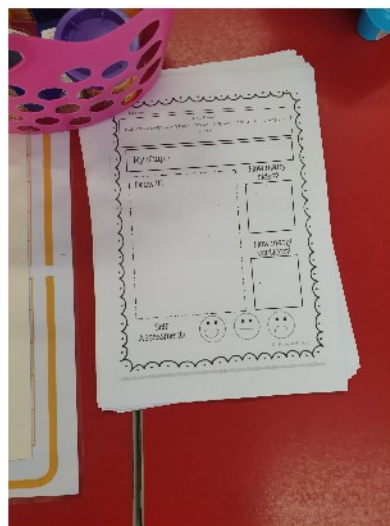
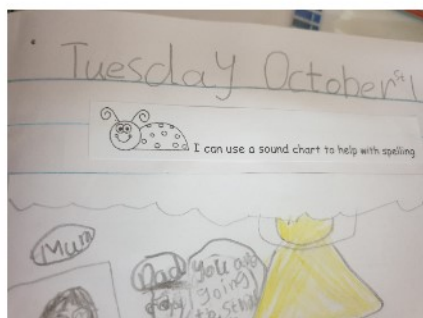


Healthy Eating - Supertato activity.

The topic for this term was Superheroes and the school topic for this week was healthy eating. During planning for a healthy eating lesson my classroom mentor wanted to do a PowerPoint activity to sort foods into healthy and unhealthy foods. To expand on this I thought to link in the term topic of superhero's. Looking through literature I found in the classroom a series of books called Supertato. I identified the different fruits and vegetables in the book and I wanted to provide a more authentic context. The book would provide an interesting hook to healthy eating topic but by using real fruits and vegetables it will be authentic as the children would be able to use their senses and identify the items in real-life not just pictures. The lesson began with a reading of the story, before moving onto the use of a premade morfo app creation of Supertato asking the children for their help. I had pre-made a crime scene for the children to view with examples of super veggies and Supertato. The activity then involved the children selecting from a bag a secret vegetable for them to create. In this process they had to feel and describe to others in the group before guessing the vegetable. Once they had their vegetables they were able to decorate and create their veggies. Using the examples from the crime scene the children were able to create a success criteria for their veggies. I let the group carry on with this activity with instructions to ask three before me to encourage group work and the use of success criteria. After 10 minutes I returned to use the traffic light system to self assess their creations. It was a useful tool to establish how they felt they were progressing and as seen on the image most were positive about their creations and were able to help each other, and one was able to identify that they needed help. With this the other students were quick to help and I was able to provide any additional prompting. I found these strategies beneficial for the current task. It was challenging to find all resources needed and create all the necessary components in the timescales provided but very beneficial to provide a hook that was able to be developed and waived into other lesson that followed.



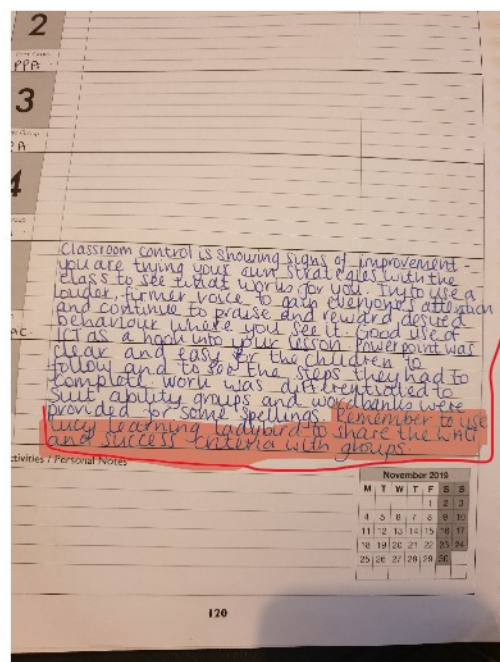
The images below are pictures of some other AFL strategies used within my practice



