

Overview

Monday, 9 December 2019 10:10

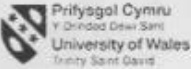
Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?

Rhian Butcher

1803744

P-PGCE

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Consent form for taking photographs and filming

Statement
Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Rhian Butcher as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/ Senior Mentor: EMMA HARRIS

Signature: E. N. Harris

Name of School: Pendoylan C/W Primary

To be completed by student-teacher:
If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: Rhian Butcher

Signature: R. Butcher

Student no.: 1803744

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): PGCE Primary

Date: 21.10.2019

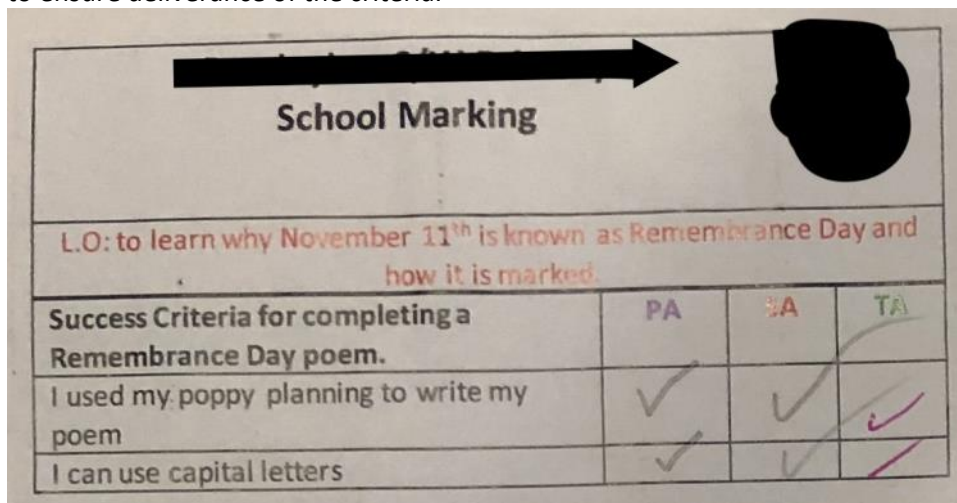
Thank you for your co-operation. October 2019

Good teaching and learning means employing assessment for learning principles.

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Example 1: Success Criteria

Below is a picture showing a style of success criteria, created by myself to support the children when completing their acrostic poem. For the higher ability children they were asked to try and include similes in their poem - however this was a new topic to them and would need to be built upon more to ensure deliverance of the criteria.

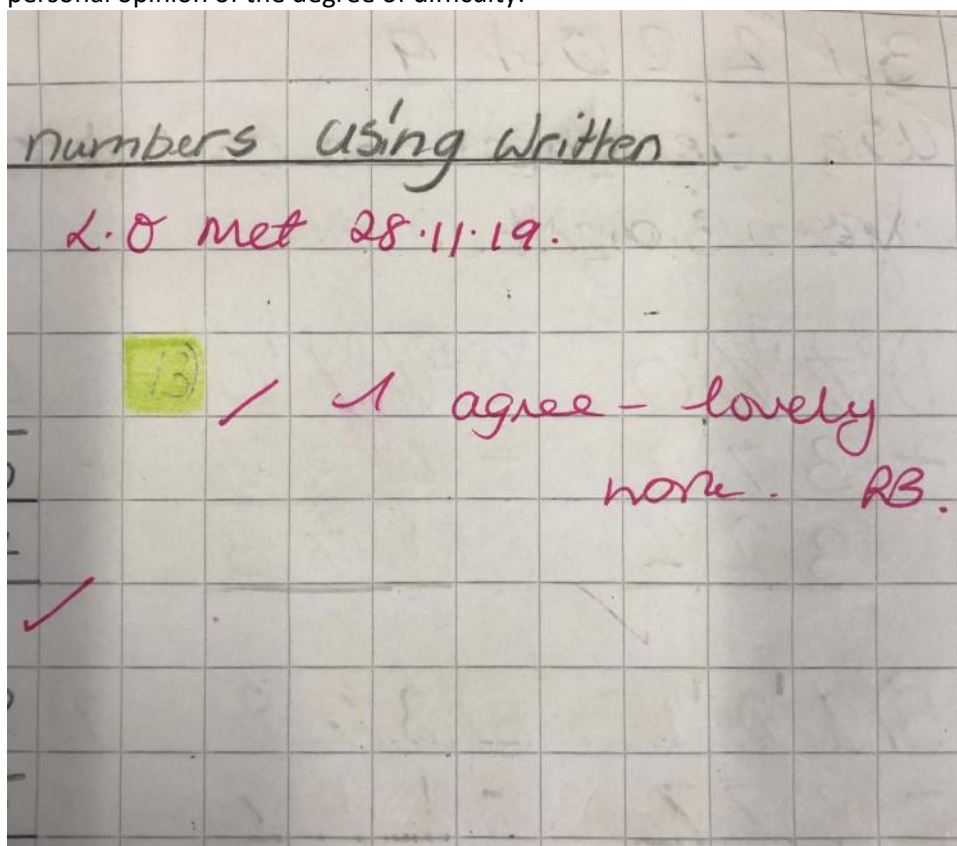


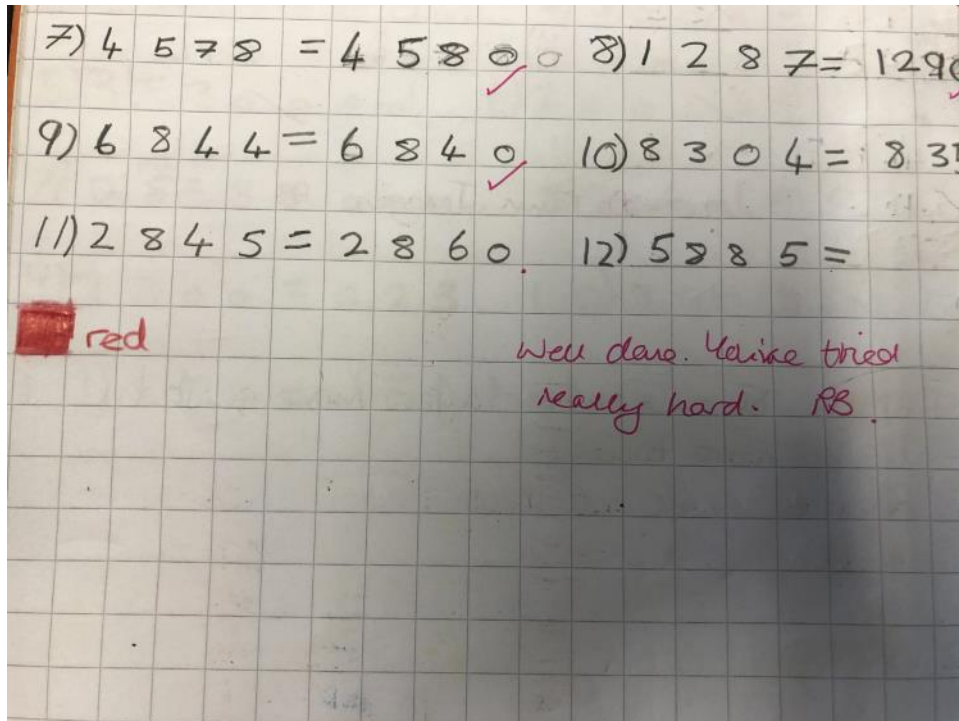
Success Criteria for completing a Remembrance Day poem.	PA	MA	TA
I used my poppy planning to write my poem	✓	✓	✓
I can use capital letters	✓	✓	✓

Example 2: Traffic Lighting

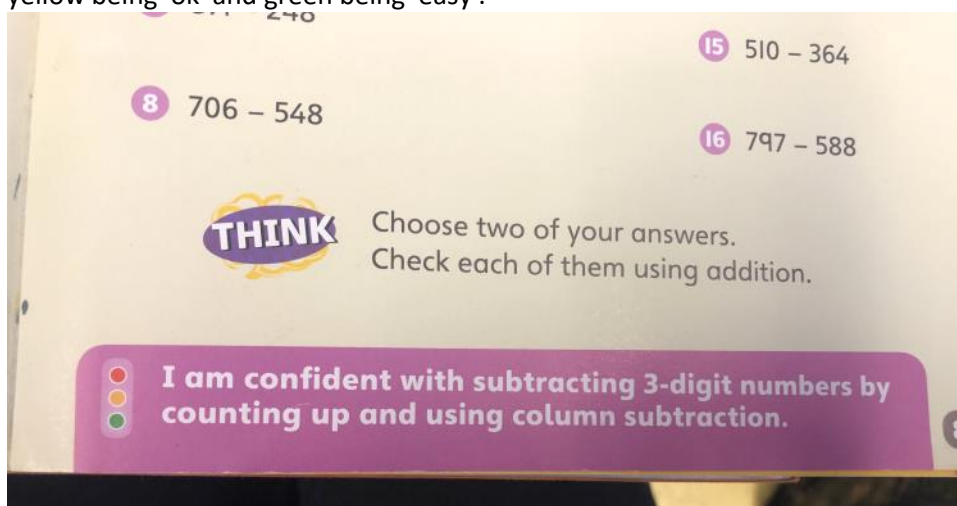
When completing a piece of mathematical work, the children were introduced to traffic lighting.

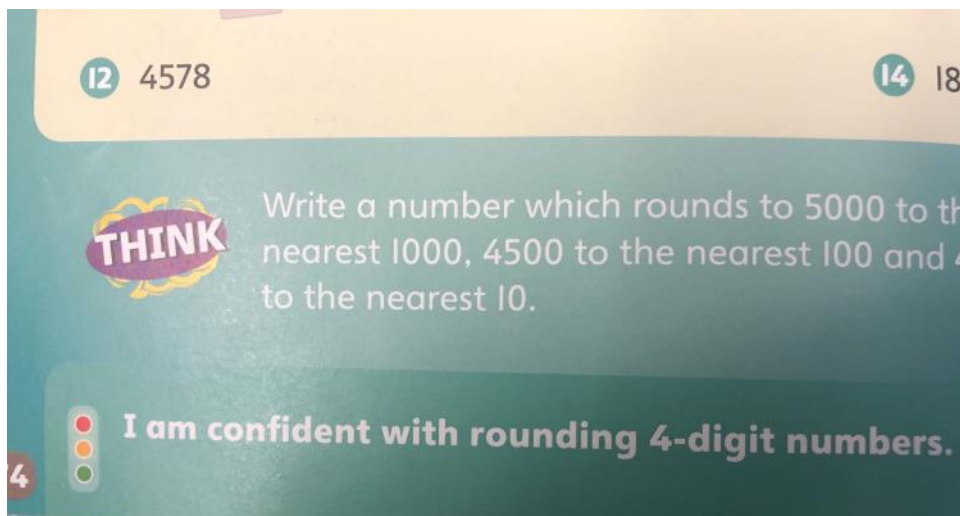
Below are 2 examples of children using the traffic light method. By doing so, they are giving their personal opinion of the degree of difficulty.





