

Critically reflect on the implementation of three of the pedagogical principles outlined by Donaldson (2015)

Friday, October 18, 2019 1:53 PM

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Student Number: 1900214

Pathway: Primary

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	To explain terms concisely when they are first introduced (e.g. Four purposes, growth mindset, Maslow's pyramid).	Each concept is explained as concisely as possible once introduced, e.g. direct teaching, Bloom's Taxonomy, formative assessment, scaffolding...
Target 2	To combine ideas from multiple sources (deriving new personal thinking from doing so) as often as possible in your writing.	Personal thinking used throughout assignment to draw conclusions from literature and form recommendations and plans for future PTE experience.

Link to OneNote:

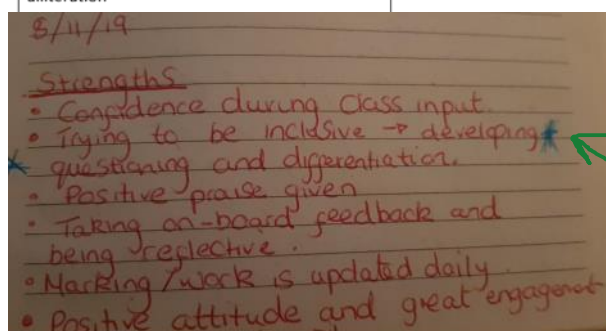
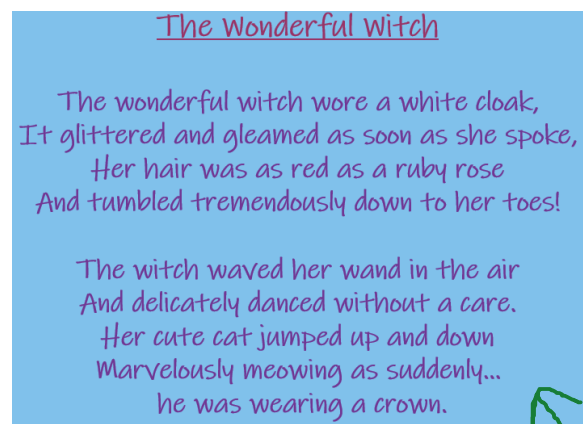
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Ex1: Questioning

Wednesday, December 11, 2019

5:46 PM

Ask questions (write responses on whiteboard): ➤ What kind of patterns can you see? ➤ What is the pace of the poem? ➤ Do we find out much about the characters? ➤ What can you tell me about the structure of the sentences? Share LL with children; 'to create our own rhyming words (all) sentences (some) using alliteration.' Ask children, what are we looking for 'Sammy Spider' (success criteria): Cap letters, full stops, finger spaces, adjectives, nouns, verbs, rhyming words alliteration	• Questioning – Hands up • Discussion – ping pong – do other children agree or have a different view? • Think, pair, share – children to discuss questions with partner • Children set success criteria (Sammy Spider)
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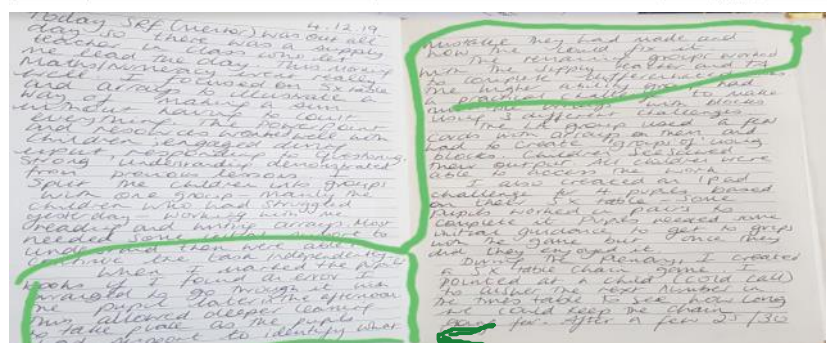
In the poetry – alliteration literacy lesson with a year 2 class, I created a fun PowerPoint to illustrate what alliteration is, leading onto a few poems relating to the class topic of 'myths and magic' to show how alliteration can be used as a poetic device. I wrote two of the poems myself (one is shown above) to be able to devise a clear set of questions to actively involve pupils in the lesson and to assess their ongoing understanding of the topic. I used questioning strategies including 'think, pair, share' and 'hands-up', which I had previously observed the pupils use effectively, as well as 'ping pong' to try and stimulate motivation and interest. I listed a set of core questions that I wanted to ensure I covered, as these were key for me being able to assess understanding during teaching input. I found that 'think, pair, share' worked positively for the majority, as it allowed pupils to share their ideas with a peer which I observed for some pupils helped them build on their initial ideas. Some pupils however, did not always engage with others and instead chose to sit quietly, so I encouraged them to talk to the person nearest them or to join another pair.

Dylan Wiliam (2011) places emphasis on the way that questions are designed, that questions need to be strategic, considered and probing, which is the approach I adopted, using my planned questions as a starting point and filtering down into more closed questions if pupils needed a more narrow focus. It is important that I continue to select an array of pupils who are perhaps less vocal or able than others in order to ensure the whole class are continually assessed. One way of addressing this was by improvising techniques based on responses, such as asking pupils if they agreed with a particular response given by a pupil or whether they disagreed selecting one to explain why – it is important when doing this to ensure that all pupils answers are valued. I am pleased that my mentor acknowledged my development in this area, including how I differentiated my techniques.