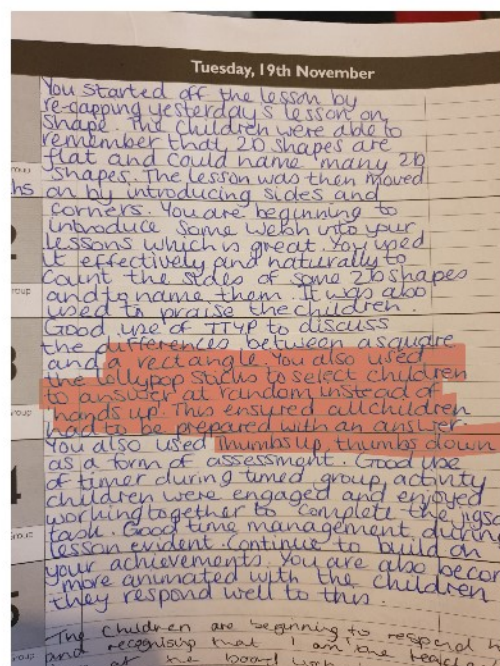
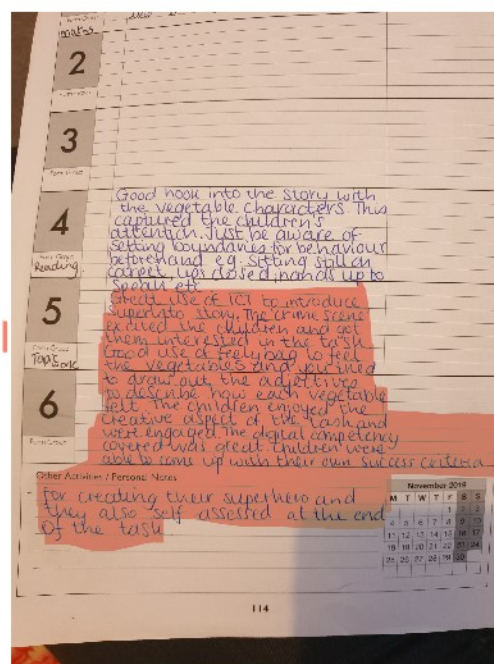
AFL- 3- Illustrative Example – Reflective Journal & Teacher comments.

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Below are examples of feedback given by the class mentor in my reflective journal. •



This feedback was at the beginning of my practice. The school used a prescribed method of sharing criteria, namely Lucy the learning ladybird. As discussed in my critical reflection this could something that is used throughout the school for consistency. However I found that this was often used but not described and modelled as best practices is intended. As evidenced within my plans, I often used different ways to share success criteria and I found this was well received by the children. When the children made the criteria with me I found it instilled more buy in to the outcomes and was used as a source of reference through activities. As I progressed through my practice I ensured that I continued to develop on ways to share success criteria and also incorporate the school-wide system that is in place.



AFL strategies as highlighted in this feedback were regularly used and evident in my plans. They were appropriate for the age group, KS1 class year 1. I found that by the end of my practice in this class, the routines of using these strategies were instilled and allowed for me to better implement these strategies alongside behavioural management strategies. However I feel that if I were to be in the same class for longer I would need to vary and change these questioning techniques to not overuse and cause students to disengage from strategies.

CCR's- 1- Illustrative Examples 1

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Lesson Plans

Topic work was one of types of lessons that I was able to teach more regularly at the beginning of PTE, as the weeks progress time was more limited due to Christmas concert practice and other events, which meant that I had more structured targets that had to be fulfilled, typically numeracy lessons that were set out to be able to teach with specific aims for upcoming tests from the curriculum the school used. The below plans are highlighted in yellow to show the cross curricular links that were present in two of my lessons. I found that incorporating Literacy into lessons become quite easy to do with the type of topics that I was asked to cover in my time at the placement. One area I felt that I excelled unexpectedly in was providing DCF targets into lesson and general use of digital technologies which was not as frequently used for this class. Through investigations of different apps I was able to create hooks for different topic lessons that related to the Superhero theme. One example was through my healthy eating lesson plan. Using the Morfo app, I created a supertato character to pose a challenge for the students. They then created their own Superveggies as described previously to 'save supertato'. The children in turn had to write a speech bubble for their creation to then be used with the morfo app to create their own talking moving Superveggie. It included a number of different cross curricular objective and was a highly enjoyed by the students. However, to undertake this activity would have been more efficient if there were more resources for the class. We were only able to use one IPAD to record and save work which led to the task taking a lot longer to complete than planned.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Emma Treharne	Class:	Year 1
AoLE or Subject	Knowledge & Understanding of the world	Date:	30.10.19
Lesson Focus:	Guy Fawkes & Bonfire night Safety		
Meaningful links to Curriculum	Time & People: 1) To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about Guy Fawkes and his life. 2) Using a range of historical sources, including artefacts and visual sources. Physical Development- 3) Become aware of dangers and safety issues in their environment 4) Begin to understand how important it is to lift, carry, place and use equipment safely.		
Meaningful links to: Cross Curricular Responsibilities	LLC - 5) Answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events. 6) Join in, repeat or memorise rhymes, songs, poems and stories		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
By the end of the session, children should be able to give two facts about the <u>gun</u> powder plot, identify a difference between the past at the time of <u>guy fawkes</u> compared to now. The children should be able to identify three safety tips for bonfire night.