The school work with Abacus as part of their mathematical curriculum. At the end of each page it questions the children as to how they found the work, based on the difficulty, red being 'difficult', yellow being 'ok' and green being 'easy'.





During each lesson children are offered the choice of either silver or gold work. Silver being a simpler version of the gold which would be classed as a challenge. Traffic lighting meant, when marking their books, who needed additional support on the subject and who was to chose the Silver instead of Gold worksheet for future work on the same subject.

Example 3: Thumbs up, thumbs down.

During many of the lessons, the assessment for learning (AFL) of 'thumbs up, thumbs down' technique was used as a pit stop plenary. This way it is possible to deduce who was confident to work independently and who required additional support.



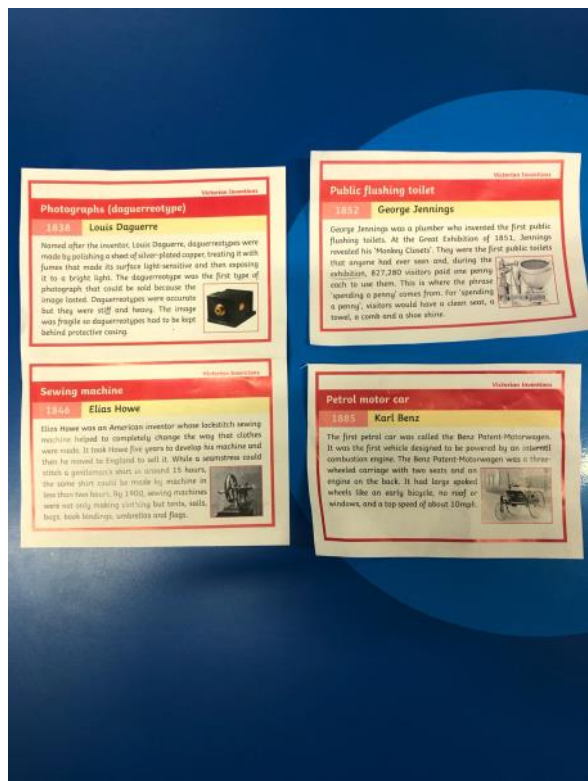
As seen above and below, children showed their understanding by either placing their thumbs up for understand, thumbs to the middle if mostly understood and thumbs down if they didn't understand the concept of the lesson. A scan of the room would suggest who needed additional support and who were able to continue to work independently. Throughout the lesson children were able to seek support if this opinion changed.



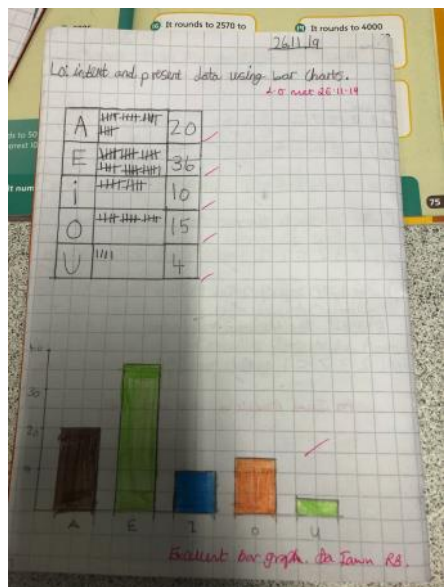
Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

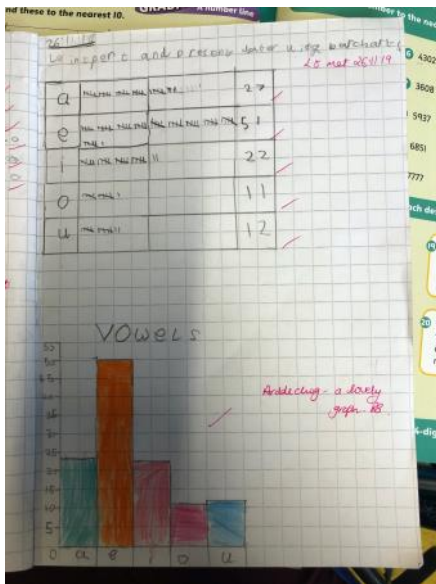
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Example 1: Maths Lesson using literacy as the focal point.



Using the above paragraphs, a Year 5 class tallied the vowels within them. This information was then used to create a bar graph. Linking with the class topic, 'Children of the Revolution', each paragraph discussed items that were invented in the Victorian Era.



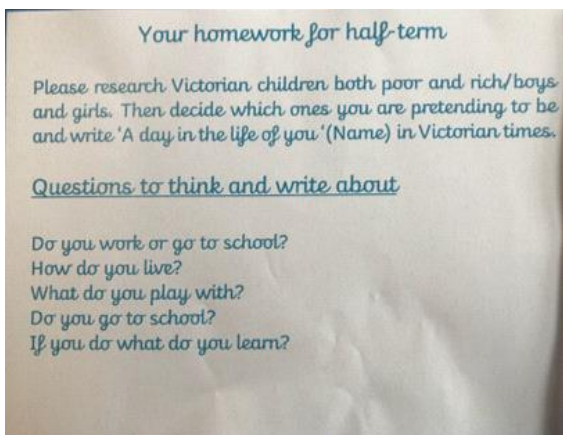


First, a tally chart was modelled on the board for the children to copy, which they then completed in their books.

Then by totalling each tally, the children could draw and complete a bar graph (also modelled on the whiteboard) as depicted in these 2 photos.

Example 2: ICT Using previous written history homework.

This session required the children to use their homework from half term. The picture below shows an information sheet sent home with the children prior to half term.



The children completed the task in their homework books, written by hand. With a small group they then typed up their work through the Hwb application.

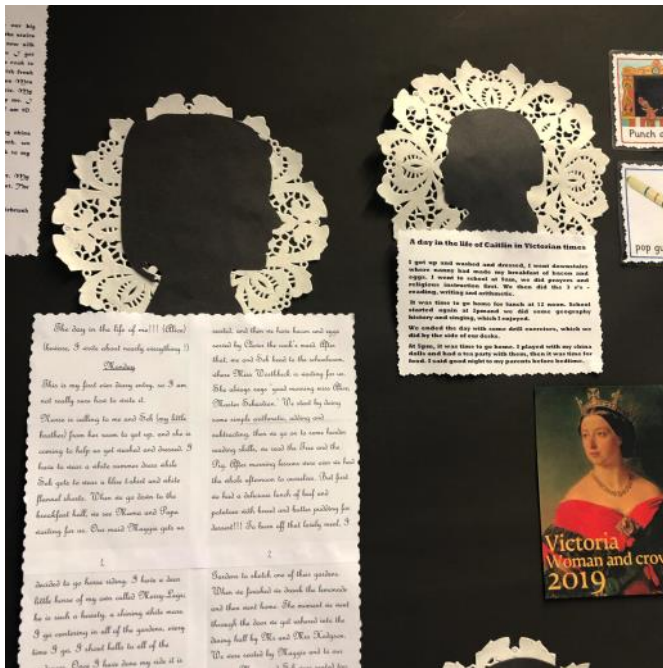




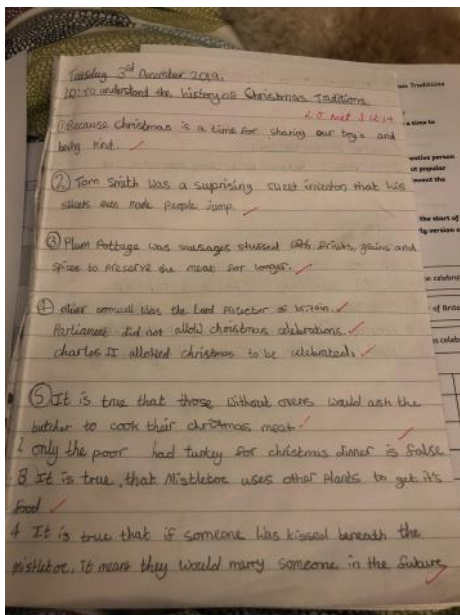
On completion, the children were then asked to edit their work, looking for spelling and grammatical errors. Once complete they could change the font and size of the work before emailing the finished piece to the class teacher. All of these steps were supported throughout the lesson.

The senior mentor witnessed me completing this task with the children in the ICT suite. She mentioned that I demonstrated excellent classroom control with excellent skills in IT. The work was then displayed on the 'Children of the Revolution' wall with a silhouette of the child framing their typed work (as pictured below).





Example 3: A Victorian Christmas, incorporating literacy and history, included in the theme 'Children of the Revolution'.



The above picture shows a higher ability year 4 child's complete answers for this comprehension.

Tuesday 3rd December 2019
 Lo: To understand the history of Christmas traditions. x-0 met 3.12.19

1. It was called compassion because everyone comes together as a family. ✓
2. I think Tom Smith was trying to make a surprise in the crackers. ✓
3. Plum porridge is sausages stuffed with fruits, grains and spices. ✓
4. Oliver Cromwell was the Lord protector of Britain. Charles II allowed Christmas to be celebrated. Parliament did not allow Christmas celebrations. ✓
5. Those without ovens would ask the butcher to cook their Christmas meat = True. Only the poor had turkey for Christmas dinner = false. ✓ Mistletoe uses other plants to get its food = True. ✓
- If someone was kissed beneath the mistletoe, it meant they would marry someone in the future = true. ✓

6. Prince Albert was already very enthusiastic on the tradition of decorating a Christmas tree. ✓
7. Queen Victoria and Prince Albert enjoyed Christmas because they both loved Christmas trees *anybody else?*
8. Ebenezer Scrooge could have learned that Christmas is a joyful time of the year. ✓
9. I think that the Christmas tree was a good tradition and the turkey on Christmas day. ✓

Anddechoy, fantastic work! RB

The above photos show some of the questions that were completed from the comprehension.

The comprehension was differentiated for 3 different groups. Prior to the children completing the questions we discussed how to lay them out. This ensured that full sentences were detailed in their books rather than having to complete the worksheets. See below for worksheets.



Literacy
3.12.2019



Christmas
traditions ...



Literacy
3.12.2019...

Below are comprehension sheets that were used in this task. In the bottom left hand corner they are differentiated using stars, 1 for low level, 2 for mid level and 3 for higher level.

The History of Christmas Traditions

Christmas is a time for traditions. Your family might have their own traditions. However, many traditions have been going for years but do we really know how they started?

Going Christmas Crackers!

The History of Christmas Traditions

Christmas is a time for traditions. Your family might have their own traditions. However, many traditions have been going for years but do we really know how they started?

Going Christmas Crackers!