Ex2: Immediate Feedback

Wednesday, December 11, 2019 5:47 PM

Teaching & Core Learning 35mins	Differentiated work based on ability: Pentagons: Miss B to use alien work cards to support group. Take photo with iPad. Group 1: MCE to support group complete worksheets. Decagons: SC to support group to complete physical array challenge. Use evaluation sheet to record learning/ understanding/ progression of each child. (SC/MCE/Miss B)	Differentiated work based on ability: Pentagons: Using alien work cards to create arrays using teddies, blocks to make 2x2, 2x3, 2x4, 5x2 and 5x5 with blocks/teddies. Group 1: Children to find and tick array that matches the sum, then to create own – use blocks/teddies to help. Decagons: to work through 3 challenges, finding different arrays to make 12, 20 and 16 with cubes.	• Blocks • Teddies • Numeracy books • Whiteboards and pens • Differentiated worksheets • Enhanced provision activities
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During a mathematics lesson with a year 2 class on multiplication, using arrays, I worked directly with the two middle ability groups to provide them with initial support on the task I had set them. I specifically chose to work with these groups, whilst the TA (post briefing) worked with the higher ability group, as I wanted to ensure they were demonstrating understanding, and if not, I wanted to be able to react in a timely manner by providing them with different ways of thinking, different approaches and encouragement to complete the task. I also wanted to be able to let them ask questions or challenge when they needed to, allowing the pupils to find their own way of getting to the answer, the way that worked for them. I created questions that allowed the pupils to both read and draw arrays, which offered a double opportunity for pupils to interpret the answer.

This approach to providing immediate feedback, allowed me to tailor my support to the individual pupil as appropriate, it was also important for me to not overdo the support and empower the pupils to get on with the task when they understood what they needed to do and to not be over reliant upon me. There was a lovely moment as one of the pupils, who had previously been struggling to grasp the concept, shouted "oh, I get it now!" then happily proceeded to complete the questions. I marked the children's work immediately after the lesson and was able to put books aside for those children who had perhaps started well but lost their way part way through the task. During catch-up time that afternoon I was able to meet with those children one-to-one and discuss where they may have gone wrong, and to support them, if required, to correct themselves, almost adopting a revisit and respond approach. Being able to adopt an immediate feedback approach is not always something that is physically possible due to time, priorities and workload, however this is an area that I would like to explore further and look to incorporate during my next placement.

Find and tick 2 x 5 or 5 x 2



Complete the number sentences to describe the arrays.



___ x ___ or ___ x ___

___ x ___ or ___ x ___

Draw an array to show:

3 x 5

Ex3: Green for Growth

Evaluation of Pupil Learning

Next Steps for Progress

- Challenge pupils to read a book and write own independent review.
- Follow up with other types of review, possible film review of Room on the Broom film.
- Develop oracy skills, children to communicate their reviews verbally.
- Consolidate 'features' of a review learning.

A Book Review by _____

Your star rating for this book: ☆☆☆☆☆

Title: Invisible Isabel Author: Adrian Chester

Plot What happens? Are there any plot twists? Did you find the plot interesting?

Isabel gets invisible who? and no one finds her. Amy is a panda.

Characters Who are the main characters? Who was your favourite character? Why?

I liked Amy a bit funny. Did not find Amy very interesting. Amy was very much like me. Very much like me.

Your opinion Did you like the book? What was your favourite part? Why?

I loved it because it was very funny and it was hilarious. I liked it.

Recommend Would you recommend this book to a friend? What age?

I would recommend it to a friend. It was amazing and so much better than the last book I read.

Teaching & Core Learning	1. MCE to work with GG and CC to write book reviews. Show and explain to them template that they are going to complete.	1. GG, CC to write book review on differentiated template, title, author, rating, favourite part, draw favourite scene from book.
	2. SC to work with SS to write book reviews.	2. SS to write book review using differentiated template, naming book, author and drawing their favourite scene.
	3. MCE to monitor and provide ad-hoc support to children working on challenges.	3. CC & LL to complete independent tasks.
	4. MCE to work with MAT pupils at the end of lesson to discuss their book review and support self assessment.	4. MAT pupils to conduct independent review of 'Invisible Isabel' and then self assess using 'green for growth'. Ask question, is this my best work? How can I improve it?

In the initial 'book review' literacy lesson with a year 2 class, I identified two MAT pupils who demonstrated a good understanding of the concept following on from a group discussion around the features of a book review and what an opinion is. By reading and marking this initial review enabled me to identify what the pupils had done well and the areas they needed to improve on, it also helped me establish what I wanted them to do next. The Assessment Reform Group (2002) explain that it is important that teachers review work produced by pupils to ascertain where they are with their learning, where they need to go next and the most appropriate steps needed to get them there. In this instance, I wanted to challenge them to see if they truly understood and were able to apply their learning to undertaking an independent review of a book.

At the start of the task, I worked with the pupils to agree the success criteria, which we wrote out on whiteboards, so that they had a comprehensive list of what a good book review needed to include. Once the pupils had independently produced their book review, I asked the pupils, 'is this your best work?' and asked them to use the AFL strategy 'green for growth' to assess their own work. They did this whilst sitting next to me, referring to the success criteria we agreed at the start of the task, enabling me to prompt them, e.g. 'have you used capital letters in the right places?', 'who are 'they'?' I am keen to identify more self-assessment strategies to use with all abilities within Foundation Phase, by encouraging pupils to effectively critique their own work and encouraging them to reflect on it. Why did the pupils need to be prompted as they self-assessed their work? I need to ensure I allow time for the pupils to review their own work and empower them to do this without support.