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Emma Treharne	Class:	Year 1
AoLE or Subject	Wellbeing – Personal & Social development	Date:	05/11/19
Lesson Focus:	Healthy Eating – Identifying different Vegetables		
Meaningful links to curriculum	AOLE – Wellbeing – Personal & Social development 1. Develop awareness of healthy eating habits and can distinguish between foods that are healthy and those that are not. AOLE – Creative Development (ART) 1. explore and experiment with a variety of techniques and materials 2. make choices when choosing materials and resources 3. use a variety of materials and tools for experimentation and problem solving 4. design and make simple products and mechanisms 5. reflect on their own and others' work.		
Meaningful links to: Cross Curricular Responsibilities	LLC – Comprehension a) use prediction in stories, adding more detail. - Writing a) talk about what they are going to write b) write words, phrases and simple sentences and read back own attempt DCF – Collaboration a) collaborate with a partner on a piece of digital work. - Storing and Sharing save work by clicking an icon and understand that the work can be retrieved. - Creating a) explore and use different multimedia components in order to capture and use text, image, sound, animation and video. b) create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks. – Upload a saved image / rotate and resize image. Problem solving a) follow a simple sequence of instructions		
Learning Objectives (focus on Learning- use accessible vocabulary):			
The pupils will learn to:			
By the end of the session, children should be able to identify at least three different types of vegetables. Create a model of a super vegetable with a variety of materials. Learns A) will be able to tell the teacher a sentence about their superhero and write it down. B) will describe one aspect about their superhero with use of a writing frame. C) will be able to come up with and write down the heroes superpower. By the end of the week children will be able to use the Morfo App to create their talking superver veggie. They will open the app, take a picture, find where it is save upload and adjust before recording their superhero information that they have written previously.			

1

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)
1 & 2) Learners can understand some of the differences in how people such as Guy Fawkes lived, compared with today. Differences with: A) Clothes B) Transport C) Equipment/ Tools	- Peer assessment - Thumbs up and Thumbs up (agree/ disagree) - Questioning - Sharing partners
5) Children can answer at who (Picture of guy Fawkes), what (Did he try to do?), Where (London/ Parliament), When (a) 5 th November (b) In the past - (c) 1605.	Coral Answers
3 & 4) The students will identify at least 3 safety measures for bonfire night.	Hands up
6) Children will recite the 5 th November poem together with teachers help.	Quiz- whiteboard coloured card for answers

2

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)
1. Children will be able to use prior knowledge of sorting healthy and unhealthy foods to identify a variety of vegetables, those explored in the activity.	What am I cards? Answers and Consensus
2. Children will be able to produce a model of a supervettable with real vegetables and resources available. Following examples displayed by the teacher. Self assess model.	Self assessment – Traffic Lights
3. When teacher is reading the book, children will be asked to predict what will happen next. Children to use previous information in the book to make reasonable prediction with added detail.	Written product – Does the sentence start with a capital letter, names have a capital letter and ends in a full stop. Spaces between words and correct letter formation. Children to have a model to show at the end of the week that is able to talk with the use of Morfo app.
4. Children to come up with sentence and tell the teacher. Learns a) will be able to tell the teacher a sentence about their superhero and write it down. B) will describe one aspect about their superhero with use of a writing frame. C) will be able to come up with and write down the heroes superpower.	
5. Children to use the Morfo app to record their sentence and edit pictures saved.	