The sight of a Christmas cracker lying on the dinner table has been a British tradition for many decades.

Crackers began around 1845 with a London sweet maker named Tom Smith. He tried selling sweets in individual wrappers but they did not do very well.

One night, he was sitting in front of his open fire, listening to the crackle of the wooden logs as they burned. He had the idea to add a snap to the wrappers of his sweets so they would crack when they were pulled apart. This resulted in the early versions of the Christmas cracker.

Did You Know?

Crackers were originally called 'cosaques' after the Cossack soldiers, known for their love of firing guns into the air when riding their horses at speed.



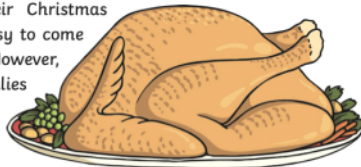
Christmas Pudding

Christmas puddings began in medieval England. Sausages were stuffed with fruits, grains and spices to preserve the meat for longer. In 1647, Oliver Cromwell was leading England, as the king had been removed from the throne. Cromwell supported Parliament banning carol singing, Christmas puddings, Yule logs and nativity scenes as it was seen as wrong and ungodly. In 1660, there was a king back on the English throne and Christmas was celebrated again.



The Roasted Bird

Many people had goose for their Christmas dinner as they were cheap and easy to come by. Only rich people had turkey. However, by the end of the 1900s, most families had turkey.



The History of Christmas Traditions

The Victorian Christmas

When Queen Victoria married Prince Albert (who was from Germany) in 1840, he brought with him some traditions we continue now.

Although Victoria was brought up decorating a tree indoors at Christmas, her German husband was very enthusiastic about the tradition and decorated the Christmas tree with wax candles and sugared plums.

Victoria and Albert made Christmas a time for family, spending the day having feasts, giving presents and playing games. These traditions still form an important part of modern Christmas celebrations.





During the lesson, it became apparent that some of the questions were quite difficult regardless of the differentiation. Question 2 asks for an example of 'onomatopoeia'. Unfortunately the children have not been taught this as of yet. This prompted a pit stop to explain onomatopoeia in a simpler term of a word that describes a sound, giving them an example throughout the text for them to choose from.

The History of Christmas Traditions

Questions

1. When were Christmas crackers first made? Tick one.

1845

1945

1854

2. Find and copy one word from the text which is an example of onomatopoeia.

3. Why were crackers originally called **cosaques**?

4. Tick true or false for each statements.

	True	False
Oliver Cromwell led Britain in 1647.		
Christmas puddings began in Victorian Britain.		
Parliament stopped people from carol singing.		
Christmas was celebrated again in 1660.		

5. Why did most people have goose for their Christmas meat? Tick one.

It was small.

It was tastier.

It was less expensive.

6. From which country was Queen Victoria's husband from? Tick one.

France

Germany

Spain

Below is another example of the terms used being slightly too advanced for the level that this year group are working at. Question 7 asks for the meaning of enthusiastic. Children needed prompting to find a dictionary and locate the word to be able to describe it.

Questions

7. Which word closely matches the meaning of **enthusiastic**? Tick one.

impatient

keen

indifferent

8. Which traditions trace back to Queen Victoria and Prince Albert. Tick two.

giving presents

pulling crackers

eating goose

playing family games

watching films

The History of Christmas Traditions

Christmas is a time for traditions; whether it be food, gifts and present giving, attending church services or playing games. It is a time for family, friends and for everyone showing compassion towards others. But it wasn't always so.

Going Christmas Crackers!

The tradition of the common Christmas cracker lying on the British dinner table has been around for many decades.

They began around 1845 when a London sweet maker named Tom Smith tried selling sweets in individual wrappers, after seeing them in France. In England, however, he did not manage to sell very many.

Did You Know?

Crackers were originally called 'cosaques' after the Cossack soldiers, known for their love of firing guns into the air whilst riding their horses at great speed.



One night, Tom was sitting in front of his open fire, listening to the crackle and snap of the wood as it burned. Suddenly, he had the idea that customers would find it a wonderful surprise if they heard a snap when pulling apart the wrappers of his sweets. These 'crackers' became very popular and after Tom Smith's death, his sons continued the business, adding hats and small gifts to the sweet parcels.

Christmas Pudding

Christmas pudding, also known as figgy pudding, began in medieval England as sausages stuffed with fruits, grains and spices to preserve the meat for longer. In 1647, Oliver Cromwell was leading England as the king had been executed. Cromwell supported Parliament banning carol singing, Christmas puddings, Yule logs and nativity scenes as it was seen as a time of riotous and ungodly behaviour by people celebrating. In 1660, there was a king back on the English throne and Christmas was celebrated once more.



The Victorian Christmas

When Queen Victoria married Prince Albert (who was from Germany) in 1840, he brought with him some traditions we continue now.

The History of Christmas Traditions

Although Victoria was brought up decorating a tree indoors at Christmastime, her husband was already very keen on the tradition and decorated the Christmas tree with wax candles and sugared plums.

Did You Know?

Many people had beef or goose for their Christmas dinner, as it was cheap and easy to come by; only rich people had turkey. By the end of the 1900s, most families chose turkey.



By the 1860s, many Christmas trees were being sold and decorated with cinnamon sticks, oranges with clove spices poked into the peel and pine cones.

Before the Victorian era, giving presents usually occurred at New Year. These were usually homemade and hung on the tree. However, the tradition took off and as the gifts became larger in size, they had to be displayed beneath the tree rather than on it.

Queen Victoria and her husband are also responsible for Christmas being a time focussing on the family. They delighted in the time they spent with everyone at the festive time of year. They had nine children and Christmas was a time to get together, feast and play parlour games.



The comprehension questions below are for the middle ability children. When the children were presented with this worksheet, again support was required for question 2, when asked what a 'familiar sight' was.

Questions

1. Identify three traditions that people might engage in during Christmas.

1. _____

2. _____

3. _____

2. Find and copy one word which means **a familiar sight**.

3. How and when did Tom Smith's crackers change?

4. What do you think it was about the Cossack soldiers that caused crackers to be called cosaques?

5. Why was sausage meat mixed with fruit and grains? Tick one.

to improve the taste

to make them look better

to preserve the meat for longer

6. Match the sentences.

In 1647,

Oliver Cromwell died.

In 1653,

Oliver Cromwell allowed Parliament to ban Christmas.

In 1660,

Christmas was celebrated again.



Questions

7. The author writes that Christmas "was seen as a time of riotous and 'ungodly' behaviour". Write a definition for the word 'riotous'.

8. It could be said that Queen Victoria and Prince Albert enjoyed Christmas. How do we know?

9. Tick true or false for these statements.

	True	False
Before marrying Prince Albert, Queen Victoria did not decorate a tree indoors at Christmas.		
Before the Victorian era, people exchanged gifts at New Year.		
During the Victorian era, people decorated their Christmas trees with cinnamon sticks.		
Traditionally, before the end of the 1900s, only the wealthy had goose for Christmas dinner.		

The History of Christmas Traditions

Christmas is a time for traditions; whether it be food, gifts and present giving or games. It is a time for family, friends showing compassion, peace and goodwill towards others. It is a time of giving and sharing, and decorating our houses.

Going Christmas Crackers!

The humble Christmas cracker (with its paper hat, silly gift and terrible jokes) has graced the British dinner table at Christmas for hundreds of years.

They began between 1845 and 1850, when a London sweet maker named Tom Smith travelled to France and was intrigued with the sight of sweets in individual wrappers. Upon his return to England, he tried to sell a similar product, but they did not prove to be terribly popular.

One cold night, Tom was sitting in front of his open fire, listening to the crackle and snap of the wood as it burned. He came upon the idea of adding a snap to the sweet wrappers so that his customers would have a wonderful surprise when opening them. These 'crackers' became very popular. After his death, Tom Smith's sons continued the business, adding hats and small gifts to the sweet parcels.



Christmas Pudding

Christmas pudding, also known as figgy pudding and plum pudding, date back to 15th century England. Sausages were stuffed with fruits, grains and spices to preserve the meat for longer. This was known as plum pottage and was served at the beginning of a meal.



In 1647, King Charles I was executed and Oliver Cromwell led Britain as Lord Protector. Parliament did not approve of the merrymaking which occurred at Christmas so Cromwell supported Parliament banning carol singing, Christmas puddings, Yule logs and nativity scenes. In 1660, King Charles II was on the English throne and Christmas was restored.

Turkey or Goose?

Goose was the usual choice of meat for the Christmas table, as this was cheap. Only the wealthy enjoyed turkey. Many households did not own an oven so would take their bird to the local butcher who would cook it ready for Christmas Day.



Did You Know?

Mistletoe is a parasitic plant which means it grows on other plants and feeds off their nutrients. There is a tradition of hanging a piece of mistletoe above a doorway so that couples may exchange a kiss as they pass through. This tradition led to the superstition that if someone had not been kissed beneath the mistletoe, they would not marry. These days it is used as a festive decoration, but beware: the berries are poisonous.



The Victorian Influence

Although Queen Victoria was brought up decorating a tree indoors at Christmas, her German husband (Prince Albert) was already very keen on the tradition and decorated the Royal Christmas tree with wax candles and sugared plums. By the 1860s, it was common practice for people to buy Christmas trees and decorate them with cinnamon sticks, oranges with cloves and pine cones.

Before the Victorian era, giving presents usually occurred at New Year. These were usually homemade and hung on the tree. However, the tradition took off and, as they became larger in size, the gifts had to be displayed beneath the tree rather than on it.

Queen Victoria and her husband are also responsible for Christmas being centred around the family. With their nine children, they made Christmas a special time to feast together, exchange presents and have fun playing parlour games. This idea was reinforced by Charles Dickens's novel, *A Christmas Carol*, where a selfish and miserable old man, named Ebenezer Scrooge, learned the true meaning of Christmas.



Questions

1. Explain why the author has written that Christmas is a time of **compassion**?

2. What sort of person would you say Tom Smith was? Explain your thoughts.

3. Explain what you understand plum pottage to have been.

4. Match the sentences.

Oliver Cromwell

allowed Christmas to be celebrated.

Parliament

was the Lord Protector of Britain.

Charles II

did not allow Christmas celebrations.

5. Tick true or false for these statements.

	True	False
Those without ovens would ask the butcher to cook their Christmas meat.		
Only the poor had turkey for Christmas dinner.		
Mistletoe uses other plants to get its food.		
If someone was kissed beneath the mistletoe, it meant they would marry someone in the future.		



For the lower ability they also required further support, this was then an opportunity for the higher ability to support the lower ability. I prompted them to find a dictionary and look for the work keen to be able to change the sentence.

The History of Christmas Traditions
Questions

6. Rewrite the sentence below using a synonym for the bold word.

Prince Albert was already very **keen** on the tradition of decorating a Christmas tree.

