

Prepare a portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Monday, December 9, 2019 10:05 AM

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Pathway: PGCE Primary

Targets from previous assignment:

1. Ensure that the most appropriate words are selected for sentence structure and academic phrasing.
2. Repetition of the same point back to back. Synthesise the research and ensure concise writing.
3. A greater range of proposed recommendations for classroom practice would benefit.

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Illustrative example 1 - Digital Competence

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10:10 AM

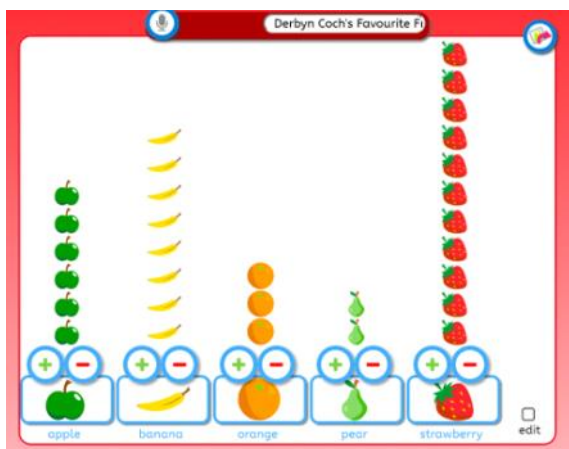
Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Interacting and collaborating strand:

Work together with partners on a piece of digital work.



The children are in reception and work in mixed ability groups. In this lesson the children were learning how to answer questions in Welsh by creating a short and simple conversation in a role play activity where they were playing the roles of a doctor and a patient. The children worked in pairs and another pair used the iPads to record their peers conversations to develop their digital competence skills. The links to the interacting and collaborating strand of the DCF as the children were working together in partners to create a digital piece of work. I feel that in reception there was not enough opportunity to include digital competence in many of my lessons. However, I intend to implement a lot more use of technology into my lessons when teaching year 3 for

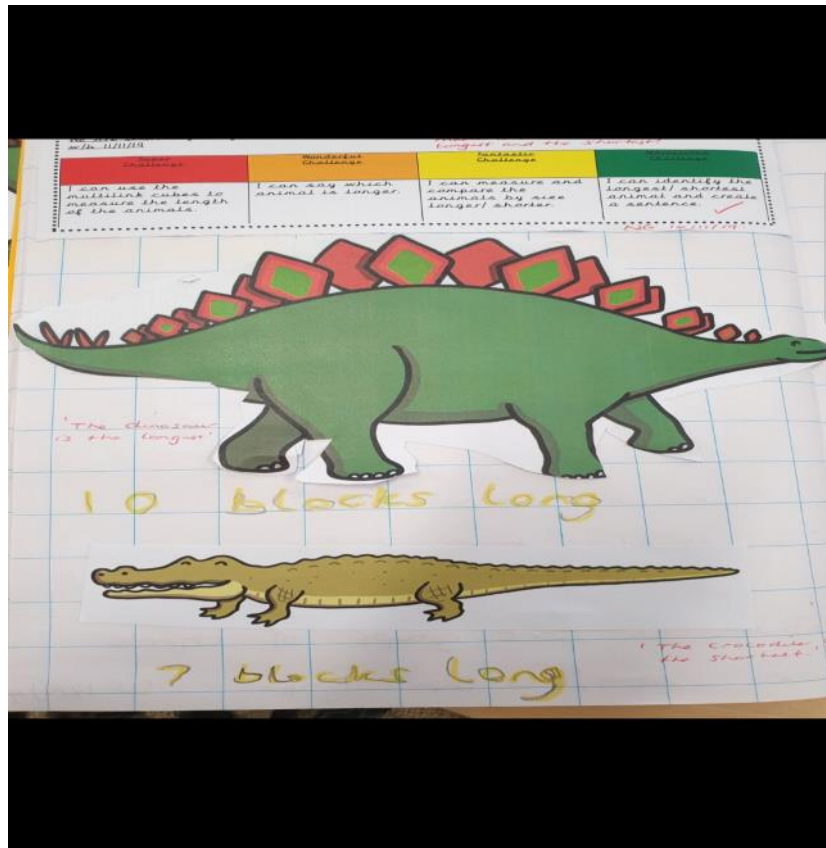


This is a picture taken from a child's maths work. We were using a digital pictogram to find out which was the favourite fruit in the class. We did a whole class example on the board and then the children worked on the iPads in small groups to make their own. Once the children had seen a demonstration on the board, they found it quite simple to make their own following my instructions. Some of the children were very confident when making theirs that they worked with some children who needed some more support, acting as the MKO.