Ex4: Literacy 1

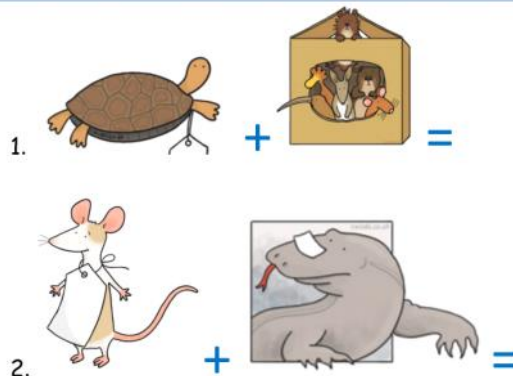
Friday, October 18, 2019

1:56 PM

Meaningful links to: Cross Curricular Responsibilities	LLC – Descriptive language to describe coins (size, colour). Oracy – group task. Using a story to encourage visualisation and make the maths learning more memorable. YCC – Continue to use new word for money – ‘arian’. Counting in Welsh. Incidental Welsh.
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Can you work out how much these pets will cost?

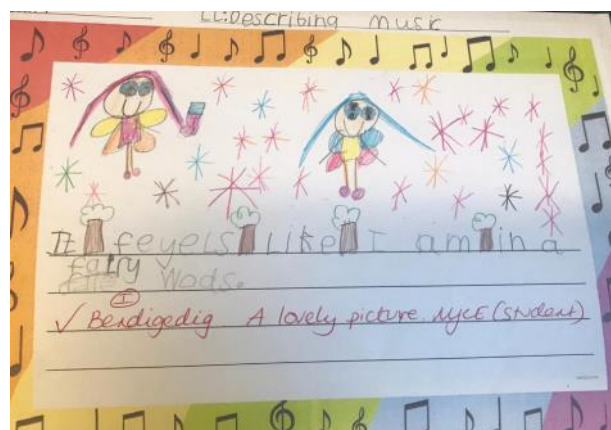
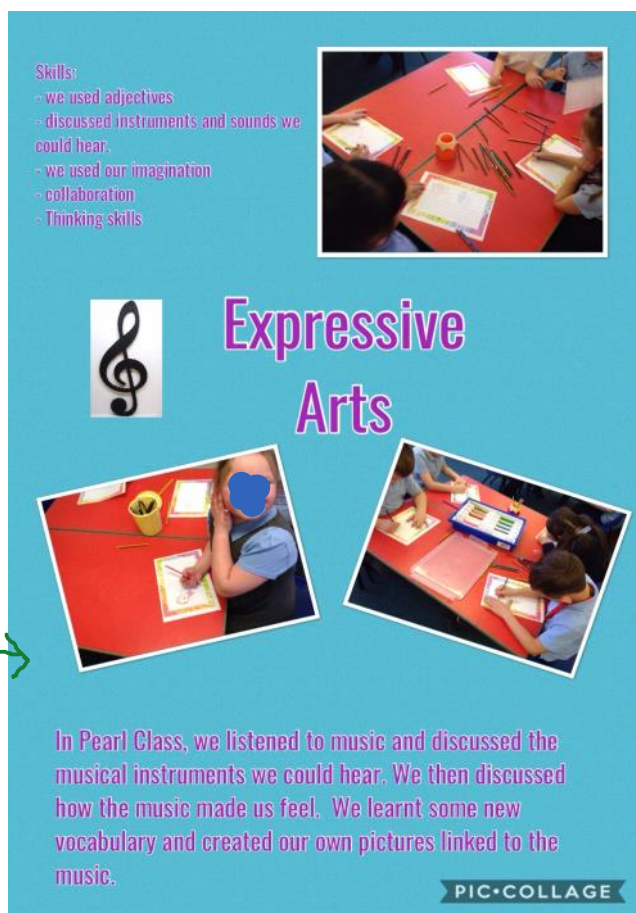


Whilst teaching the topic of Money to a year 2 group, I wanted to introduce a story to enhance the learning experience, which was something that one of the cross curricular lessons in University covered. ‘The Great Pet Sale’ story book is a wonderfully colourful and fun story that brings money to life through the use of characters and providing authentic and meaningful contexts to how money is used in pricing and spending. I used the shared reading technique to enliven the story and get the children involved, interested and engaged in the characters, encouraging the children to read the prices when the price of an animal appeared, e.g. "I'm only 1p!" The characters acted as a visual prompt/stimulant for pupils, with children displaying an interest in how much each one costs. I created differentiated worksheets, an example of one is above, I also printed off cards with each animal and its price so that the children could find the animal and create a visual sum in order to work out the answers to the questions on the worksheets. I encouraged collaborative working, particularly when some children finished before others by getting them to support their peers, this worked well and demonstrated how children can learn from each other. With more time and when I am able to plan a full theme in class, I would love to use a story book to trigger multiple maths topics, for example 'The Great Pet Sale' could lend itself to other maths topics such as, greater than/less than, ordering numbers, rounding numbers etc...

Many children approached me to ask if they could read the book independently during their free choice time later that day and the next, which demonstrated how literacy and numeracy can work hand in hand with each other as children engage in the story. By engaging with the story, pupils who do not naturally enjoy maths subsequently find the subject less intimidating and overwhelming, as stories are more appealing and relatable to them (mathsthroughstories.org). Bringing maths to life and making it accessible to all is something I am keen to explore more fully during my next placement.