7. It could be said that Queen Victoria and Prince Albert enjoyed Christmas. How do you know?

8. What could Ebenezer Scrooge have learned from Queen Victoria and Prince Albert?

9. What traditions are important to you and which do you have in common with Queen Victoria?

The planning below outlines the route taken to introduce and question the children prior to them completing their work. Within the reflection, it was identified that although the comprehension sheets were differentiated, they still appeared to have difficult questions within them. When discussing with my class mentor, they identified that this has happened to them previously and to ensure that the worksheets are read through fully prior to the task - this allows for any small changes to be made prior to the lesson rather than during the lesson.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhian Butcher	Class:	4KS
AoLE or Subject	Literacy	Date:	3.12.2019
Lesson Focus:	Victorian Christmas		
Meaningful links to Curriculum	English – Reading: Locating, selecting and using information: Reading strategies: read texts, including those with few visual clues, independently with concentration scan for specific information using a variety of features in texts, <i>e.g. titles, illustrations, key words</i> Responding to what has been read: comprehension: accurately identify the main points and supporting information in texts Response and analysis: select and use information and ideas from texts Organising ideas and information: meaning, purposes, readers: improve writing, checking for clarity and organisation Writing accurately: language: use language appropriate to writing, including standard forms of English use subject-specific vocabulary independently choose and use words from an increasing range of imaginative vocabulary ♦ Grammar, punctuation, spelling, handwriting: produce handwriting which is clear and legible and may be cursive		
Meaningful links to: Cross Curricular Responsibilities	History – Historical Knowledge and understanding - identify differences between ways of life at different times. Identify the ways in which the past is represented and interpreted. Historical enquiry – ask and answer relevant questions about the past. Use a range of resources including ICT, e.g. appropriate written resources.		

	Carry out investigations into the history around them and into the life of people at different times and places in the past. Ask and answer questions: what do you know about life at this time; what was life like for rich or poor people for men, women and children. Were there significant changes in people's lives at this time, and if so, why?
Personal Targets (Linked to QTS and identified in weekly review) Teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross curricular themes relevant to areas of learning and justifies decisions.	

Learning Objectives (focus on Learning- use accessible vocabulary): The pupils will learn to: LO: To understand the style of a Victorian Christmas

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)
- Children can read a comprehensive text. - Children can deduce information from the text to answer relevant questions. - Have a further understanding of the history of Christmas.	Completion of questions, differentiated in 3 stages – full sentences to be written in their books.

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 in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Pose questions: What has been our topic this term? What celebration is happening in the next few weeks? What do you think a Victorian Christmas would look like?	Children to discuss and offer answers – giving their opinions on what a Victorian Christmas may be like.	Whiteboard Whiteboard pens
Teaching & Core Learning	Give out reading comprehension. Ask children to read through their worksheet quietly. Model how the answers are to be written using the whiteboard.	Children to complete differentiated worksheet, answers to be written in their books.	Comprehension and Question worksheets, 3 stages. Whiteboard Whiteboard pens Literacy books.

3

Plenary	Regroup – what did you find out about the history of Christmas?	Children to offer their answers using the comprehension to support.	Comprehension sheets Literacy workbooks
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4

**Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)**

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	This topic was a whole class approach introduction, with independent reading and supported comprehension. Independent reading in pairs, matching ability. Sustained concentration required for prior reading and comprehension questions. In pairs, children were allowed to ascertain the answers together. This worksheet was completed in their workbooks using full sentences, rather than completing the sheet itself. Evidence of this was documented and with support and few pit stop plenaries, the children were able to complete the task planned.
Next Steps for Progress	Due to the fact that this session was planned based on the season and topic, this can be adapted for future topics and seasons, however may benefit from shorter comprehensions with additional challenge questions.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	All work was well prepared for and organised. Modelling of the questions prior to the children completing them worked effectively for certain abilities, others required more support. Linking the class topic to literacy proved beneficial, it also supported the season of Christmas. Children were able to complete the reading independently with support given when required to complete any questions.
Areas for my Development Personal Targets for Progress	Ensure that the comprehensions are read through prior to the lesson to allow for all abilities to complete. Certain questions were difficult due to wording, this needed clarifying while completing the task. Mini pit stop plenaries were carried out when this was brought to attention, allowing for the children to continue working independently as planned.

5

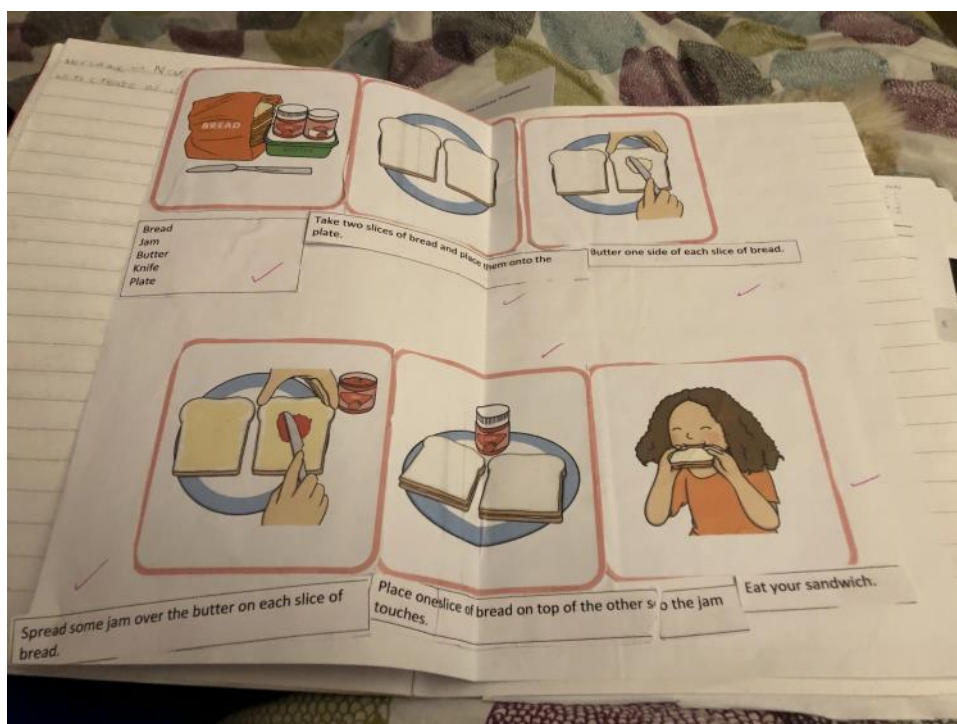
Good teaching and learning creates authentic contexts for learning.

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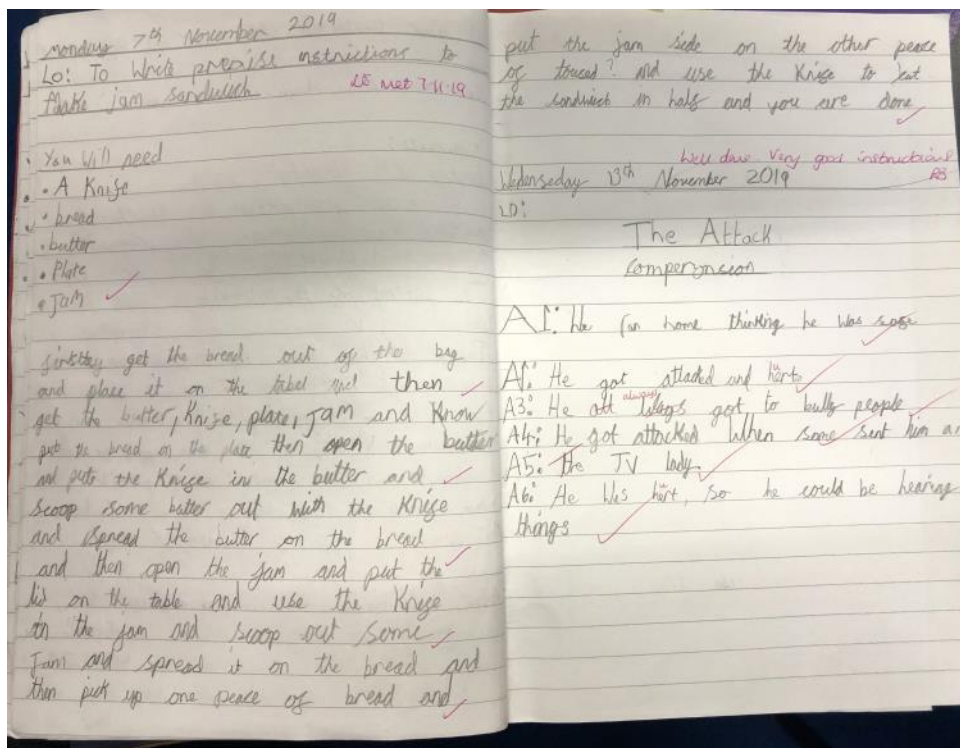
Example 1: Jam Sandwich Robot



Above shows me behaving as a human robot. The children were asked to give the 'robot' instructions. They learnt that the instructions needed to be specific - my fingers unfortunately ended up in the jam at one point with butter also dropping onto the floor.



Lower ability (LA) were asked to cut out the pictures and sequence them, then match the sentences to the pictures (see above).



Middle and Higher ability (MA, HA) were asked to write out what they would need (modelled on the whiteboard) and then to write descriptive instructions explaining how to make a jam sandwich (see above).

Example 2: Victorian Maid, discussing life in the workhouse.

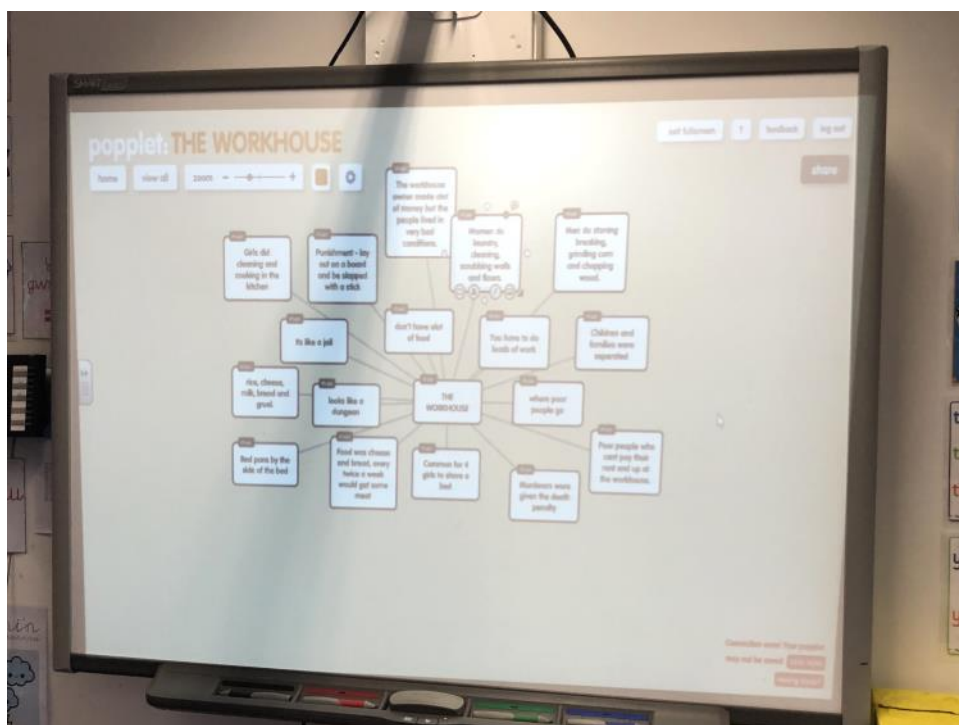


The above photo depicts me dressed as a Victorian Maid, (complete with London accent!) explaining how difficult life was, describing a friend who ended up in the work house with her children. I asked the children to help me by creating a poster to warn others about the workhouse. Short links were shown on the whiteboard outlining a day in the workhouse. See links below.