2

CCR's - 2 - Illustrative Examples – Reflective Journal

Monday, December 9, 2019 10:29 AM

2

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6

Good hook into the story with the vegetable characters. This captured the children's attention. Just be aware of setting boundaries for behaviour before hand e.g. sitting still on carpet. Lips closed hands up to speak etc.

Good use of ICT to introduce super hero story. The crime scene excited the children and got them interested in the task. Good use of feeling bag to feel the vegetables and your tried to draw out the adjectives to describe how each vegetable felt. The children enjoyed the creative aspect of the task and were engaged. The digital competency covered was great. Children were able to come up with their own success criteria.

Other Activities / Personal Notes

for creating their superhero and they also self-assessed at the end of the task.

November 2019						
M	T	W	T	F	S	S
					1	2
	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

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Reflective Journal Comments:

The class mentor regularly commented on the use of ICT in feedback sessions and often would comment that the students do not normal have that type of input due to inexperience of the staff member with these apps and time and resources constraints makes it difficult when the staff to child ratio is lower. This is something that is very important to consider with future ideas in practice.

Michelle.

Wednesday, 4th December

Classroom control is showing signs of improvement. You are trialling lots of different techniques and the children are beginning to respond well to them. Nice maths lesson today - lots of practical activities for the children to do in small groups and the carousel activity kept them engaged and on task. Good use of timer to ensure children were focused on the task.

You use ICT well in your lessons, especially as your hook into a lesson which engages the children and excites them about the learning they are going to do. Good luck in your next class.

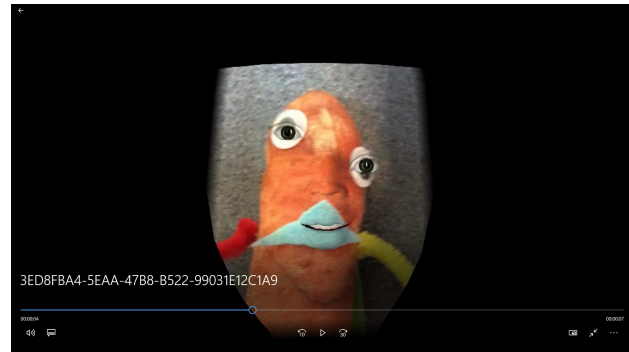
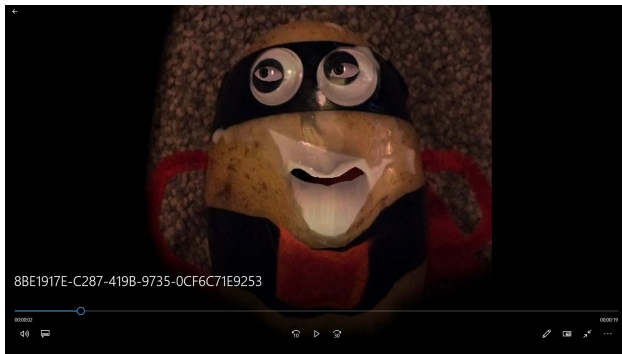
CCR's - 3- Illustrative example – DCF evidence

Monday, December 9, 2019 10:29 AM

Below are the videos made by myself and one of the children that was used as part of my Healthy eating lesson with cross curricular links to DCF.



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Problem Solving -1 -Illustrative example's 1

Monday, December 9, 2019 10:14 AM

Lesson plans - Below are two lesson plans that include questions and activities that aimed to explore different topics using problem solving, critical thinking and creativity. (Highlighted in blue)

The first lesson plan was written for a carpet session surround bonfire night. The aim of this lesson was to explore the history of the origins of bonfire night and safety information in preparation for bonfire night. At the start of the lesson I introduced the pupils to a 'secret' treasure box that had a number of pictures and artefacts of items and people of the time (e.g. Lantern, pocket watch, pictures of the king, Guy Fawkes, a barrel, house of parliament) using prompt cards on the board of who, what, where and when. We proceeded to select out of the box and attempt to problem solve what these items were using the prompts to frame questions we wanted to know. The lesson continues to show multiple sources, a you tube clips of the gun powder plot, poetry, current day items to compare the artefacts with and PowerPoint presentation with images and information on. During the course of the lesson we referred back to the board of questions and attempted to find solutions. This was a whole new way of questioning for the children and the teachers feedback commented on this and how I needed to modelled and practice the questions more at the beginning for it to have run more effectively. If time and resources were not an issue then I would have expanded this lesson to include more independent and group enquiry of the artefact utilising more independent problem solving skills.