Ex5: Literacy 2

Wednesday, December 11, 2019



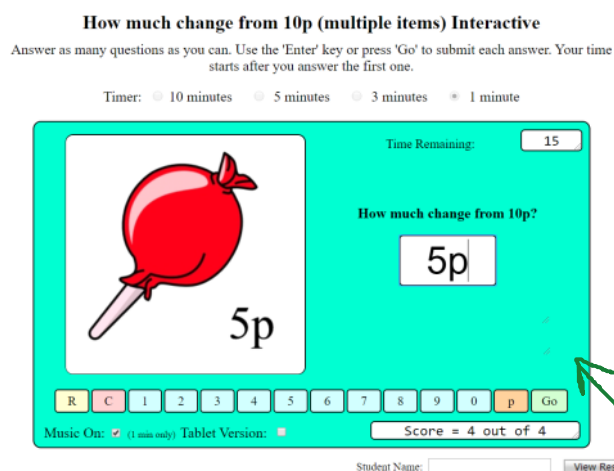
In my first Expressive Arts lesson with a year 2 class, I tried to incorporate a multi-sensory approach to music, initially engaging pupils in identifying a selection of different musical instruments, how those instruments are played and what kind of sounds they make. I then introduced a piece of music that fitted within the 'magic and myths' theme that the class were studying this term, and asked the children to listen to it 3 times. Each time the pupils were asked to listen out for different things, firstly, the instruments they could hear, secondly what types of sound they could hear, e.g. loud, soft, fast, slow, and thirdly how the music made them feel or what ideas the music conjured in their minds. In previous literacy lessons children had been focusing on adjectives, so as part of this lesson, children were encouraged to recall this learning and knowledge by providing adjectives to describe the music which I listed on the whiteboard as children relayed their ideas – promoting the cross curricular use of LLC on two levels; oracy and adjectives to describe what they hear.

Words such as 'magical', 'calm', 'powerful', 'exciting' were provided along with ideas generated such as 'fairies', 'ice skating', 'Christmas' and 'colours'. The main part of the lesson resulted in pupils drawing their own picture to represent how the music made them feel, some of the marked work is shown above. I differentiated the sheets so that the higher ability group were able to write a descriptive sentence about their drawing, whilst the lower ability group were encouraged to focus on their drawing and to explain to the teachers what their picture represented which we then wrote on their sheet so that they could refer back to it and remember what they drew. Going forward I would support the lower ability pupils to write their own short description, perhaps following up during catch-up time if not enough time during the lesson. This would challenge those pupils to link their thoughts both in picture, oral and written format. The class teacher sent the above pic collage as a tweet to illustrate the work that the pupils had done during the lesson.

Ex6: Digital Competency

Wednesday, December 11, 2019 5:49 PM

Opening phase (with links to prior learning) 10/15 mins	Introduction – Use PP ‘total of a group of coins’ and open coin calculator interactive tool https://www.ictgames.com/mobilePage/coinCalculator/index.html Initial focus on adding two different coins, 10p + 1p, 20p + 1p etc... Pentagons and Liam & Bailey to work with SC. Kian & Jacob work with SW. - Children asked to identify coins then ask someone (children put hands up) to come and make amounts using 2 coins; £1 £1.50 £2 £2.10 Questions: ★ How many 1p's in £1 ★ How many 1p's in £2 ★ How many 10p's in £1 ★ What coins can you use to make that amount?	- Questioning – Quiz using interactive whiteboard - Hands up - Phone/ask a friend if stuck	- Interactive Whiteboard - Coin Calculator Tool - PowerPoint
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During a year 2 mathematics lesson on adding money, I created a couple of digital tasks for pupils to undertake. As part of the lesson introduction, I used a 'coin calculator' on the interactive whiteboard, which immediately got the children's attention as the whole class had their hands up wanting to take a turn to solve the questions I had strategically set for them to answer using the tool. It was perfect, as all abilities within the class wanted to take part, which enabled me to engage the whole class. One lower ability child, came up to try and use the calculator to work out how many 2p's she needed to make 10p, which she got right and was visibly proud of herself. Something as small as this could be the catalyst for that pupil making a sustained effort in the lesson to push themselves to achieve even more.

As 2 MAT pupils had comfortably grasped the 'adding different coins' task, I challenged them with a digital task using iPads, where they needed to work out how much change to give from 10p for the item shown. Prior to undertaking the challenge independently, I showed them the task on the iPad and demonstrated how to complete it, I also encouraged the pupils to ask questions so that they understood what was expected of them. The task enabled me to see how successful each pupil was at the end of the allocated time so that I could determine whether to give them a bigger challenge. Using a digital challenge offered the pupils another perspective on the topic of money and encouraged mental arithmetic. I would like to utilise digital opportunities throughout the curriculum in future, it is an area that I plan on researching further in order to find appropriate tasks and challenges for pupils as it is clear to me that digital engagement is a clear hook to pupils as they draw a sense of fun and enjoyment from it.

Ex7: Welsh Body Parts - collaboration/team work

Friday, October 18, 2019 1:57 PM



* - Great Welsh lesson ideas! *

- Taking on - feedback, lesson ideas and ways forward e.g. Teaching Strategies, Class management etc.

As part of my second Welsh 'Helpwr Heddiw' lesson with a year 2 class I started by recapping on the different body parts making the Welsh words available on the whiteboard. We initially went through these together as a class to recap on the previous lessons' learning then I empowered that day's two chosen helpwr heddiws to ask the questions 'beth sy'n bod' and assess the class responses 'mae ____ tost gyda fi', by saying 'da iawn' or another phrase of their choice. Placing the pupils at the front of the class as 'teacher' empowered them to make choices (which pupils to ask) and assess (did the pupil respond correctly), which in turn resulted in enthusiastic engagement from the whole class who were all sitting to attention with their hands in the air. For the second part of the lesson, I split the class into two teams, with the helpwr heddiw the leader of each team. I had prepared for the lesson by drawing two life size body outlines and printed off labels for each body part the pupils had been learning.

