

Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp framework and how you might develop these to the next level and demonstrate progression.

Total Word count- 2,747 words

Polly Scotcher

Student Number- 1500078

| Common Assessment Criteria Applied                                                                                                                  | Level of Achievement     |                          |                          |                          |                          |                          |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                                                                                                                                     | REFER                    |                          | 3 <sup>rd</sup>          | 2:2                      | 2:1                      | 1 <sup>st</sup>          | 1 <sup>st</sup>          |
|                                                                                                                                                     | OUTRIGHT FAIL            | UNSATISFACTORY           | SATISFACTORY             | GOOD                     | VERY GOOD                | EXCELLENT                | EXCEPTIONAL              |
| <b>1. Subject Knowledge and Understanding</b><br>(which includes using research-informed literature and knowledge and understanding of the subject) | 0-29%                    | 30-39%                   | 40-49%                   | 50-59%                   | 60-69%                   | 70-79%                   | 80-100%                  |
|                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2. Intellectual Skills</b> (Analysis)                                                                                                            | 0-29%                    | 30-39%                   | 40-49%                   | 50-59%                   | 60-69%                   | 70-79%                   | 80-100%                  |
|                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3. Pedagogic and Professional Applications</b><br>(Practical Application and Deployment)                                                         | 0-29%                    | 30-39%                   | 40-49%                   | 50-59%                   | 60-69%                   | 70-79%                   | 80-100%                  |
|                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>4. Key Transferable Skills</b>                                                                                                                   | 0-29%                    | 30-39%                   | 40-49%                   | 50-59%                   | 60-69%                   | 70-79%                   | 80-100%                  |
|                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |

| PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL                                                                                                                                                                                                                                                         | PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I have really researched into the competencies in depth and tried to link my experience with informed research as well as things I could do for the learners and for myself to progress as a trainee teacher. I have provided examples of my current levels within the appendix and I feel that they are good representations. | I found one other measurable area to measure the competencies, however I would have liked to have discussed this further. I struggled with the word count, I feel I need support with refining my writing and prioritising what to write. |

|                     |                |      |          |
|---------------------|----------------|------|----------|
| Student's Name      | Polly Scotcher | Date | 14.12.17 |
| Student's Signature | P.M.Scotcher   |      |          |

Generating 'Enterprising, creative contributors' (Donaldson, 2015:29) is one of four main purposes of Graham Donaldson's upcoming curriculum. A glimpse of what the future generation are aiming for. Fisher (2004) defines creativity as ethereal and elusive. The author believes this definition to be most accurate. Robinson (2001) explains creativity as 'imaginative processes with outcomes that are original and of value', however others may perceive creativity differently. This may be deemed exactly what creativity entails, perceiving something different, imagining something unusual or creating something unique and original.

Creativity plays a valued role in education, and as stated by Wilson (2009) creativity has now become a key focus in pedagogy and education, for the educator as well as the learner. Donaldson (2015) further supports creativity through the eyes of the learner and educator, he explains that teachers should be enthused to work collaboratively and creatively to offer the curriculum in an independent way and actively promote individualised learning.

NACCCE (1999) define teaching creatively as using ingenious approaches to enhance learning in an interesting and effective way. Expanding upon this, 'Creativity and enterprise are central features of modern life that should be developed and extended throughout a school career' (Donaldson, 2015:28).

Thus, extending the importance of such skills as enterprise and creativity. As stated by Desailly (2012) and Piaget (1959) creativity is powerfully linked to ideas about pupil voice and autonomy which further associates to the importance of having the child as the centre of the curriculum. 'A child who learns creatively will be involved in understanding how they learn and how they learn best' (Desailly, 2012:17).

Children who understand their learning and feel valued as part of their own learning journey are more likely to succeed and have higher levels of motivation.

Researchers such as Lowe and Marriott (2006) state that enterprising behaviour entails taking risks. Similarly, creativity also includes taking risks in order to create something unique and new, building upon this they explain that those with enterprise skills are able to create and pursue better opportunities for themselves as young learners which may then apply within employment. Enterprise skills could be defined as a grouping of other competencies such as creative and innovative thinking, communication and persuasive skills, prioritisation and problem solving. Young (2014) states that enterprise skills help to develop a 'can-do' and positive attitude

within learners, enabling them to seek out challenges and be creative within their approach to learning. He further explains that the development of enterprise skills can equip the development of other capabilities and skills such as innovation, resilience, risk taking and creativity. All skills in which children need to become a lifelong learner.