Illustrative example 2 - Literacy

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Student-teacher	Nicola Greaves	Class:	Derbyn Coch
AoLE or Subject	Maths	Date:	
Lesson Focus:	Longer than/ shorter than		
Meaningful links to Curriculum	Use direct comparisons with length eg. Longer than/ shorter than Select appropriate equipment and resources		
Meaningful links to: Cross Curricular Responsibilities	Literacy - use words, phrases and simple sentences DC – Interactive game		



In this maths lesson the reception children were measuring which animal was the longest and which was the shortest. This has cross-curricular links to literacy as the children needed to use words, phrases and simple sentences to say how many blocks long the animal was, and say which was the longest and which was the shortest. As the children hadn't been in school for long, not all of them can write independently so they would write over yellow pen or give their answer verbally and I would annotate for them. I feel that literacy is present in most lessons and is something that I will continue to implement in all planning.

Didau (2014) states that being literate is essential to all subjects and that literacy is present in all lessons whether it is intended or not.

Illustrative example 3 - Numeracy

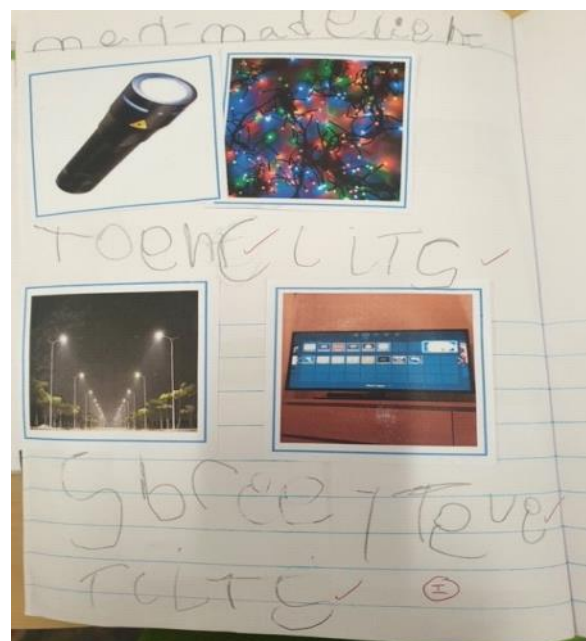
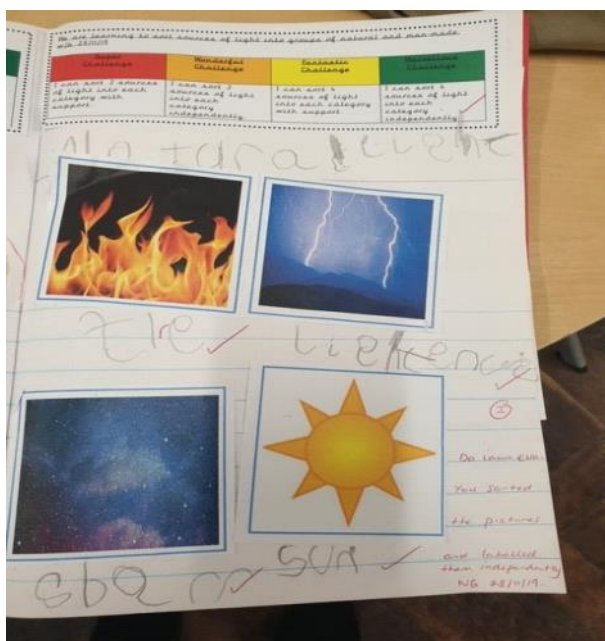
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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Nicola Greaves	Class:	Derbyn Coch
AoLE or Subject	KUW	Date:	28.11.19
Lesson Focus:	Sources of light		
Meaningful links to Curriculum	Understanding that light comes from a variety of sources, such as the Sun. Develop an awareness of, and be able to distinguish between, made and natural materials.		
Meaningful links to: Cross Curricular Responsibilities	Numeracy - sort and classify objects using at least one criterion Literacy - use words and phrases and simple sentences		

This lesson was a science lesson in reception. The topic for the term was light, therefore the lesson focus was on sources of light. The cross-curricular responsibilities for this lesson were literacy and numeracy. For this task the children were sorting objects using two criteria, a skill taken from the LNF framework. I chose a sorting task as this is a skill that the children will need to develop as they progress through the school.