The challenge was for each team to work together collaboratively to identify and label all of the different body parts, gluing them in place in a set time of 5 minutes. I wanted to encourage team work and discussion, so I floated between the two teams (who were in adjoining rooms to complete the task) to observe, providing encouragement and motivational words to any pupils who looked like they were on the periphery to ensure they got involved. Feedback from my class mentor in my learning journal was positive, praising my ideas for Welsh lessons – which I know I need to maintain and adopt inventive and exiting ways to engage pupils. As Moyles (2010) explains, including an element of fun can be key to enabling concentration and persistence when completing a task for enough time so that learning takes place. This was my motivation during this task by bringing a sense of competition and fun to what could have been a very dry topic.

Ex8: Room on the Broom - hot seating

Wednesday, December 11, 2019 5:51 PM



As part of a week of literacy lessons focusing on the book 'Room on the Broom' with a year 2 class, I had planned on using the 'hot seating' strategy to surprise and engage pupils on day three. Prior to this, on day two of the literacy lessons, I printed a picture of the witch on A3 and asked the pupils to have a think about what kind of questions they would like to ask the witch and to use post-it notes to record these. Most of the questions were interested in the witch's physical appearance, i.e. why do you have a big nose, so I took time out during lesson two's plenary to encourage the pupils to think about the 5 W's and H to come up with more considered questions. During the hot seating lesson the majority of the class bought into the fact that I was the witch from Room on the Broom and were totally engaged, enthralled and excited to be able to ask questions. In particular the two pupils with ALN who come into class from the autism base within the school were captivated and moved closer to me, desperate to ask questions. One of the ALN pupils asked 'where do you like to fly on your broomstick?' which was a great question, demonstrating curiosity and interest and also a positive interaction linking to their personal development plan. Other questions asked included 'which is your favourite animal friend?', 'Where did you go at the end of the story?', 'How did you feel when the dragon was going to eat you?', all demonstrating inquisitiveness and strong engagement with the story.

Hot seating enabled children to get a deeper understanding of the character of the witch through a fun approach, encouraging children to speak loudly and clearly to a 'visitor', developing their oracy skills. I would like to explore hot seating with children taking on the role as a character from a story in future, to develop their thinking by placing them in a position where they need to review the text and form their own opinion.

Ex9: Numeracy; Money - scaffolding

Wednesday, December 11, 2019 5:52 PM

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Melissa Carter-Evans	Class:	Pearl (Year2)
AoLE or Subject	Maths and Numeracy	Date:	04/11/19
Lesson Focus:	Money		
Meaningful links to Curriculum	FP Framework; Using number skills to manage money – Use different combinations of money to pay for items up to £1 (20p = Year 1). Find totals and give change from multiples of 10p (Find totals and give change from 10p = Year 1).		

Teaching & Core Learning

35mins

Differentiated sheets based on ability:

Pentagons: MCE support group (15mins)

Decagons: SC support group (15mins)

Octagons & Hexagons: MCE (octagons) and SC (hexagons) support once first groups complete. (15mins)

Extra Task – 'coin addition' worksheet to be given to children as challenge, if complete initial worksheet. (SC/MCE)

Use evaluation sheet to record learning/ understanding/ progression of each child. (SC/MCE)

Complete differentiated sheets:

Pentagons: Draw a line from the picture to the coin name. (MCE)

Decagons: The children have an explanation on how to use P for pence and £ for pound. They must write the name in the box next to the coin. (SC)

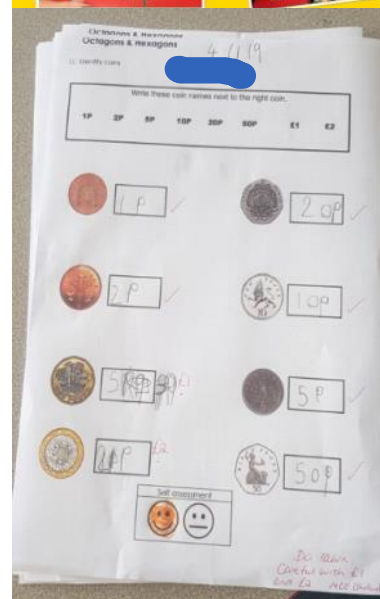
Extra Task – Draw coins in book and add total.

Octagons & Hexagons: The children have a key with the coin names, they must write them next to the coin. (SC/MCE)

Extra Task – Draw coins in book and add total.

Each group to have a bag of coins and a coin strip to aid them with task.

Children to self-assess, using smiley faces on worksheet.



During a week of numeracy lessons with year 2, I introduced a new topic to the pupils; Money. It was vital that I adopted a scaffolding approach to the lessons as the topic was new and the children hadn't done anything on money since Year 1, which I was advised was minimal. I included the year 1 curriculum information for the topic alongside the year 2 information in my lesson plan. As Donaldson (2015) points out, scaffolding is a key part of introducing a new topic or subject, as teachers create contexts for pupils to develop their own independence. I set out a week of lessons using White Rose Maths (the schools chosen maths resource) beginning with a lesson on coin identification leading into adding the same coins, then adding different coins. In order to move through these lessons successfully it was important that the whole class were demonstrating learning at the end of each lesson.

I used differentiated worksheets for the four different groups within the class to ensure the lesson was accessible to all abilities, requesting that each child self-assess using 'smiley faces', so that I could pick up with them individually after the lesson, give them timely feedback and encourage them to talk to me about the issues they felt – if they did not give a green smiley face. Those pupils needing more time working on identifying coins continued to do this in the next lesson whilst those ready to move to coin addition were tasked differently. Utilising the TA resource within the class was key to scaffolding learning due to the broad ability spectrum within the class, similarly, utilising the two MAT pupils within the class to support the lower ability pupils was also key as it gave the pupils different learning avenues to help solidify the topic and areas of the topic covered over the week. The class teacher sent a tweet at the end of the first week of money lessons that illustrated the building blocks of the money tasks covered.