The position of creativity within learning has an ever-growing status, 'Creativity is widely acknowledged as vital for social and economic innovation and development as well as for individual wellbeing' (Collard and Looney, 2014:1), it has been further stated to have motivating effects upon the learner, and provide learners with a competency building towards their status as a 'lifelong learner'.

The EntreComp Framework provides enterprise dispositions in the form of competencies in which aim to target the 'building blocks of entrepreneurship as a competence' (Bacigalupo et al, 2016:5). Within the framework, three competence areas are aligned; Ideas and Opportunities, Resources and into action. All three competencies are made up of smaller sub categories providing dispositions that make up creativity, enterprise and entrepreneurship skills. The EntreComp Framework can be used to measure competencies in each area within the framework, enabling the review and analysis of personal qualities and dispositions, this means that as an educator, I will be able to review my own personal qualities against the descriptors, in order to effectively level myself in terms of enterprise qualities and therefore identify steps to progression and aid personal development

The first competency I choose to evaluate myself against is within the 'Ideas & Opportunities' section, and the competency is 'Creativity'. Within education I believe that the ability to be flexible within your approach, allows you to be creative. Grigg (2012) suggests the importance of flexibility within creative teaching. As a teacher, I feel that my creativity is definitely building, however it is not instilled all of the time, building upon this, it often takes me a long while to think of and refine extremely creative ideas. However, I believe that when I effectively refine a creative idea, it becomes a reason for the success of the lesson. This can be demonstrated within Appendix 1, where I have exampled a previous ARC reflection. Additionally, Appendix 3, where my creative practices have been commented on in a formative report.

Within the levels of proficiency in the EntreComp framework, I believe I would be placed within the advanced level, accessing a level 5 grade in creativity. The advanced level states that the learners can test and refine ideas that create value for others while searching and testing new solutions.

As a teacher, providing a valuable and relevant experience for the learner is essential, and I believe while coming up with ideas, relevance is one of my main priorities, hence the need to improve the stimulation of ideas that incorporate relevance as well as creativity. The importance of creativity is inevitable, however the ability to creatively teach enhances the creative output from the learners.

A creative environment is one that involves the engagement in purposeful activities and stimulates the creative processes (Horner and Ryf 2007, Thorn 2007). Montessori (2004) further discusses that the environment in which children learn in can affect their learning. It is further suggested that a specific structure of environment can enhance creativity and diminish disorderly behaviour, therefore, the teacher needs to structure the learning environment in a creative way to enhance learning. In order to enhance a creatively rich environment, the role of the teacher needs to facilitate and not dictate the learning.

It has been stated by Horner and Ryf (2007) that teachers who teach creatively often engage the learners in the creation of the learning objective, rather than just sharing it, this idea is also supported by Donaldson (2015) and builds upon Piagetian principles of child led learning. By doing this, the teacher is involving the children within their own learning, enabling creativity and motivation due to the sense of control and value within their learning process. This could be another step for progression within my own learning, enabling the children to help within the planning process to access higher levels of creativity and flexibility within my approach and the childrens learning. 'Good teaching and learning encourages children and young people to take increasing responsibility for their own learning' (Donaldson, 2015:69).

In order to be creative, a combination of both divergent and convergent thinking needs to occur, contrastingly, Guilford (1959) cites that convergent and divergent thinking reassures the thought that creativity can be recognised but not taught or directly assessed. I believe that the process of convergent thinking, is the measurable

area and the creativity aspect within divergent thinking makes it difficult to directly assess.

As a teacher, to help boost creative ideas, the facilitation and management of learners' divergent ideas would help to steer the children in the right direction and additionally create useful outcomes, this could then be incorporated when the children help create their own learning outcomes.

Likewise, the use of whole brain teaching could be implemented in order to access creativity as well as logical thinking. Research projected by Sperry and Onstein implies that there are two hemispheres which portray different characteristics in the brain. The left side showing functions like logic, lists, words, numbers, and analysis and the right side showing characteristics like imagination, colour, intuition and rhythm. Whole brain teaching accesses both sides of the brain, providing a creative, yet logic outcome. To further develop this strategy Thorne (2007) suggests the use of Mind Maps. Mind Mapping is an influential way of articulating thoughts and ideas. 'It is a lifelong tool' (Thorn, 20017:32) that can be used in many contexts, and can additionally involve both the teacher and learner.