Lesson plans – Bonfire Night

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Emma Treharne	Class:	Year 1
Topic or Subject	Knowledge & Understanding of the world	Date:	30.10.19
Lesson Focus:	Guy Fawkes & Bonfire night Safety		
Meaningful links to Curriculum	Time & People: 1) To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about Guy Fawkes and his life. 2) Using a range of historical sources, including artefacts and visual sources. Physical Development: 3) Become aware of dangers and safety issues in their environment 4) Begin to understand how important it is to lift, carry, place and use equipment safely.		
Meaningful links to: Cross Curricular Responsibilities	LLC - 5) Answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events. 6) Join in, repeat or memorise rhymes, songs, poems and stories		
Personal Targets (Linked to QTS and identified in weekly review)	OSUWU		

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

The pupils will learn to:

By the end of the session, children should be able to give two facts about the gun powder plot, identify a difference between the past at the time of Guy Fawkes compared to now. The children should be able to identify three safety tips for bonfire night.

1

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)
1 & 2) Learners can understand some of the differences in how people such as Guy Fawkes lived, compared with today. Differences with: A) Clothes B) Transport C) Equipment/ Tools	• Peer assessment - Thumbs up and Thumbs up (agree/disagree) • Questioning - Sharing partners
5) Children can answer at who (Picture of Guy Fawkes), what (Did he try to do?), Where (London/ Parliament), When (a) 5 th November (b) In the past - (c) 1605.	• Coral Answers
3 & 4) The students will identify at least 3 safety measures for bonfire night.	• Hands up
6) Children will recite the 5 th November poem together with teachers help.	• Quiz- whiteboard coloured card for answers

2

Time	Activities/Methodology/Key Concepts (Teacher's role- including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils role- including differentiation, engagement/ formative assessment and homework)	Resources (including health and safety requirement)
Opening phase (10 mins)	Using the WHO? (WHAT) (WHERE) (WHEN) prompt cards - Pose these on the board in preparation for playing cards from next activity. Teacher to show a special treasure box to the children. Inside is pictures to assess prior knowledge of Guy Fawkes & Gun powder plot. Teacher to invite students up (using blue cards) to pick a picture from the box. Assess prior knowledge. Thumbs up if they know the answer.	Teacher to invite students up (using blue cards) to pick a picture from the box. Assess prior knowledge. Thumbs up if they know the answer.	Twinkl - who, what, where, when - Cards Blue tac for cards Treasure Box Pictures of Guy Fawkes & Conspirators / Barrel / Lantern / Date on Calendar / House of Parliament Youtube clip: https://www.youtube.com/watch?v=mtz3d4rdg4

3

to 1000 sticks to pick a picture from the box With each picture teacher to ask students relevant question - Modeling correct question structure E.g. Who is this man? (Show Guy Fawkes picture) Where is this building? (House of Parliament - in London) What is this? (Gun powder barrel) When did this happen? (Calendar showing 5th November, year - 1605) - In the past Watch Youtube clip about the gunpowder plot	• Thumbs up to the group before inviting hands up.
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4

Maths - Mastery and Challenge Lesson

The below plan shows in blue the variety of problem solving activities used within a maths mastery lesson for up to 60 children to work through in a rotation. This lesson was planned to create challenges and problem for the children at the end of the topic and to be done through a rotation whilst some children were completing the end of unit testing other were with me going through mastery tasks.

The opening phase of instruction included a variety of different maths problems for addition and subtractions using a variety of manipulatives to demonstrate answers. Including the use of blocks, number lines, objects, numicon, counters, finger and mental maths. The types of problems that were created in each carousel station we modelled and worked through together in the opening phase of the lesson. The teaching and core of the lesson moved the students into different areas to complete different activities. As part of the carousel I chose to instruct on the carpet in a small group using a strategy call 3 part act. In this strategies you show a visual at the start (girl smashing eggs on the floor out of the fridge). The students must then pose questions - what do you wonder? Then together we problem solve using small parts of the answer revealed in act 2 before coming to the answer on act 3. This activity posed a love way to create problem solving in maths that was engaging. However I underestimated the level of disruption during the class when there were so many differing activities going on at the same time. It was difficult to maintain attention on this part of the activity whilst there were so many inviting and new resources available. The other challenge was that as I was working with both year 1 groups at the same time, I was not aware of the levels of ability within the different groups which meant there was a difference in the time different groups or members of the groups finished a task. This meant I had students asking for different tasks to do or needing additional prompting for tasks that were unforeseen. During planning I has planned and was told there would be three teaching staff in total in the room for this lesson, this did not happen and It was predominantly me and a teaching assistant who has other responsibilities to complete at the time. Therefore I lacked two of the key aspects of teaching for effective problem solving, that being, providing a large integrated block of time, relevant space to do the