The children were given a different amount of pictures depending on their level of challenge. The two criteria were natural sources of light and man-made sources of light. The children then had to sort their pictures into the correct group. This has a cross-curricular link to numeracy. However, as part of this task, the children also had to words to label the pictures which has a cross-curricular link to literacy. Although the children were able to identify different sources of light, I feel that it is important for them to be able to recognise that there are natural sources and man-made sources. I explained this in a way that the children would be able to understand by saying that natural is something that we have no control over, and man-made is something made by humans. In my opinion, this lesson was successful and all children were able to access the task to the appropriate level of challenge.



Numeracy was also used as a cross-curricular responsibility within this literacy lesson. The children were sequencing pictures from a story that they had read a number of times. The pictures showed key events in the story. I found that playing some sequencing games on the interactive whiteboard was beneficial in helping the children to familiarise themselves with what the term 'sequencing' means.

Illustrative example 1 - Self-Assessment

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Good teaching and learning means employing assessment for learning principles.

Impact Wales (2018) state that we use AfL to accelerate progress in learning.

Emoji Self-Assessment

Choose the emoji(s) that describe how you feel:

☺ ☻ ☹ ☹ ☹ ☹ ☹ ☹

☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

This is because...

'It was too hard for me'

The Welsh Government (2010) suggest that self-assessment will only be successful if the teacher supports the children to develop the skill, in particular the lower attainers. I feel that self-assessment is quite challenging for reception aged children so this is something that can be developed as they move through the school. This emoji self-assessment was the most suitable way that I found for the children to use and when they had chosen their emoji, I asked them to explain why.

Emoji Self-Assessment

Choose the emoji(s) that describe how you feel:

☺ ☻ ☹ ☹ ☹ ☹ ☹ ☹

☐ ☒ ☐ ☐ ☐ ☐ ☐ ☐

This is because...

'It was so easy'

In this lesson with a reception class, the children were learning to sequence pictures from a story. This was a completely new skill for them so I used the self-assessment sheets seen in the pictures, in order to get an idea of how the children thought they managed with the task. Although the task was differentiated, some of the children still found that the task was too difficult for them. This AfL technique enabled me to identify which pupils may need more support when completing similar tasks.

10 mins	Tell the children what they're going to be doing today.		Book - Who's afraid of the dark?
Opening phase (with links to prior learning)	Ask the children what they remember from the story 'who's afraid of the dark' that was read to them last week.	Children to recall what they remember from hearing the story last week.	
	Read the story to the children again and ask them to pay very close attention as we will be putting pictures of the story in the right order.	Children to carefully listen to the story to remember key points.	
		Children to discuss the key events of the story with their learning partner and show thumbs up or thumbs down if they feel confident enough to retell the story to the class.	

During the introduction of the sequencing lesson, I asked the children to discuss the key events of the story with their learning partner. I wanted some children to retell the story in their own words to the rest of the class so asked them to show me thumbs up or thumbs down to see which children felt confident in talking in front of their peers. This was also a good technique for self-assessment in reception as they are not at the level to self mark their work yet, a practical way of using self-assessment is more suited to them.

Illustrative example 2 - Success Criteria

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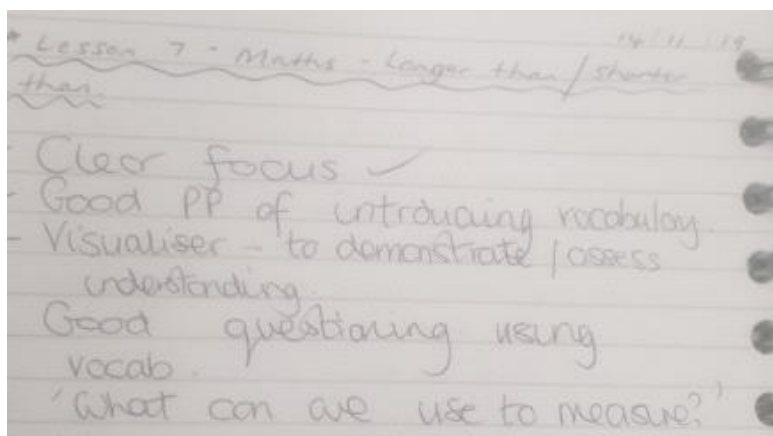
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Children can identify different sources of light.	Children are able to name different things that give us light.
Children can show an understanding of natural and man-made.	Children are able to say that there are two sources of light: natural and man-made.
Children can sort the pictures of light sources into the correct groups and label them.	Children are able to sort the pictures into the correct groups and label them.