Personally, an area within creativity that could be developed, is the ability to take risks and try new things. 'Creative teachers have been noted to be teachers who often risk take' (OfSTED, 2003:8). This could be done by allowing children to take part in the planning process, as this is not something I am used to. This may enable the creativity to progress also.

The EntreComp framework provides descriptors in order to define and measure creativity. I believe that the ability of the framework to assess creative processes is respectable, however the ability to define the relevance and degree of the creative ideas is questionable. Many researchers define creativity to have 'imaginative' and 'ethereal' qualities that I believe are hard to judge or assess due to interpretation of the creative thoughts. Thus, the ability to be creative incorporates originality and independence of thought, which if assessed, would restrain the independence and originality of ideas. Additionally, a Five Creative Dispositions Model has been created (Lucas, Claxton and Spencer, 2012:13) which categorises creativity into five dispositions of the creative mind; Inquisitive, persistent, imaginative, collaborative and disciplined. This could provide an alternative scale to measure creativity upon.

Roberts (2006) proposes the use of creativity portfolios within education. Portfolios can be developed by the learner and educator in hope of building an array of creative work/lessons as evidence of creativity. This could be an innovative way of being able to measure the amount of creativity within the classroom. When further measured using the EntreComp framework, a more valuable and effective insight may be given.

The next competency that I choose to analyse myself against is in the 'Resources' strand of framework, and the competency is 'Motivation & Perseverance'. I personally believe this is a strong aspect of mine as I have realised throughout placement within schools, that a motivated and enthused teacher creates motivated and inspired learners. Hennessey and Amabile (2010) state that motivation and attitude can affect a persons' creativity, they further explain that research states that it is intrinsic motivation specifically that is the principle of creativity. This is further supported by Sternberg and Lubart (1992) who suggest that motivation should be intrinsic rather than extrinsic in order to be successful, this implies that the learner should be motivated because they are extremely interested or want to learn. Building upon this, for the teacher to develop individuals who are intrinsically motivated to learn, exciting and creative opportunities should be provided, which can stem from creativity.

I would place myself within the expert category at level 7. Level 7 determines the learner to be able to create motivating environments for the learner by celebrating success and encouraging innovative ways to overcome failure, also the ability to stay focussed on a vision and design effective ways to keep people motivated. I place myself within this level because as a teacher have become more aware of learner's interests and inner motivation. By knowing the learner and their needs, I have a better chance of being able to motivate their learning. I have demonstrated a successful experience of child motivation within an ARC in Appendix 1. Personally, I am extremely intrinsically motivated, which leads me to believe that I try to do what's best for the learner and try to facilitate not dictate the learning.

Kwo, Moore and Jones (2004) explain the importance of constructing learning environments intending to motivate the learners. This could additionally link to the research by Horner and Ryf (2007) who similarly explained the importance of a creative environment including purposeful activities to stimulate the child's intrinsic motivation. Building upon this, the social cognitive theory created by Bandura (1966)

highlights the importance of self-efficacy within the motivation process, children and educators who have the belief in their own abilities will be those who will go on to be intrinsically motivated and able to succeed. This further links to Maslow's hierarchy of needs which presents the effect that different sources, such as environment, potentially has upon the learner.

‘When students learn that they do have control over their choices, thoughts, and actions, it means their teachers have created motivating learning environments’  
(Daniels, 2010:25)

The use of an initial hook within the lesson has been a successful aspect of my teaching where I have motivated the learners. The ability to initially engage and enthuse the learners is important because it can stimulate and determine their learning for the entire lesson. The creation of an exciting and inviting environment at the start of the lesson engages the learners, enabling the educator to feel a sense of success early on, thus, increasing their intrinsic motivation. In Appendix 2 I have demonstrated two different hooks I have used within my teaching, aiming to motivate the learners in both foundation phase and Key Stage 2. The use of effective Assessment for Learning strategies were used in collaboration with the hooks in order to measure motivation through tracking and monitoring. It was gathered that this was the most appropriate way to measure motivation, because it was measured at the time of the lesson and when the children were actively motivated.