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role – including differentiation strategies, engagement in formative assessment and homework)	Resources (including Health and Safety requirement)
Opening phase (with links to prior learning)	15 minutes – - Fluency – Access prior knowledge – Counting in 2,5,10. Using a 100 square. - Addition and subtraction sums one the board – children to choose a number and roll a dice to determine addition or subtraction. - Call on children following the rules of the carpet time, to come up and select the numbers on the board. - Number song – - Remind the children those sitting nicely will get first choice over activities.	In partners children – count together in 2, 5, 10s (With actions - pretend to pass a ball to each other whilst chanting in 2s, giving a high 10, whilst counting in tens). If space allows – counting in 2's all together stand up and holding up two fingers and move as we count. Get into a circle to pass the 5's to each other. Same with high 10's. Numbers of pupils in each area with activities 3 – Evil Pea lock and Key challenge 6 – Ladybird Activity 4 – Lego tower subtraction race 4 – Missing objects subtraction with TA 6 – Humpty Dumpty 3 part Act Maths problem solving with me. Part-Part Whole Model with the children (Sorting into different categories – e.g. girls/boys, Hair	100 square spat – - Enhanced provision resources. - Large Dice - Whiteboard & pens.

3

	- Activities will be swapped every 15 minutes. - Introduce all enhance provision resources. 'Evil Pea has been here and locked up some of the superheros. Can you help find the correct number sentence and match it to the correct answer on the lock. Unlock them all to save the heros'. - TA – Overseeing Ladybird activity & Lego tower race - TA – to lead Subtraction game (Hiding the objects)	colour, colour of shoes, has a sibling). Write up the part-part whole. 6 - Car park / Whiteboards / 3 Number cards problemsolving / Part-Part whole model plates 4 – True & False statements 3 – Ipads – Number addition and subtraction train 3 – Hoops – Find the missing number with objects.	
Teaching & Core Learning	3 part act – Humpty Dumpty (Eggs breaking) Act 1 - Show the video. Questions: - What do you wonder? - Main question: How many eggs broke? - Estimate - Act 2	Answer questions using this, pair share. Teacher to ask those with hands up. Write down estimates on white boards.	https://gfletchy.com/humpty-dumpty/ - White boards & pens 100 Grid on board