The success criteria is kept quite simple as the children are in reception. The success criteria corresponds with the different levels of challenge that the children have in their books for each task. The children are able to choose which level of challenge they meet depending on what task they choose to do. This is also the differentiation. The success criteria is shared with the children along with the learning objective at the start of the lesson. The levels of challenge are then also read out to the children before starting their task.

<i>We are learning to sort sources of light into groups of natural and man-made.</i> <i>w/b 25/11/19</i>			
Super Challenge	Wonderful Challenge	Fantastic Challenge	Marvellous Challenge
I can sort 2 sources of light into each category with support.	I can sort 2 sources of light into each category independently.	I can sort 4 sources of light into each category with support.	I can sort 4 sources of light into each category independently.

Illustrative example 3 - Questioning

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Whilst teaching in a reception class, I found that questioning was a really successful way of assessing the children's progress as well as finding out what they already knew. This maths lesson was focusing on measuring longer than and shorter than. During my introduction I asked the children what equipment we might use to measure, how do we know which is the longest and which is the shortest and other questions using key words related to measuring. This allowed me to see what knowledge the children already had about measuring and during the plenary at the end, the children were able to tell me what they had learnt, again through the use of questioning. This photo shows feedback from the class mentor.



I used lollipop sticks when using the questioning technique during my lessons. I used the sticks so that all the children had a fair chance of answering and so that I wasn't focusing on the more confident children all the time as they would be the ones to put their hands up to answer most of the questions. I felt it was important to give the children some thinking time before they answered the question. At first, some of the less confident children were reluctant to answer, started to contribute after being given a wait time. If the children who's name was picked out really didn't want to answer then that was respected.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
10 mins Opening phase (with links to prior learning)	Show the children a dice. ‘Who knows what this is?’ ‘Can you tell me what it’s used for?’ Explain that the dots on the dice go up to six and equate to a number. Ask children to count to six. Play numberblocks DVD – series 2, episode 1 ‘six’. ‘Who can roll the dice and tell me which number they have landed on?’ ‘How do we know?’	Watch number blocks series 2 episode 1 – ‘six’ Play dice game on the interactive whiteboard, recognise the number and explain how they know eg. Count the dots.	Large dice Numberblocks DVD Interactive whiteboard Interactive dice game

This lesson plan shows an example of questions used when teaching a maths lesson focusing on recognising the patterns on a dice as numbers. The first two questions allowed to assess what the children already knew about dice and the questions after watching the Numberblocks episode allowed me to assess what they had learnt after the introduction input. I intend to use questions that will provide more in depth answers that can be built on when going into PTE1 part two.

Illustrative example 1

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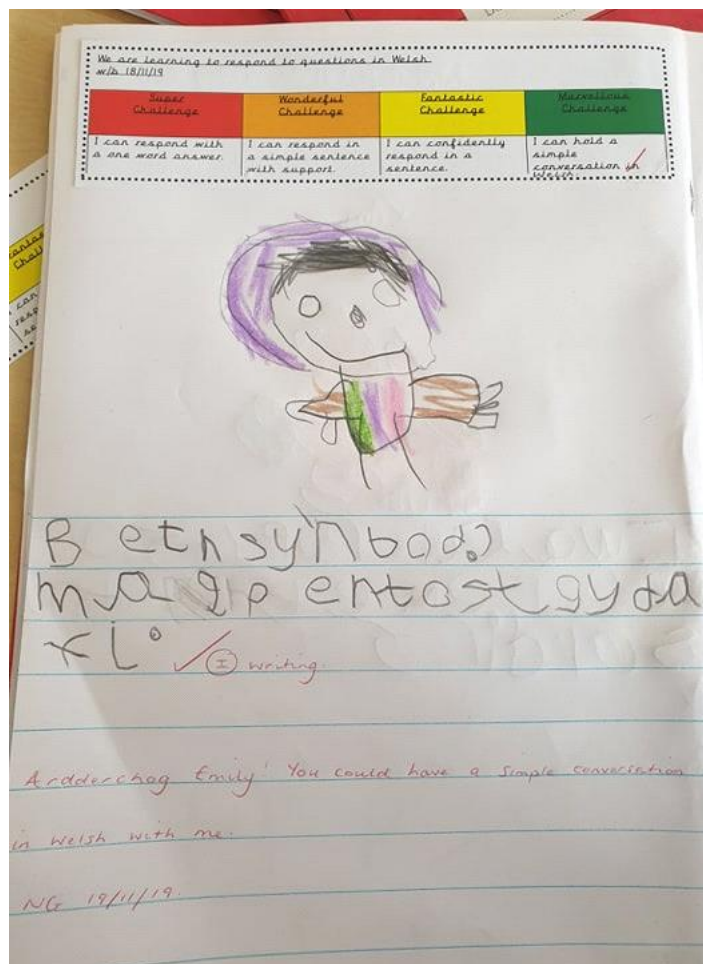
10:10 AM