The last competency that I review my progress in is within the ‘Into Action’ section of the EntreComp Framework. I have chosen the ‘Planning and Management’ sub category. The planning and management section highlights the ability to set goals, define priorities and create action plans to progress and adapt changes.

Throughout my journey training to become a primary school teacher, this is the category where I am most pleased with my development. While undergoing training and gathering experience on Professional Teaching Experience (PTE), I have gathered new techniques and strategies to improve on my own planning and planning for children to access individualised and differentiated learning. However, this is an area I would like to develop further. In Appendix 3, evidence of my competency regarding planning and management skills are commented upon within a formative report, however, there are also comments to further progression within this area, this being the main reason for my competency choice.

Regarding the EntreComp Framework I would place myself within the Level 6 category because this entails the organisation of creative activities using specific planning methods, as well as prioritising and defining specific data to monitor progress. I believe I can provide relevant evidence to reach such level descriptors using work I have planned within PTE that can be evidenced in Appendix 4.

The importance of planning within education is crucial, however Donaldson (2015) expresses not only the importance of effective planning but the importance of embedding such skills within the learner also. This means that through an individualised curriculum, skills need to be developed to sustain long-life learners in terms of planning and organising for the learner as well as the educator. This expands upon Welsh Government (2013) belief that the curriculum should be viewed as a continuum of skills and skills should be targeted rather than subjects.

A target for improvement from a formative report was to identify where some children were in their learning regarding a specific skill, this could involve creating action plan for the child. This would then enable me to advise further planning and ensure that the lesson plans are engaged with individualised learning.

This particular target is mentioned by Cohen (2010) who explains that as a student teacher it is necessary to use specific observation of skills to inform future planning and to ensure that the child is benefiting from the observation.

In reflection, throughout the consideration of personal practice, I have identified specific steps to progress within three different areas of the EntreComp Framework, accessing a few of my own personal creativity and enterprising skills. I have noticed from research that while developing these skills within my own learning, it is equally important to try and develop these skills within the childrens education as well. By improving and carrying out effective practice, I am essentially modelling a lot of desirable skills to young learners. As development step, an action plan has been created for myself, as this is a measurable way of seeing progression and creating personal targets to improve. A combination of different steps to progression highlighted throughout the assignment are included and this can be viewed in Appendix 5.

I believe that the three competencies I have analysed are all linked and can complement each other when adjusted or changed. The steps for progress will not only effect the competence I have directed it at, but all three.

## Appendices

### Appendix 1

## Assisted Reflective Conclusions (ARC) Model

**Dyddiad/Date: 16/11/16**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): Guided reading, Maths-comparing and ordering money.**

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teimladau/<br/><i>Feelings</i></p> <p><i>“What are your feelings regarding the experience?”</i></p>                                                                                                                                              | <p>Overall I was extremely happy with the day as I completed two sessions, which went to plan. I was especially pleased with my Maths lesson as I feel like I really <b>engaged the learners</b> with the task and I feel like they <b>enjoyed themselves</b>, which is a really big and important factor when engaging the children into an activity. As a trainee teacher I really enjoyed teaching the activity because I really felt that the children got stuck in and enjoyed what I had planned for them.</p>                                                                                                                                                                                                                                                                                                                             |
| <p>Cofio a Deall/<br/><i>Remember and Understand</i></p> <p><i>“Can you list the aspects of the learning experience that went well?”</i></p> <p><i>“What were the elements of the learning experience that were disappointing?”</i></p>             | <p>The aspects of the learning that went well was definitely the choice of activity to go along with the task, <b>the choice of activity enabled motivation within the learners and it was noticed because not one child was unengaged.</b> I felt that because the children were actively scanning the objects on the iPads they were more engaged because it took more time and effort to be able to get right. <b>I believe the creativity within the planning of this activity was a strength and enabled the children to be actively engaged.</b> The only element of the activity, which I found slightly disappointing, was the fact that some of the children did not quite finish the extension questions on their sequence, although this cannot be helped as not all children work at the same pace.</p>                              |
| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i></p> <p><i>“What will you keep the same to ensure effective teaching and learning in the future?”</i></p> <p><i>“What was the cause of the most important disappointing element?”</i></p> | <p>For further Maths lesson, I will ensure that I create something stimulating and engaging for the children, like what I created for this one, the use of QR codes seemed to be really enjoyed by all and not one child was not engaged during the whole activity. I was really pleased with what the children came up with in their books also and some children really surprised me with their capability to order and compare. Showing the children their success criteria also really helped the lesson because the children were always aware of what they needed to do and their intention for learning, which I feel helped them with their activity. The task enabled the children to have choice of layout and display in their books too and I feel like they enjoyed this aspect because it gave them freedom of their learning.</p> |
| <p>Casgliadau a chymau<br/>gweithredu/<br/><i>Conclusions and actions</i></p> <p><i>“What are your possible solutions to the disappointing issues identified?”</i></p>                                                                              | <p>From this particular lesson I would not change anything as I feel like it went exactly to plan and it was a really effective lesson and I think that from marking all of the books that the children really took something from the activity, so I was really pleased.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Appendix 2