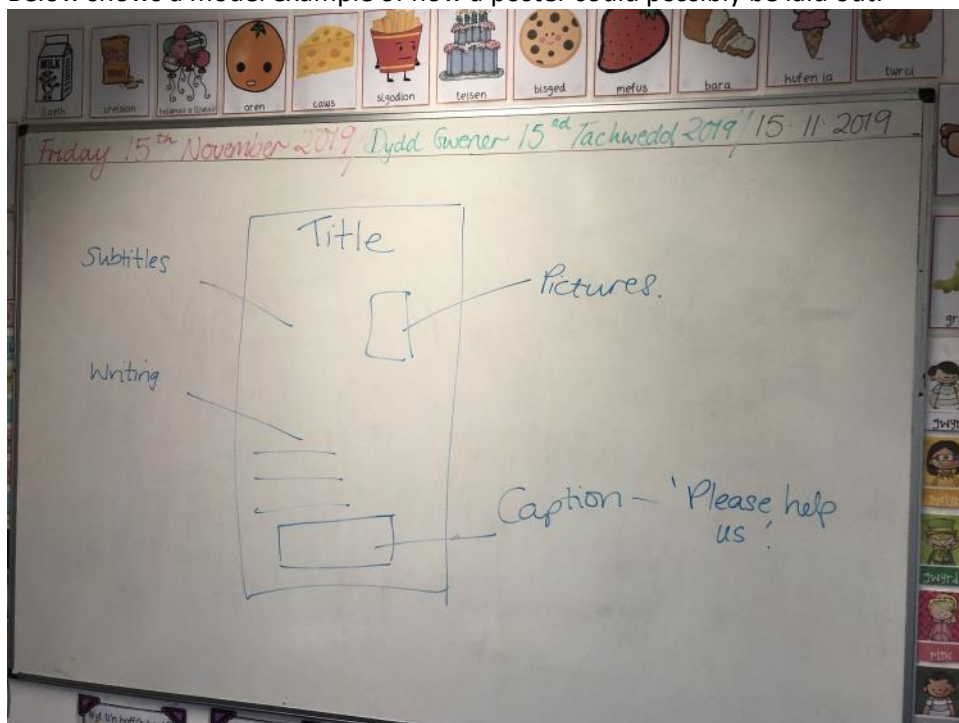
<https://www.youtube.com/watch?v=lheqG55QrpU>

<https://www.youtube.com/watch?v=XSM6qSJeFj0>

As a class we collaboratively created a 'Popplet' (an online mind map - see below) using the information that the children had obtained from the clips previously shown, also linking to prior knowledge (Children completed a comprehension the week before about the workhouse).



Below shows a model example of how a poster could possibly be laid out.



Group A (below) were asked to complete their poster using ICT and the comprehension sheets as a reference. Popplet was also available on the whiteboard for them to utilise.





Group B (below) were asked to use the iPad to search for information about the workhouse. They then created a poster together using that information. (Popplet was available on the whiteboard for all to see).



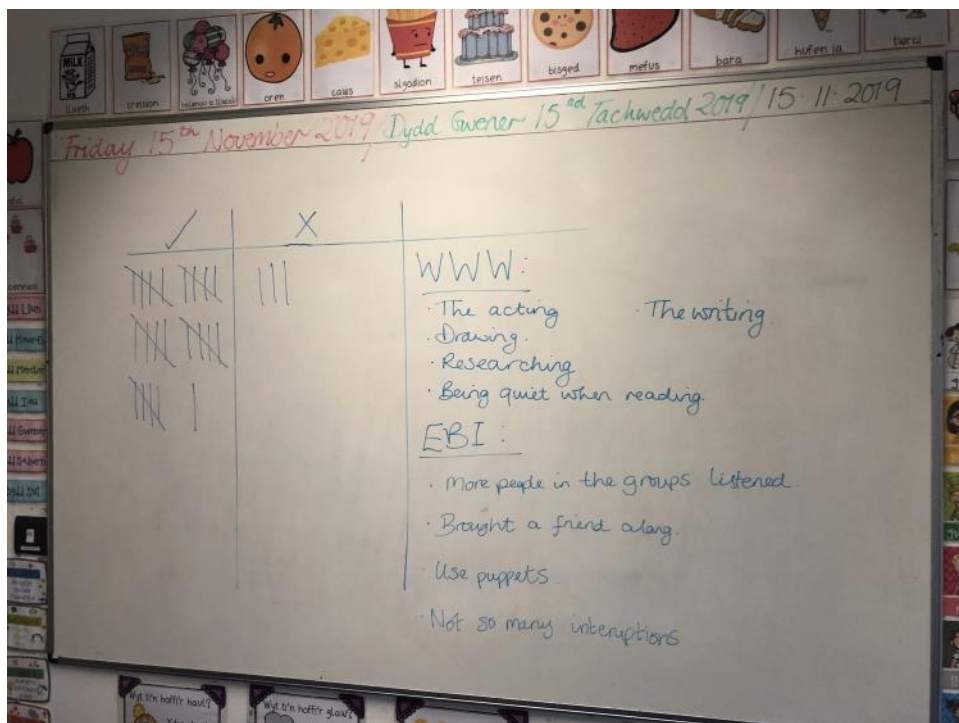
Group C (below) were shown the video clips again and given pictures to cut out and create their posters.



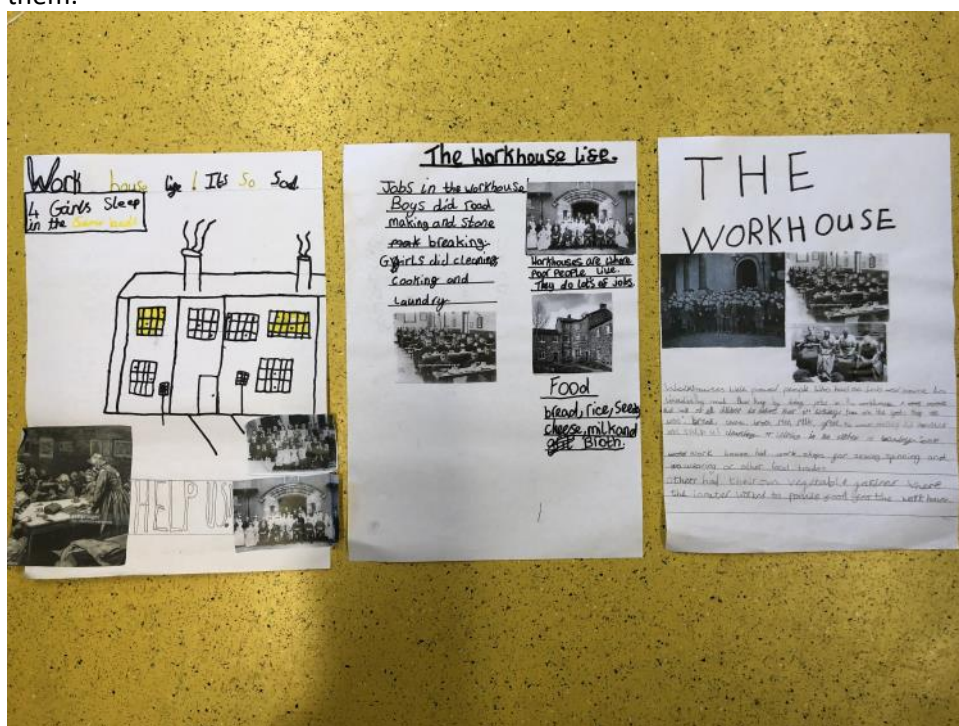
Group D (below) were also given pictures to utilise for their posters, however were asked to gain information from books and encyclopaedias.



As a class we created a short plenary. The children voted showing whether they enjoyed the lesson or not, we then worked to create 'What Went Well' (WWW) and 'Even Better If' (EBI), as verbal and written feedback directly from the children themselves, depicted below.



Pictured below are the written posters that 3 groups created using the resources provided to them.



The piece of work below was carried out by group A, using ICT, however due to time restraints the pupils were unable to complete the task. This was reflected with my mentor at the end of the lesson.

SAVE WORKHOUSE PEOPLE

Living in a workhouse was the last thing people wanted to do. If a man had to enter a workhouse, his whole family had to go with him. It was thought to be shameful because it meant he could not look