Critical Reflection

Friday, October 18, 2019 1:57 PM

My initial professional teaching experience (PTE) took place in a year 2 class within a single form entry primary school in the suburbs of Cardiff, with over 45% of pupils eligible for free school meals and 30% of pupils with additional learning needs (ALN) (Placement School Prospectus, 2019/2020). The school is also host to a specialist resource base for autistic children. The year 2 class in which my PTE took place has 27 pupils, which includes 2 pupils who attend from the autistic base. The class is split into 4 ability groups, with 2 children considered more able and talented (MAT). In accordance with BERA guidelines, the school will be referred to as the 'placement school' with no pupil names used, to ensure anonymity throughout. In conjunction with Donaldson's (2015) framework, 'Successful Futures', I will conduct a reflection on three of the twelve pedagogical principles recommended; assessment for learning (AFL), cross curricular responsibilities and employing a blend of approaches to teaching and learning, considering how I deployed them during my PTE and how these approaches could be enhanced or improved as part of my ongoing development.

Coe et al (2014) state that professional learning should have the expansion and enhancement of pupil output at its heart and that the way a teacher decides to implement their skills is tantamount to whether they are effective or not. Adopting the most appropriate AFL techniques was something that I spent time considering during the observation lessons at the start of my PTE, as I felt this was key to identifying the individual needs of each child by understanding the unique learning journey they are on. Formative assessment, according to Brodie (2013), refers to the ongoing assessment of a pupil's ability, development, likes, dislikes and interests which in turn enables the teacher to gauge information enabling them to provide the most appropriate support required which will effectively help the child develop and progress. Giving immediate feedback to pupils, adopting strategic questioning techniques and encouraging a 'green for growth' approach to self-assessment are the three areas of focus adopted to address Donaldson's (2015, p67) pedagogical principle; "good teaching and learning means employing assessment for learning principle."

I set out to plan questions for the teaching input of each lesson (see Ex1: Questioning), listing them in my lesson plans to ensure that they built on previous knowledge pupils already have, and also to encourage problem solving and creative and critical thinking – both of which are further pedagogical principles set out by Donaldson (2015). There were occasions where the open questions I was asking were too challenging for the class, which I wasn't initially prepared for, this required me to improvise and break the questions down into closed ones, then build up. As Black and Wiliam (1998) suggest, using closed questions as stepping stones helps to generate considered reflections, as pupils make connections between what they already know and what they are learning. I now recognise the importance in adapting questions and ensuring a broad spectrum of pupils are selected to answer to ensure questioning is effective to pupil learning. Using 'think, pair, share' and 'multiple choice' are two methods I started to use to support questioning during lessons, which worked well for the class, however I acknowledge that I need to further develop questioning techniques to both stimulate and formatively assess.

Prior to starting PTE1, I had a clear focus on wanting to make sure any feedback was always given as timely as possible, so that pupils had context and were able to draw as many connections as possible from the work they had done and the feedback given. As Dabel (2018) advises, if feedback is not timely it is unlikely that it will be useful, understood or even listened to but if delivered as immediately as possible and is both considered and focused the benefits can be invaluable. This was evident during a maths lesson where pupils were learning how to read and draw arrays (see Ex2: Immediate Feedback). As Black and Wiliam (1998) suggest, it is important for teachers to understand where their pupils are with their learning in order to plan how to help and support them. On the back of marking books, observing pupils working on a task and from a discussion with the teaching assistant (TA) I was able to identify a group of pupils who were struggling to understand the concept. Identifying these pupils allowed me to work directly with them and give specific feedback as they were working through their task,

consciously aware of guiding and suggesting as opposed to overtly leading and giving them the answers, which could be challenging when pupils were getting frustrated.

It was important that once pupils had the confidence to complete the task independently, that they were left to get on with it – providing support when asked. Hattie and Yates (2014) explain that pupils aren't particularly interested in what happened before, their focus is on the immediate future, and the guidance a teacher can provide in helping them move forward. Whilst feedback is pivotal to supporting learning and development, providing timely, meaningful verbal feedback to each pupil within a class during each lesson is a great challenge, therefore I need to consider alternative yet effective methods. Paul Dix (cited in Wallace and Kirkman, 2017) suggests an approach using 'paper wristbands', where feedback is recorded and worn by the pupil so that it is carried with them on their learning journey, acting as a stimulant or a reminder. The options and ways wristbands could be used are potentially endless, for example; peer assessment, success criteria, a log of strengths/weaknesses, this is a method that I will continue to explore further during PTE2.

Encouraging pupils to reflect on their own work and to self-assess is an area that epitomises Donaldson's (2015) four purposes, to create ambitious capable learners; healthy, confident individuals; enterprising, creative contributors; ethically informed citizens, as it encourages children to take ownership and accountability for the development of their learning. This area was one that I was keen to put into practice during PTE1, using a strategy that the class was already familiar with, 'green for growth', which I used with two MAT pupils on the back of an independent book review task (see Ex3: Green for Growth). Agreeing success criteria and the assessment process with the pupils at the commencement of the task ensured that they were fully aware of the expectations and what a good book review needed to contain. Pollard (2014) explains that pupils who are engaged in establishing the success criteria and assessment are more likely to progress as they understand what is expected of them more than those who are excluded from the process. When the pupil's completed their reviews, I asked them the question, "is this your best work?" before looking at it, giving the pupils time to reflect and review their output. Once they had reviewed, I sat with the pupils and worked through the success criteria with them, allowing them to make any improvements with a green pen.