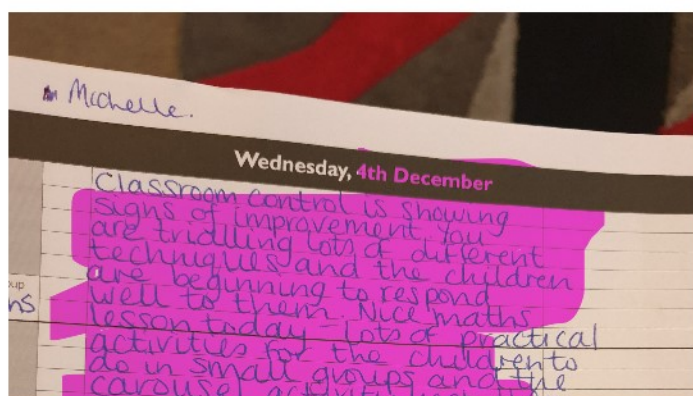
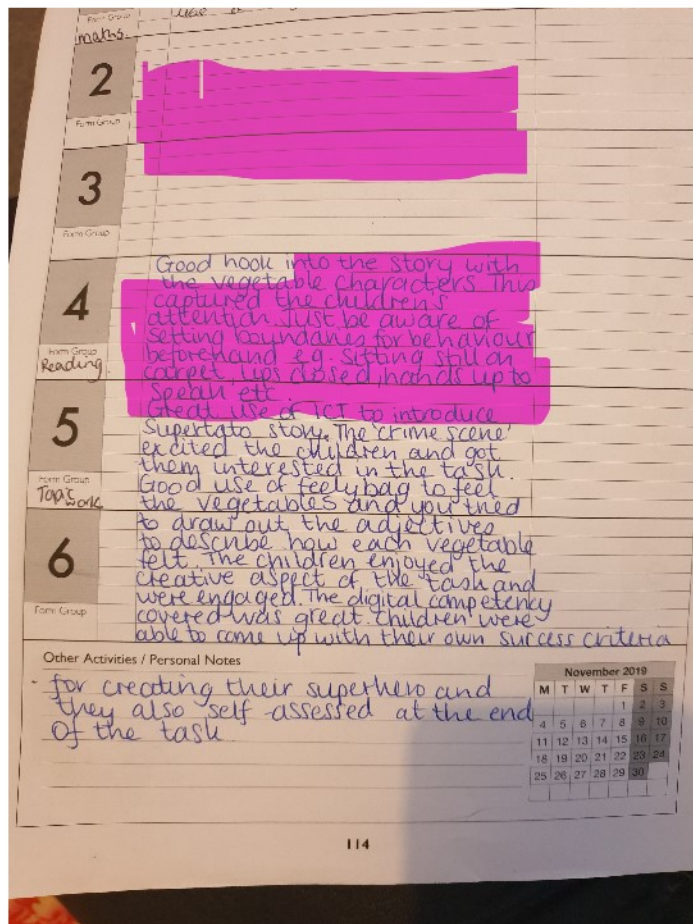
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Problem Solving - 2 - Illustrative examples 2

Monday, December 9, 2019 10:30 AM

Reflective Journal -

As alluded to in my first feedback in purple, I have designed lessons that were successful in enthusing the students, through use of creative aspects of learning and ICT, but what was a challenge particularly from the outset was creating the boundaries of this engagement. As Didau (2016, pp.82) highlights 'if we are not careful, pupils will be too busy thinking about all the fun they're having to remember any of what they're supposed to be learning'. This is exemplified here and it took until nearing the end of my placement to overcome in this class. The creation and trial of a number of different classroom management and behavioural strategies were employed to help with this and as the next example highlights this in the second feedback from my class mentor who comments on the improvements.



Lesson today - nice maths activities for the children to do in small groups and the carousel activity kept them engaged and on task. Good use of timer to ensure children were focused on the task.

You use ICT well in your lessons, especially as your hook into a lesson which engages the children and excites them about the learning they are going to do. Good luck in your next class.

Problem Solving - 3- Illustrative examples 3

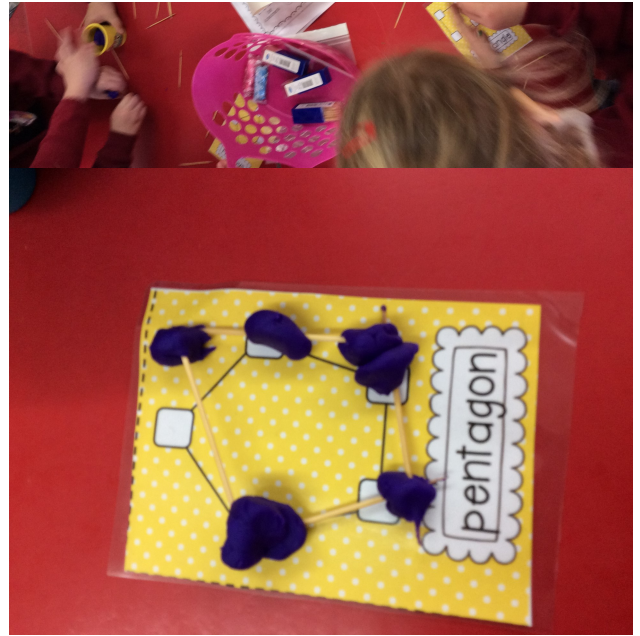
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Healthy Eating Lesson Plan
These pictures show the visuals used to pose a problem solving question to the class and the creative outcome that proceeded from the lesson.



The pictures below are only a few of the provisions provided during my practice that utilised problem solving activities





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Monday, December 9, 2019 10:14 AM

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