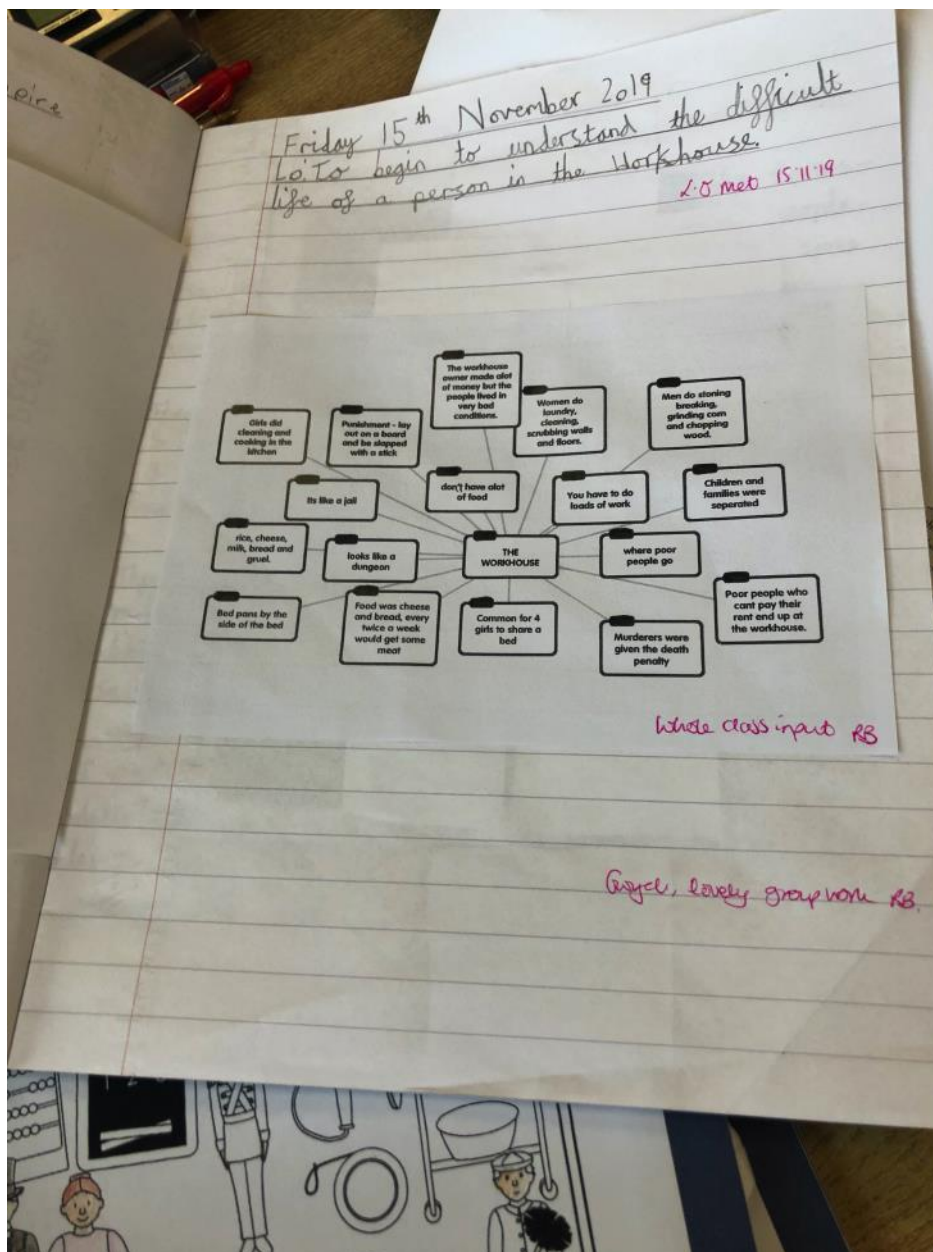


Thea
Chloe
Max
Oscar
Marth
Tom
Emma

Group work -
unable to
complete due to
time restraints.
RB.

Life of a person in the workhouse
10.10 begin for
1.5 met 15.11.19

Below is a copy of the Popplet that was created with the children online. This was then printed out and stuck into each child's book for evidence of the collaboration.



Example 3: Remembrance Day Acrostic Poems.

Below is a copy of a slide that was shown to the children.

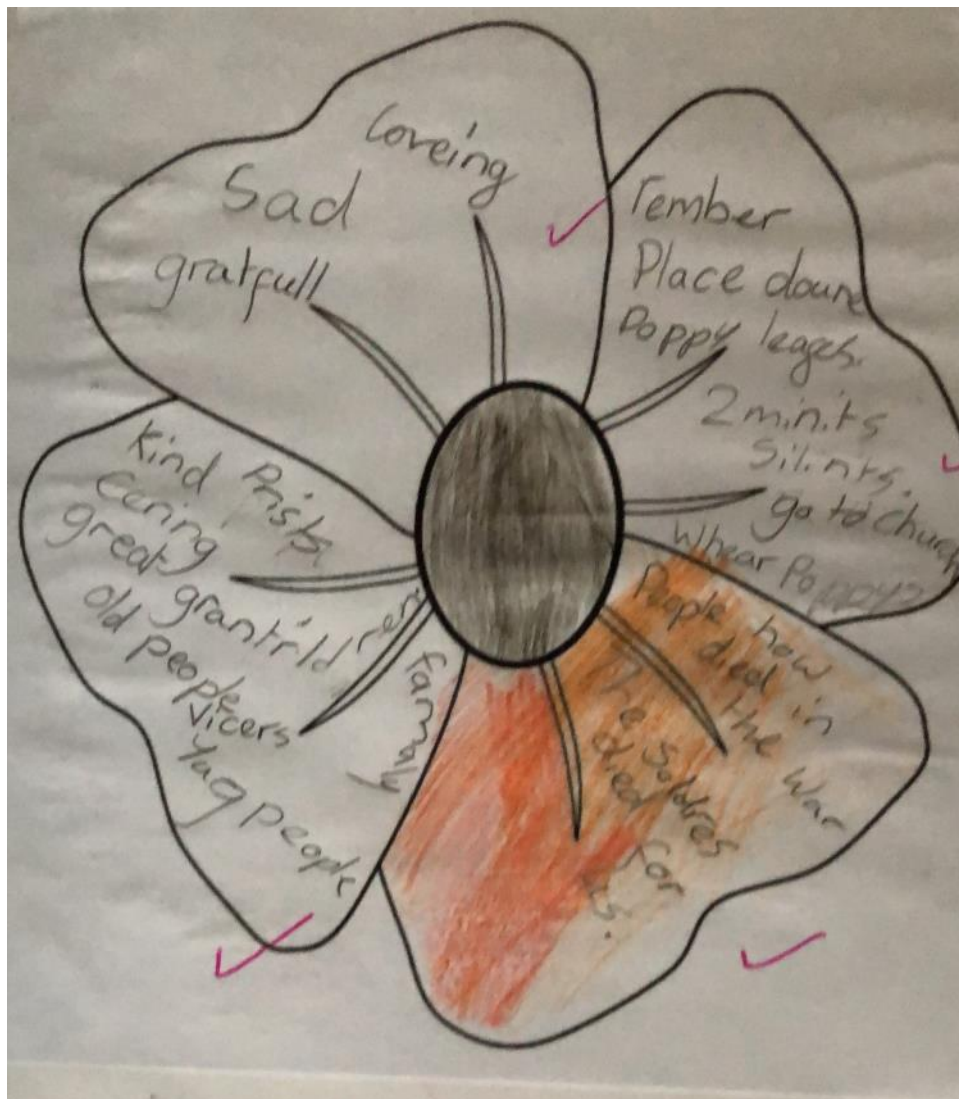


Each child was given a 'Poppy Plan' to complete. Using 'think, pair, share' the children were

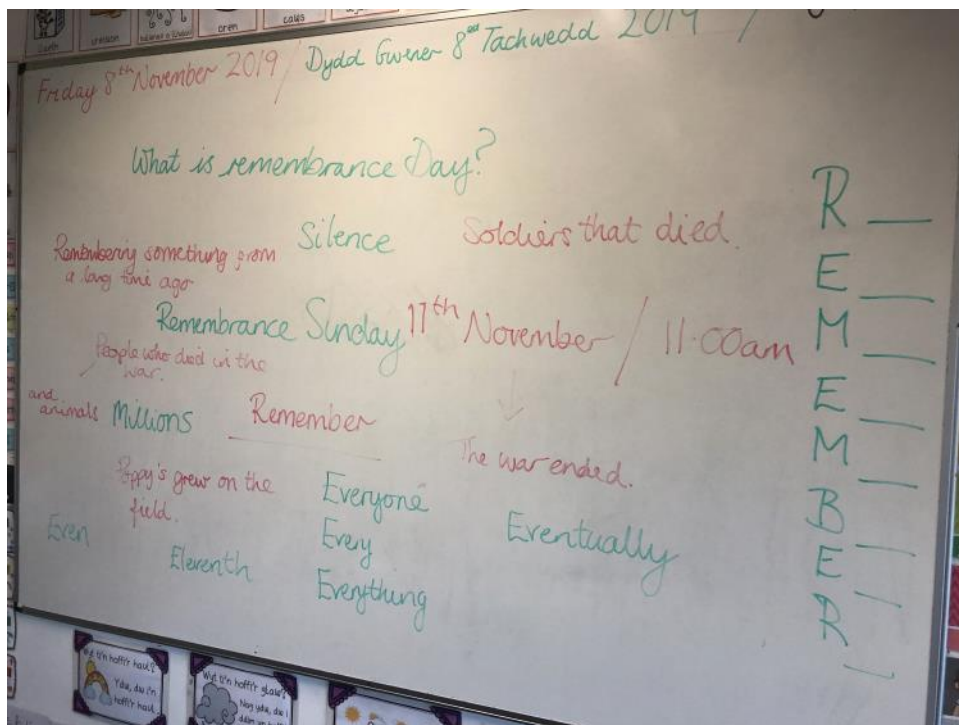
asked a question, per petal.

- How does it make you feel when you look at this slide?
- What do people do on remembrance day?
- What does the poppy represent?
- Who practices remembrance day?

The children were asked for one of their pairs to stand up and move to another child. This was done for each question, to ensure the children had different partners each time. They both wrote on their petals stating what each other had answered to the questions (see below).

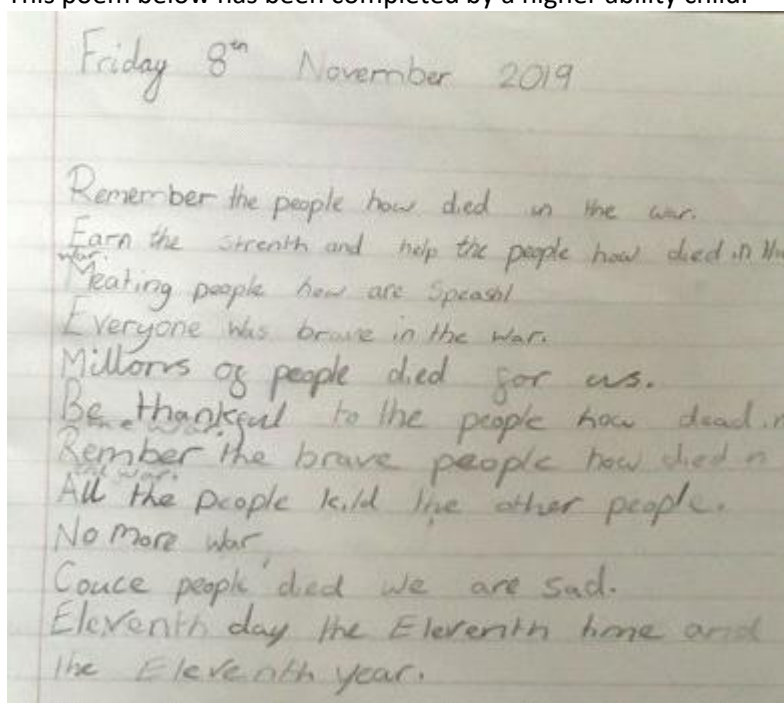


From this, the children returned to their seats. We discussed some of the information from their think, pair, share and evidenced these on the board (see below).