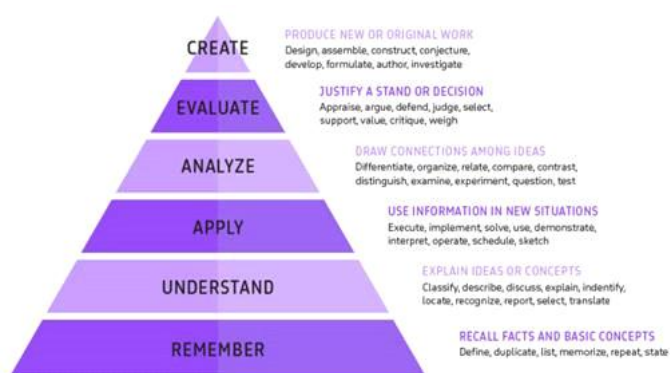
Green for growth can be used both as a peer and self-assessment tool, however in this instance the focus was on self-assessment as I wanted the children to be critical of their own work, to develop their metacognition. Siegesmund (2017) concurs with this approach and explains that the use of self-assessment increases metacognition thus generates a positive impact on learning and the pupil's ability to self-regulate. This approach links back to Donaldson's four purposes (2015), instilling a skill that is vital throughout life. A key learning that I plan on taking forward from this experience is to work with the class to create a checklist to enable and empower pupils to identify a core set of success criteria for specific areas of learning and expertise (AOLEs), so that they can self and peer assess fluidly. I would also introduce the 'tickled pink' component to the 'green for growth' AFL strategy to encourage pupils to highlight elements of each other's work that have met success criteria, which will develop pupils' skills in identifying positives and areas for improvement.

Ensuring that pupils' skills, competencies and knowledge are interweaved throughout all lessons gives impetus to Donaldson's (2015) pedagogical principle that calls for reinforcing cross curriculum responsibilities, particularly, numeracy, literacy and digital competency. During planning, I was very conscious of making natural and authentic cross curricular links as opposed to contriving them. As Kerry (2011) explains, developing a cross curricular approach to teaching and learning can assist in reinforcing important concepts and skills, as well as bringing an air of authenticity and relevance by generating a consistency in learning across different AOLEs. During my first week of teaching I introduced money as a new maths topic, which, after a week of solidly embedding themes and concepts and gauging an understanding of how the different pupils in the class were progressing, I took the opportunity of using a storybook, 'The Great Pet Sale', to bring money to life (see Ex4: Literacy). By introducing a language, literacy and communication (LLC) approach to the subject of money, offered a fresh hook to engage the pupils, which also generated a visual stimulus and coherence to concepts and skills. Using shared reading and placing focus on characters helped to bring context to the theme

Barnes (cited in Driscoll et al, 2011) explains that there is considerable research explaining that emotional connections are key for meaningful learning to take place and that unless something is emotionally important then it is unlikely that the human brain will accept it as important at all. The emotional stimuli offered by the storybook links directly to the characters, who the pupils showed great interest in. The tasks planned, which were differentiated based on ability groupings, focused on the characters and their prices enabling pupils to make the connections to the story. By drawing on Bloom's taxonomy (1956), a methodology for assessing what kind of cogitation occurs in the classroom, Kerry (2011) advises that by integrating skills and processes that are adopted in other lessons, higher order thinking occurs as pupils make cognitive connections and synthesise the material drawing on prior knowledge and experience. Learning is deeper.

It was only upon reflection that I was able to draw more comprehensive links to Bloom's taxonomy in relation to planning lessons that climb the stages (see **Fig1**) and draw upon cross curricular experiences that pupils have. A whole suite of lessons could be derived from 'The Great Pet Sale' starting at the bottom of the pyramid and climbing to the top, for example, asking learners to create shopping lists by recalling information from the story (remember) leading to learner's creating their own story about a trip to the shop to buy items and developing their own questions (create). This approach, as explained by Persaud (2018) would lead pupils up the ladder towards gaining a new skill, increased knowledge or a possibly enhanced attitude toward the subject.

Fig1



(Persaud, C. (2018))

During an expressive arts lesson (see Ex5: Literacy2), I called upon multiple LLC skills that the pupils had been developing over recent weeks, some of which I had observed and others I had taught. My aim for the lesson was to produce a multi-sensory experience for the pupils by generating a creative learning environment which Grainger and Barnes (cited in Arthur et al, 2006) say can encourage new thinking and assist learning, metaphorically likening the teaching experience to a 'cocktail party', mixing an array of teaching styles to affect a worthwhile learning experience. During the lesson input, I played the pupils a piece of music three times, on each occasion asking pupils to think about something different, then asking them for adjectives and nouns, to describe the different instruments they could hear and to express the way the music made them feel. I wanted pupils to recall previous lessons, but to apply a metacognitive approach to enable them to give meaning to an aural experience. As Barnes (2013) explains, strong cross-curricular learning should aim to provide authentic challenges that are exciting, positive, galvanising and leave pupils keen to want more.

As the lesson was a one off, I felt restricted in relation to where I could take the lesson next. I set the pupils off on a whole class task of drawing a picture to illustrate how the music made them feel or what ideas the music gave them, however, with more time I would have liked to explore the opportunity of pupils making their own version of the music, creating their own graphic musical scores. The drawing task encouraged pupils to use their imagination and to

have free reign over what they felt, with pupils of all abilities immersing themselves in the creative opportunity. I recognise that in drawing cross-curricular links to LLC from a vocabulary and oracy (some children presented and explained their pictures to the class during the plenary) perspective, a follow-up lesson is required to embed and strengthen these connections and as Donaldson (2015) says, to ensure the cross-curricular responsibilities remain inherently authentic.