Appendix 3- Formative Report.

|                                                       |    |    |                                      |                      |                     |                            |     |                |
|-------------------------------------------------------|----|----|--------------------------------------|----------------------|---------------------|----------------------------|-----|----------------|
| Trainee: Polly Scotcher                               |    |    | School: Pembroke Dock Community Sch  |                      |                     | Headteacher: Mrs. M Thomas |     |                |
| Class Mentor: Coral                                   |    |    | Senior Mentor: Mr. S Jenkins         |                      |                     |                            |     |                |
| Observer/s: Mr. T Cox                                 |    |    | Class/Set: and No. Of Pupils: 5 (30) |                      |                     | Additional Adults: 2       |     |                |
| BA Ed:                                                |    |    | PGCE:                                |                      |                     | MA:                        |     |                |
| Y1                                                    | Y2 | Y3 | 1 <sup>st</sup> Obs.                 | 2 <sup>nd</sup> Obs. | Other(please state) | FP                         | KS2 | Final practice |
| Lesson Focus & Context:<br>S3.2.3                     |    |    |                                      |                      |                     |                            |     |                |
| Focus for Observation (target/s agreed with trainee): |    |    |                                      |                      |                     |                            |     |                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>S1: Professional Values and Practice:</b> Very good</p> <p>Polly, class mentor has confirmed that you have settled very well you're your experience and have made very pleasing progress to date. It is a credit to you that you have managed to take onboard the school systems and strategies so effectively. It has been reported that you display very good professional values. You are working extremely hard, asking all the right questions and acting immediately on the advice given. You have fostered excellent working relationships with both staff and children. Staff reported that you are extremely conscientious, hardworking and organised and this is clearly evidenced within your file and lesson preparation. All tracking, lesson plans and ARC reflections are complete and up to date. You are displaying a super work ethic, coming in early and staying late. It was clearly evident from today's session that you are one of the team.</p>                   |
| <p><b>S2: Knowledge and Understanding:</b> Very Good</p> <p>Polly, the session today displayed a very good understanding of the NC requirements specific to the development of the skills taught today. It has been reported that throughout the practice to date, you are able to demonstrate a secure knowledge of what is required for a successful lesson and are implementing a variety of strategies to aid effective learning. This was evident today in the variety of effective activities undertaken. I was very impressed with the application of your knowledge and understanding of the role technology can have in placing the learning experience in a motivating and creative context. You are also displaying a very good understanding and inclusion of the key skills in your planning and how these can be developed within the learning experience for your pupils.</p>                                                                                                     |
| <p><b>S3.1: Teaching: Planning, Expectations and Targets:</b> Good</p> <p>Polly, you are able to generate your own original ideas for activities and I was encouraged to see a clearly "chunked" session that included many active learning experiences for your children throughout the session. It has been reported that you are creating good quality resources to support learners and there was evidence of this in today's session, an example of this were the well-prepared catalogues for each ability group. One of your greatest strengths is your ability to prepare extremely well. It is a credit to you that you have managed to plan a differentiated learning opportunities for a range of abilities within the class including appropriate 'pit' challenges for those that need it. All mid term and short term plans are in place to a good standard. Your session plans outline key vocabulary which are subject specific and bilingual, key questions, learning across</p> |

the curriculum, key skills and links to LNF etc. I was particularly impressed with the innovative approach planned for the use of the immersive room, this was evidence of you taking a risk and going over and above the expected. To move forward consider a greater attention to the 'doing detail' of each activity with specific key questions at each phase.