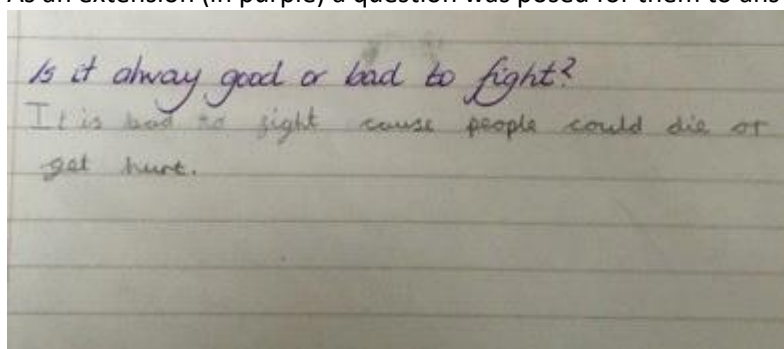


Using the information that they had obtained the children were asked to complete an acrostic poem. An example was modelled on the side of the board, as pictured above.

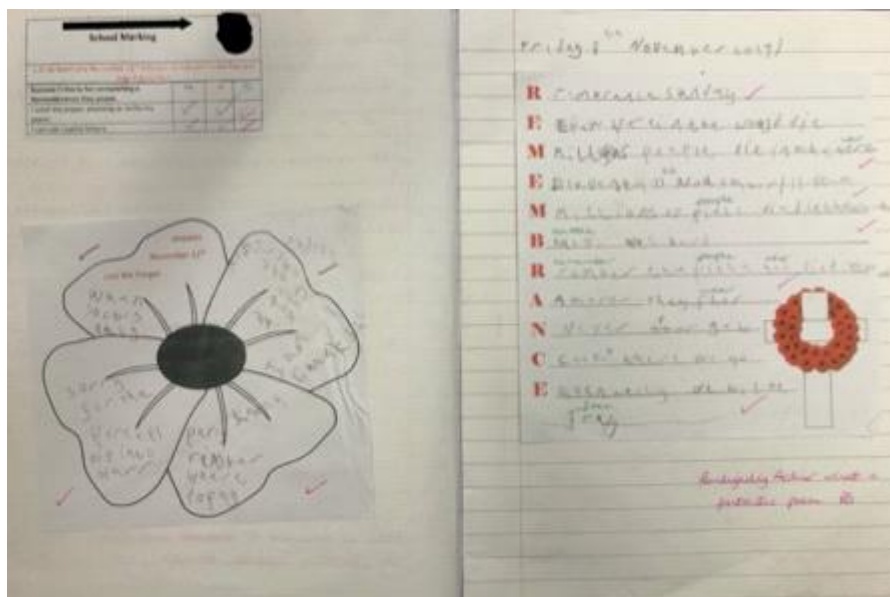
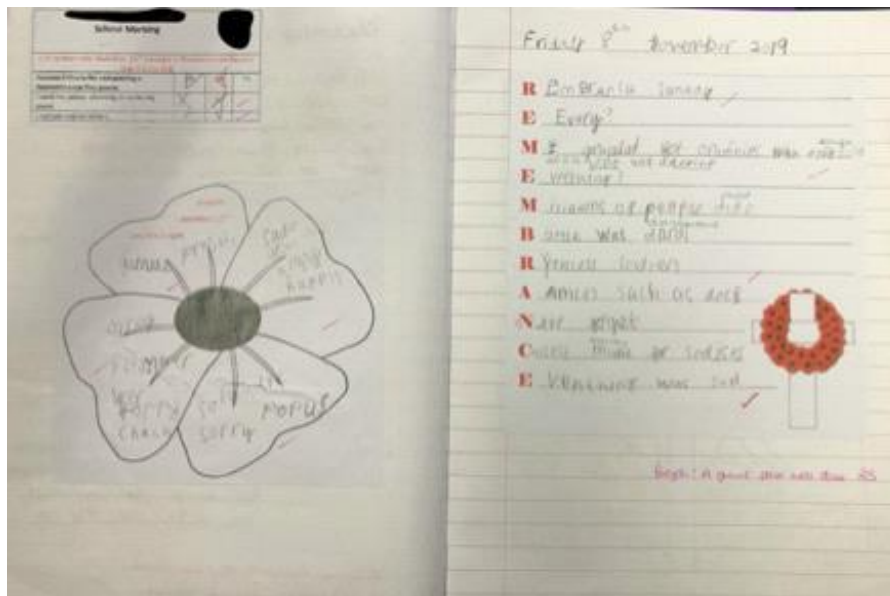
This poem below has been completed by a higher ability child.



As an extension (in purple) a question was posed for them to answer.



The middle and lower ability (MA and LA) children were given a template to complete and supported where required.



These poems were all photocopied and placed into a folder and given to a charity, who support Veterans named 'Woodys', for them to read.

A letter was sent to the class thanking them for their poems, as pictured below.



WOODY'S LODGE
SEA • AIR • LAND

GIVING SPACE AND TIME

14 November 2019

Dear Ms Butcher,

On behalf of the veterans of Woody's Lodge we'd like to thank you for the children's poems written by Class 4. The veterans have enjoyed reading each one and were touched by the compassion and understanding shown by the pupils.

Please pass on our thanks and appreciation to your class.

Yours sincerely

Sian Woodlands
Communications Officer

Woody's Lodge, Amelia Trust Farm, 5 Mile Lane, Walterston, Barry CF62 3AS.
t: 01446 781792 e: keith@woodyslodge.org w: www.woodyslodge.org



WoodysLodge



@woodys_lodge

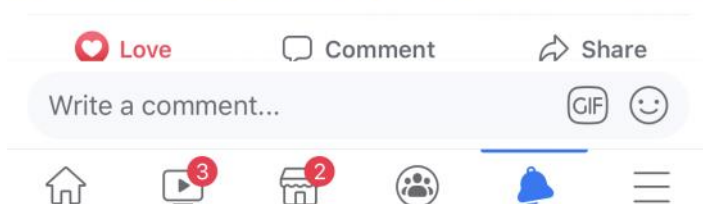


Registered Charity No. 1173752

The following was also recorded on their Facebook page as pictured below.

Woodys Lodge 'Giving Space and Time' 15 mins

Woody's Lodge Veterans were delighted with the poems written by class 4 at [redacted] they were touched by the compassion and understanding shown by the pupils. Thank you from all our Veterans.



As a school, a 'Schoop' was sent out to all parents of the children, requesting permission for a class photo to go into the Woodys Newsletter. 'Schoop is a safe, multilingual communication solution for organizations that talk to people. ... The name is a contraction of "Schools in the Loop", but Schoop has evolved and is used by many different organisations that have a wide community audience they need to keep in touch with' (Schoop, 2013). Thankfully all parents were willing for this. The picture will hopefully be in new years addition of the newsletter.

When the newsletter is published, each child will be given a copy to take home. The school hosts a Community Ambassador team, who will pose the information of the schools involvement in the community during their annual meeting. A PowerPoint, containing all of the above, was created for them to utilise at the meeting.

Critical Reflection

Monday, 9 December 2019 10:11

Throughout education there is a general acceptance that children should be safe and enjoy school, but less agreement on how children can learn the skills needed to be safe or to relish the challenges they will encounter (Blamires, 2013, p.9). Curriculum Wales 2022 tells us that there needs to be a blend of experiences and knowledge to prepare children to thrive in their future. It highlights the need for alternative approaches to focus on learning outcomes directly. The new curriculum contests, that by creating a more unique approach to the curriculum, children's economic, social and personal needs can be met (Successful futures, 2015, p.5). Donaldson (2015) developed 4 main purposes, telling us that children should develop into young capable learners, enterprising, creative contributors, ethically informed citizens and healthy, confident individuals. These can be achieved through many approaches that teachers should be able to deliver in the classroom. These approaches include the 12 pedagogical principles. 3 of these principles have been evidenced for this particular assignment and how as a student teacher I have aimed to incorporate these into my lessons. The first being good teaching and learning means employing assessment for learning (AFL) principles. Second, good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them and the third and final; good teaching and learning creates authentic contexts for learning. The aim of targeting these 3 principles is to deduce how they have been implemented, what worked well and what could have been improved. I also hope to develop these areas over the course of my experience in schools; including working with others to draw on their expertise and experience. With a new curriculum soon to be implemented, there is a range of brand-new information that teachers and practitioners need to be fully aware of. In 1988 the first statutory Curriculum in Wales was implemented. This means that many teachers have been working over 30 years in one style of curriculum, albeit with minimal adjustments, for example Curriculum Cymreig in 1995. Over this period of time, a large bank of experience would ensue. Unfortunately, this in itself can prove problematic, when depending on such experience, it can often hinder room for change. Marsh, (2004, p.67) supports this, stating that the deep-rooted values and beliefs of stakeholders ultimately affects what happens within a classroom; albeit this could be both a positive or a negative impact. Bransford, Donovan and Pellegrino (1999, p.7) clearly explain that practitioners are unlikely to change their practice significantly unless backed by curricular materials and will need to understand and incorporate the principles of learning to successfully do this. Through the 12 pedagogical principles this can hopefully be achieved.

Effective pedagogy as outlined by Husbands and Pearce (2012, p.3) inform us of nine claims for highly successful pedagogies. This includes embedded assessment for learning, serious consideration of pupil voice and also depends upon teacher's behaviour, knowledge and understanding, including how they act. Black et al (2004, p2) reinforces this, explaining that when evidence is used to adapt teaching to meet the learners needs, through feedback and self-assessment this becomes formative assessment. Heritage (p.7) highlights that formative assessment is something which is completed with students, involving them and creating a partnership between teacher and pupil, sharing the responsibility for learning. She identifies that this can be performed when providing evidence of the children's learning, also referred to as 'Assessment for Learning; (AFL). These can be obtained through various strategies. Examples of these strategies are, Success Criteria's (also known as Steps to Success), Traffic Lighting and Thumbs Up Thumbs Down. Each strategy comes with its own benefits, including identifying where a learner is, based on their individual understanding of the lesson. Wiliam, (2018, p.51) tells us that there are 3 key processes to teaching. These are 1) finding out where the learners are in their learning, 2) establishing where they are going, and 3) determining how to get there. They also cite Leahy et al (2005) who discuss five key strategies for meeting these processes as shown below:

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying, sharing, and understanding learning intentions and success criteria	Eliciting evidence of learning	Providing feedback that moves learning forward
Peer		Activating learners as instructional resources for one another	
Learner		Activating learners as owners of their own learning	

Wiliam, D (2018, p.51)