Introducing digital tasks to lessons generally garnered the most positive responses from pupils as they capitalised on every opportunity to use the interactive whiteboard or iPads. As Barnes (2013) states, when teachers create environments where learning flows, children can blossom as digital tasks and challenges, if tailored appropriately, can enthuse even the most disengaged pupils. As part of a series of money lessons (see Ex6: Digital Competency) I identified that the coin calculator interactive whiteboard tool that I used during lesson input could add value during the main lesson, by giving pairs and small groups of pupils challenges to investigate, for example, how many different ways can you make 20p? Initially, I only verbally instructed pupils what amount I wanted them to try and make, I soon recognised that verbal instruction was not enough as pupils needed more structure and a visual prompt. Pupils were keen to do the task and went off to get their 'independent books' to record their findings. Encouraging the use of research skills within the maths lesson whilst incorporating digital competency, Yelland et al (2008) describe as fostering cross-curricular pedagogical methods by eradicating the hierarchy between pupils and teachers enabling enthusiasm and creativity to thrive.

A close link can be drawn here to Donaldson's (2015, p67) pedagogical principle that states "Good teaching and learning means employing a blend of approaches including direct teaching" as a range of experiences are drawn upon for pupils to make progress. At the start of my PTE I placed more focus on 'direct teaching' which its pioneer, Siegfried Engelmann (1964, cited in <https://www.nifdi.org/research/history-of-di-research/beginnings.html>) defines as a teacher providing instruction to pupils based on ability, identifying pupil's needs and teaching in small groups so that pupils start to master the skills they need to progress. I soon became aware that this approach was not always the most appropriate as there were some lessons where I wanted pupils of all abilities to work together and develop their interpersonal skills, which forms parts of Donaldson's (2015) purposes of creating ambitious, capable learners and enterprising creative individuals.

The ability to communicate within a team to achieve a common goal is a trait required throughout life, linking to another of Donaldson's (2015) pedagogical principles, creating authentic contexts for learning to take place. In a Welsh lesson (see Ex7: Welsh Body Parts – Collaboration), I split the class into two teams with a Helpwr Heddiw at the helm of each and challenged the teams to label a life-size drawing with Welsh body part labels. I stood back and observed the teams and how they worked together, providing words of encouragement to those pupils who were stood on the fringe not getting involved, which generally worked, as those pupils proceeded to join in. Whilst I had promoted competition between the two teams by setting a time limit, I encouraged the Helpwr Heddiw's to lead and drive their teams through discussion. The Education Endowment Foundation (2018) explains that competition needs to be managed carefully to ensure the focus is not purely on *the* competition. They also advise that collaboration works best when pupils are encouraged to talk and interact with one another, which was the purpose of the task set. Seeing pupils of all levels and abilities interact with each other to achieve a goal is something that I need to place more focus on. Doing this can enable pupils to share their strengths and develop weaknesses through support from each other, as Corden (cited in Arthur et al, 2006) advises, it also enables pupils to develop an understanding of collective and individual responsibilities, which are key skills pupils need to acquire and use throughout life.

Another teaching approach I chose to adopt and develop during PTE1 was Bruner's 'scaffolding' concept, which as MacBlain (2014) explains is when a step by step approach to learning is constructed by the teacher, as the pupil builds on knowledge that they have already acquired to be able to complete a task. Whilst Bruner's initial work was done in conjunction with developing language and the influence/support of the caregiver, 'scaffolding' within my numeracy lessons (see Ex9: Numeracy – Money) was focused on developing knowledge and understanding of

money through a structured building-block approach. Cazden (1983), broke 'scaffolding' down into two further categories; vertical and sequential scaffolding, with vertical referring to a teacher asking pupils questions and for further elaboration and sequential referring to the progression seen in pupils from partaking in conventional games and activities. Using vertical scaffolding during the money lessons links to the AFL strategy of questioning, it was vital that I commenced each lesson with questions to establish learning from the previous lesson - as per Donaldson's (2015) principles of a good lesson; are pupils making progress? Are pupils being challenged? Are pupils engaged?

I had planned five days of sequential lessons on the topic of money; however, it became apparent at the end of the second lesson that the class were not entirely ready to move to the next lesson and that more work was required on the second lesson objective. The scaffolding of coin identification and adding different amounts of the same coin needed to stay in place with varying teaching methods adopted to move the learning forward. As Benson (1997) confirms, it is only once the pupil is able to complete the task unsupported that the scaffolding should be removed. I recognised that in order to draw conclusions as to whether pupils were able to work independently and successfully, I needed to spend time working with them in small groups and to seek feedback from the class (TA). Trying to reach every single pupil in one lesson became overwhelming and I felt like I was failing, so by splitting lessons over two days, working with smaller groups and delegating a group to the TA with specific success criteria shared, it became clearer to see where pupils were on their learning journey and what they needed to do next.

It is vital that I continue to focus on spending quality teaching time with pupils as opposed to believing that during each lesson I need to have contact with every pupil. Lessons do not have to follow a contrived happy path; they need to follow a naturalistic path determined by the progression of the pupils. As Hattie (2012) explains, if pupils are not ready to move forward then they should continue where they are and it is the role of the teacher to establish what is needed to assist the pupil to achieve the success criteria.

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Friday, October 18, 2019 1:58 PM

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