**S3.2: Teaching: Monitoring and Assessment: Good**

Polly, there is clear evidence that you understand your children's level of ability extremely well. All ARC reflective writing is completed daily and contain lovely detailed reflections that demonstrate good evaluative abilities. To move forward I would encourage you to be more specific with regards to your conclusions and actions, noting the doing detail of the next steps you intend to take. I would encourage you to not only track the pupils success with your RAG rating but also identify exactly where some children are with a specific skill, highlight where they need to go next and ensure that this evaluation of the learning then impacts on future lesson plans, for example specific individual needs are addressed with an LSA group task. Throughout the lesson you made good use of global observation, monitoring the learning environment and endeavored to keep all on task and supporting where necessary. I was pleased to see how you are moving forward with your understanding and use of success criteria and the WAGOLL their use in the learning cycle.

**S3.3: Teaching: Teaching and Class Management: Excellent**

Polly, Quite simply it was a pleasure to watch your session today. Both you and your pupils worked extremely hard today. There were many effective elements to your teaching today and this is particularly impressive as you are still in yr 2! I liked your ability to move from one learning space and well-resourced activity to another and moving from one group of learners to another. These ranged from Whole class interactive Kahoot to well-constructed main activities linked to group budgeting and addition skills. A very good skill demonstrated today was your pace to teaching. You knew exactly where you where going throughout the lesson with clear learning instructions given to the children at each phase. Polly you have the ability to engage and motivate children with a warm, engaging and natural manner that establishes a safe learning environment. The teaching and learning today was Excellent. You were able to demonstrate the ability to set the learning in an innovative and creative context with the use of the new immersive room, model the layout and skills required for children to be successful, maintain good class management throughout all transitions and engaged in effective AfL strategies that aided the children's development. To move forward I would encourage you to consider the use of a wider variety of questioning strategies throughout. I was very impressed with the obvious amount of time and effort that went into this session, you provided differentiated group work and demonstrated very good 1-1 teaching when pupils encountered difficulties. The inclusion of the extra questioning sheet for adults linked to Solo taxonomy was excellent.

## Appendix 4- Evidence of Planning.

| Numeracy (1960s budgeting) - Key Stage 2                                                                                                                                                                                         |                                                                                                                                                                                                                    | 28                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Name of trainee: Polly Scocher                                                                                                                                                                                                   |                                                                                                                                                                                                                    |                                                                                                                   |
| Session ref: 3011162                                                                                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                   |
| Personal target(s) in relation to QTS: S3.2.3 and S3.2                                                                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                                   |
| Year group: 5                                                                                                                                                                                                                    | No. of learners: 30                                                                                                                                                                                                | ALN: 6                                                                                                            |
| Additional Adults: 2                                                                                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                   |
| Learning objective(s):<br>Year 6: Make comparisons between prices & understand which is best value for money.<br>Year 5: Plan and track money by keeping accurate records.<br>Realise that budgeting is important.               |                                                                                                                                                                                                                    |                                                                                                                   |
| Success criteria:<br>• Recall your knowledge on how to budget<br>• Recognise that you need to stay within a limit of money.<br>• Compare prices of items to redecorate the rooms<br>• List your items in form of a running total |                                                                                                                                                                                                                    |                                                                                                                   |
| Links to previous learning: The children have previously learnt about budgeting in their maths lessons, they will now use this knowledge to problem solve.                                                                       |                                                                                                                                                                                                                    |                                                                                                                   |
| Curriculum coverage (range, skills)<br>Maths- Using number skills- managing money- applying knowledge of budgeting to problem solve                                                                                              |                                                                                                                                                                                                                    |                                                                                                                   |
| Literacy(LNF)<br>Oracy- children must identify reasons why the room may need improving. Looking at the characteristics of a 1960s room.<br>ICT Thinking                                                                          |                                                                                                                                                                                                                    |                                                                                                                   |
| Key vocabulary(English/Welsh):<br>Budget/ cyllideb<br>Price/ pris<br>Money/ arian<br>Spend/ treulio<br>Limit<br>Running total<br>Knowledge/ gwybodaeth<br>Look/ edrychwch<br>Listen/ gwrando<br>Play/ chwarae                    |                                                                                                                                                                                                                    |                                                                                                                   |
| Resources<br>IPad- kahoot<br>Budget per person<br>Squared maths paper<br>AFL slip<br>Home and decoration catalogue<br>Immersive room<br>Morfo                                                                                    |                                                                                                                                                                                                                    |                                                                                                                   |
| Time                                                                                                                                                                                                                             | Session activities, organisation and management                                                                                                                                                                    | Key questions & Assessment for Learning opportunities                                                             |
| 5 mins                                                                                                                                                                                                                           | KAHOOT- mental maths- quiz on last weeks work.                                                                                                                                                                     |                                                                                                                   |
| 15-20 mins                                                                                                                                                                                                                       | Introduction- Immersive room- will display a 1960s room which will need updating.<br>Learning intention and success criteria displayed.<br>Morfo to give children task to decorate a Beatles house using a budget. | Separate teacher questioning sheet for additional adults                                                          |
| 2 mins                                                                                                                                                                                                                           | Children back to class                                                                                                                                                                                             | APK on budgeting- think-pair-share                                                                                |
| 20 mins                                                                                                                                                                                                                          | Main Activities<br>Home and Décor catalogue giving choices of items they can buy to redecorate.<br>Children must stay within budget and use a running total to represent their purchases.                          | Identify how we can update these rooms?<br>Explain how we will stay in budget?<br>Can you apply your knowledge of |
| 1 min                                                                                                                                                                                                                            | I will show:<br>• WAGOLL to show good example                                                                                                                                                                      |                                                                                                                   |