Each strategy can be clearly met using the three examples stated above. Success Criteria or Steps to success can be developed by the teacher and the learners, stating what they are expected to achieve from the lesson, using what they already know to achieve this. These are then completed at the end of the task by the teacher, peer and learner, linking again to the above table. If this strategy is to be used correctly, the appropriate training and guidance must be provided to ensure everyone understands how to complete the criteria. This not only takes time but also perseverance. Children must be aware of how to complete the criteria so that their learning may move forward honestly and without prejudice. However, done correctly the success criteria/steps to success can be an extremely useful tool to assess where the individual learners are and how to move their learning forward; be that through additional topics or introduction of additional support methods. The 2nd example that I presented was the Traffic lighting. The benefit of the traffic lighting allows the learner to identify how they personally felt about the topic they completed. This can then be supported by the class teacher, whether they felt a little more teaching was required for the topic, or if they felt more of a challenge was necessary in the next session. It is a very useful tool to identify the efforts of the practitioners teaching, coupled with the learners understanding. Welsh Assembly Government (2010, p.3) identifies that by developing a learner's thinking, it enables them to gain a deeper understanding of topics. Teaching them to be more critical about their own work and others, helps them to make reasoned judgements and develop tools to draw on these tools when met with difficult situations. The 3rd and final example is thumbs up, thumbs down. This method can be used infrequently to assess where the learners are with their understanding at that precise moment. Also known as Pit-Stop plenaries, which can be completed during a lesson, stopping the learners where they are to ascertain who may need additional support during the main body of the lesson. This example was completed after the main introduction of the lesson. It allowed me to scan the room to identify who could work independently and who may require further support. Unfortunately, this method is linked to experience of the class teacher. Some learners may not wish to identify that they are struggling (thumbs down) others may suggest they are fully competent (thumbs up) when genuinely they may need additional assistance. From a whole class perspective, it is impossible to support everyone individually, hence why children need to take responsibility for their own learning, being honest in their responses, with the teaching using their expertise to then move this learning forward. Clarke and Hattie, (2019, p.19) explains how a growth mindset, when related to feedback, allows students to challenge themselves, are not afraid to fail and know that they can develop their learning. This is supported by Dweck, C. (2012, p.6) who states that instead of having a fixed mindset, that children should be taught to grow their mindset rather than stick to one opinion, through believing that you can cultivate your basic qualities through your own efforts. This is true for practitioners also. Through collaboration learning can take place on many levels. Nottingham and Larsson, (2019, p.14) also tells us that a growth mindset comes from nurturing, enabling talents and intelligence to be responsive and grow. It is important to be mindful not to use too many strategies, but to also use strategies that work for each area of learning. Too much of something can be a hindrance, too little, non-informative. The 3 examples that have been discussed worked very effectively for this class, however as a practitioner, experience of the learners is paramount to ensure effective progress.

Beetham (2013, p.31) identifies the importance of activity on the learner's part. They also highlight the difference between activities and tasks, tasks being instigated by the teachers, using the curriculum as a basis, however activities are the decision of the learners in response to a task. This supports the need for children to have a cross curricular approach to learning. Hayes, (2010, p.383) cites Jacobs (1989) who tells us that a cross curricular approach is referred to

as 'interdisciplinary' because it incorporates more than a single subject area linking them through related themes, topics or experiences. The three examples displayed for this essay identify how easily subjects can be blended to produce a lesson that is effective yet fun for the learner. For example, utilising information computer technology (ICT) can be used to extend a lesson. Tyler, (2010, p.42) identifies that a multi-sensory mix of auditory and visual digital cues encourages participation that is both engaging and motivating for young children. These can be utilised in all subject areas, however for the examples used in this essay, visual cues are used for this exact purpose. Learners are additionally able to gain information from a multitude of resources, while also delivering the information learnt, back in the same way. Kerry, (2015) cites the Trinidadian Minister for Education who notes:

According to the academic literature, the more you connect knowledge for a child the better they learn. And this mode enables learners to perceive new relationships, new models and create new systems and structures in their thinking. So, it is not limiting the child in any way. It is unleashing the creative potential of the child (Kerry, 2015, p3).

Example 1 links literacy and mathematics, combining the two core subjects to create a bar graph. By allowing the learners the opportunity to deduce information from a word format increases their understanding that information can be retrieved from different sources. It also identifies the purpose of word problems when completing statutory assessments. The second example allowed children to expand homework they had completed during the half term period. The work was originally written in their books, however the class teacher wished for the work to be displayed on their topic wall. From this example literacy, ICT and digital competency (DCF) were all linked with the ongoing classroom theme for that term. The learners typed up the work they had written, then using the spelling and grammar checker they edited their work, adjusting sentences if they felt the need to (removing or adding information they felt relevant / Non relevant). The learners were then taught how to adjust the font and size of their written piece. To finish off the task, the learner was asked to email their finished work to the class teacher, which involved teaching them skills to complete this step by step. Part of my reflection meant identifying my capabilities within this area and working with larger groups, which in turn would have meant less repetition of what was required.

Moving forward to the final pedagogical principle of authentic learning. "Learning can only make sense for a learner if it takes place in a way that the learner can understand" (Blamires, 2013, p.9). This quote highlights my main reasoning for completing lessons that can hopefully speak to all children. It also includes the importance of offering a range of materials and resources for children to have the freedom to come to their own conclusions and develop their understanding. This is supported by Pahomov, L, (2014. p2) who cites Dewey (1916) stating that gaining knowledge through information means finding out and utilising further enquiry through resources and the current working climate. They identify that even over 100 hundred years on this still stands, it doesn't matter what children know but how they acquire that knowledge and what they can do with it. This links to authentic learning in the new curriculum. Children who benefit from authentic learning experiences are able to take these experiences into their everyday life.

During the first example, the class had to direct the 'robot' to make a jam sandwich. Through this process the children were able to verbalise what was required, identifying that not being specific when giving instructions, can cause errors. This was proved when the 'robot's' fingers ended up in the jam. The children were then asked to complete a written set of instructions to make a jam sandwich, utilising the session that they had just completed. Dewey (2008, p.15) tells us that the very place children attend for discipline, is also the most difficult place to gain experience. An experience is exactly what I want the learners to achieve within their lessons, however I have learnt to be mindful of maintaining structure within lessons.

Fisher, and Frey (2011, p.24) discuss building on children's schemas to enhance and develop awareness for the pupil, absorbing the information given to them. This reminds me to stay on task and not become too involved with the way the children may wish to direct the lesson from a discipline perspective.

Experience can be observed in my second example, whereby the 'role' of a Victorian Maid was played to enhance the children's learning. 2 video clips were used for visual digital aids, these

showed pictures of the workhouse and what it was like to live there. As a class the children comprised a digital mind map, using various resource to find information, they all fed back what they had learnt. The mind map was then used as a tool to create a poster.

This session proved very strong, with differentiated outcomes, the use of ICT and dressing up as a character for that extra authenticity. However, this lesson could easily have been extended to incorporate a trip to a museum, to offer the character as a 'hot seat' situation, rather than just delivering information. Time restraints were also a concern when completing this lesson, the learners were engaged and wanted more of the experience; plus, the effort that the learners put into their posters meant that they were unable to complete them fully. All of these reflections are areas that can be improved on in future lessons. The plenary of this lesson showed that although children thoroughly enjoyed the task, they would have liked more information, from maybe another well informed person, a Victorian Speaker perhaps. They also identified that other learners would interrupt, allowing me to identify the need of furthering my behaviour management skills. Newell and Jeffrey, (2013, p.7) tells us that practitioners should promote social coherence and self-regulation within the classroom; however Putman, (2009, p.233) shows us that student teachers in particular were either highly concerned with class control or lacked in confidence causing confusion for the learners and curbing the practitioners ability. Unfortunately, with my experience previously based in a special needs department, I found behaviour management within a mainstream class quite a challenge. On reflection with my class mentor they informed me that any behaviours must be tackled immediately, to not engage too freely with the children and ensure that I am not too friendly with them. I immediately took this advice onboard and utilised it in my future lessons, to which my class mentor noticed and was impressed. Time management has been a particular challenge for me within PTE1 and has been an ongoing obstacle throughout the remainder of my placement. To support me in this dilemma, I found that setting timers on my watch for each area of teaching kept me within limits i.e. for my introduction I would set a timer for 5 - 10 minutes, this would allow me to monitor how long it took me to deliver the introduction and when to move onto the main body of teaching. It also ensured that I was able to summarise the lesson with a plenary. I did however still struggle to complete full teaching sessions on occasion. This is something that I am looking to work on during the next stage of my PTE.

When furthering myself, I have come across multiple readings to hopefully support me within my teaching practice. Elliot, (2007, p.35) discusses 'Action Research' which has been commonly used with schools and classrooms for staff development. She highlights three areas that authentic learning is enveloped from; *Context*: teachers creating their own inquiry of research through their school setting. *Process*: from the use of multiple resources, data can be evidenced and then used to support continuous improvement in children's learning; and finally, *Content*: allowing for quality teaching to deepen the learner's knowledge while holding high expectations for the learners success. Breaking an authentic lesson down into these areas proved interesting reading and hopefully something that I can utilise in future lessons. My third example linked very specifically to an area that can evoke emotion and link the past to the present. By allowing the children to create a poem from a mind map, using resources as prompts, it allows them to fully engage their personal feelings towards a subject. Developing this lesson helped me to understand how to create authentic learning in various ways. A charity that supports Veterans, close to the school, were very grateful to receive copies of the poems that the children had written; allowing for a heightened effect of their work and how it impacts others. I was quite proud of the work produced during this lesson and how well the children engaged, however I did feel that this could have been expanded across more than one session, allowing for further understanding and development of their poems.

A school classroom environment is unique to every child and affects them differently. Our five senses mean that we can absorb any visual elements and sounds in a truly individual way. Emotionally these elements will create a unique relationship with each and every child. Everything they hear, see or do will connect with them different to anyone else (Barnes, 2018, p.17). Due to the manner of which teaching should be delivered, according to the curriculum as it stands, children are not getting the correct level of education and relationship that they deserve, hence why the curriculum has been through a transformation with the child at the heart. The view of the new curriculum is to ensure that each child has the option of creating that relationship with their own learning. The United Nations Conventions for the rights of the child has many articles depicting the importance of a child's voice and education. Article 29 tells us that education should ensure the

development of every child's talents, abilities and personality to the fullest, while encouraging their human rights and respecting others (Unicef, 2019). In conclusion, the 3 pedagogical principles that have been expressed throughout this essay, establishes that learners require a vast majority of learning styles to support them. It also outlines the importance of reflection for the practitioners, working in partnership with the learners to support them and oneself in future development. For as Donaldson says in *Successful Futures* (2015), that schools have a vital importance to the success of every child and young person in Wales. However, as Albert Einstein clearly stated, "If you can't explain it simply, you don't understand it well enough". This is the pinnacle for myself and all practitioners, to know the information they are teaching, who they are delivering it to and how to deliver it, and only through reflection and growth can this be completed, only then will we understand the what, why and how we are teaching.

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