### Success Criteria: Budgeting activity

1. You must **select** one of every item in the catalogue.
2. You have to **sequence** your workings out in a running total.
3. You can **apply** an operation of your choice.
4. You must **follow a simple procedure** and stick to your budget.

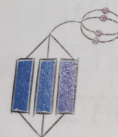


### Teacher Questioning

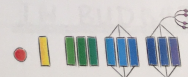
- Can you **identify** what a budget is?
- Can you **identify** what you would like to change in the 1960s room?
- Can you **name** the objects you would like to choose from the home catalogue?
- Can you **follow a simple procedure** to stay in a budget?
- Can you **list** the objects in form of a running total?
- Can you **select** appropriate items within a budget?
- Can you **define and name** the items along side the running total?



- Can you **apply** your prior knowledge on budgeting?
- Can you **justify** your choices?



- Can you **reflect** on your item choices?
- Can you **reflect** on how much of your budget you have spent?
- Can you **create** a new room?



| HISTORY: THE 1960S (NUMERACY - BUDGETING)                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is your Learning Intention?<br>• Year 6: Can you make comparisons between prices & understand which is best value for money?<br>• Year 5: Can you plan and track money by keeping accurate records?<br>Can you realise that budgeting is important?<br>• Year 5: Can you add and subtract totals? | What is your Success Criteria?<br>• Recall your knowledge on how to budget<br>• Recognise that you need to stay within a limit of money.<br>• Compare prices of items to redecorate the rooms<br>• List your items in form of a running total |
| Feedback: 1 2 3 4 5                                                                                                                                                                                                                                                                                    | Feed Forward: Refer to success criteria/steps for success                                                                                                                                                                                     |
| Teacher<br>Self<br>Peer                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |

Appendix 5- Action Plan for further progress.

| Priorities<br>(what I need to do)   | Action<br>(How will I achieve this?)                                                                                                                                                                                          | Success criteria<br>(How will I know?)                                                                                |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <u>Creativity.</u>                  | <ul style="list-style-type: none"><li>• Provide a creatively rich environment</li><li>• Whole Brain teaching- use of mind maps/ thinking hats to divert thinking and filter ideas.</li><li>• Creativity portfolios.</li></ul> | <p>.</p> <p>Creative ideas will provide value within learning.</p> <p>Creativity can be evaluated and celebrated.</p> |
| <u>Motivation and Perseverance.</u> | <ul style="list-style-type: none"><li>• Use of exciting hooks to motivate learning.</li><li>• Motivating environment building upon interests.</li></ul>                                                                       | <p>Children will be engaged throughout.</p>                                                                           |
| <u>Planning and Management.</u>     | <ul style="list-style-type: none"><li>• Facilitate learning-involve children within planning process.</li></ul>                                                                                                               | <p>Children will be further motivated to learn because their opinion and thought will be valued.</p>                  |

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