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.



The children are in reception and work in mixed ability groups. In this lesson the children were learning how to answer questions in Welsh by creating a short and simple conversation in a role play activity where they were playing the roles of a doctor and a patient. They were learning the names for body parts and how to answer the question 'beth sy'n bod?'

I spent some of my non-teaching time taking the children in small groups to play Simon says in order to teach them some of the body parts in Welsh. Once the children had some input and learnt the question, how to answer it and different words for body parts in Welsh, they were then creating a short conversation with their partners ready to be recorded by their peers on the iPad.

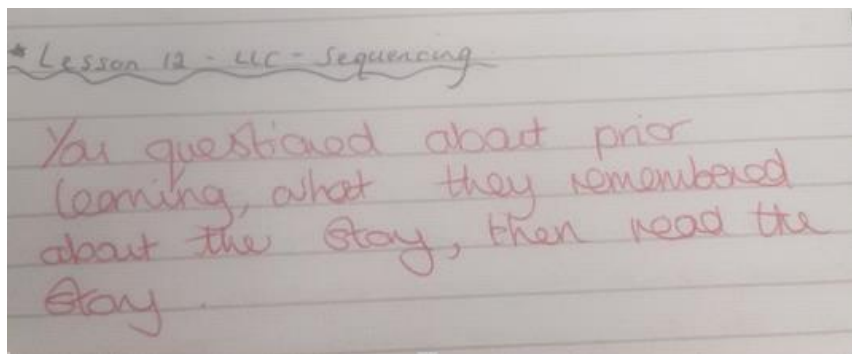


As 'beth sy'n bod?' was a brand new topic for the reception class, we decided to revisit it the week after and complete a piece of work in their books. At the start of the lesson we recapped the different body parts and how to ask and answer the question. At the start of the task, I asked the children 'beth sy'n bod?' This allowed me to assess how much the children had learnt from the previous lesson. I was also able to differentiate the task for different pupils depending on how they found the task the week before. Some of the children were able to complete the task independently and some needed a bit more support. All of the children were able to answer to some extent, even if it was just the word for the body part. After the lesson, I was able to identify which children may need some more input on this topic which could be done during free time. We did this by playing a circle time game. We passed a teddy and a bandage around the circle whilst singing a song, and every time the music stopped the child would ask the question 'beth sy'n bod?' and I would answer. The children then put the bandage on the correct body part.

Illustrative example 2

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This picture shows a comment made in the feedback by my class mentor.

Prior to this sequencing lesson, the children had read the story 'Who's afraid of the dark?' As part of this follow on lesson, the children were going to re-read the story before sequencing some pictures. The task was differentiated by the amounts of pictures that the children were sequencing.



Before starting the sequencing task, I questioned the children about what they had remembered from when they read the story in the previous lesson. Most of the children were able to remember the key events in the story.

In the days leading up to the lesson, we used some of registration time to play sequencing games on the interactive whiteboard so that the children could become familiar with this skill.

★ Lesson 15 - KWW 28.11.18

You questioned the to get prior knowledge of their understanding of light

You used a great interactive game from Hwb to introduce different sources of the light

Good use of Hwb to choose pupils.

You 'made a mistake' to check pupils understanding

You were encouraging to a 'less confident' pupil.

'Today we are ...'
you explained the activity and gave a demonstration.

This is another comment in my learning journal from my class mentor. This shows feedback about questioning to find out the children's prior knowledge and also making a 'mistake' as another way to check prior knowledge and how much understanding they already have before starting the lesson.

Illustrative example 3

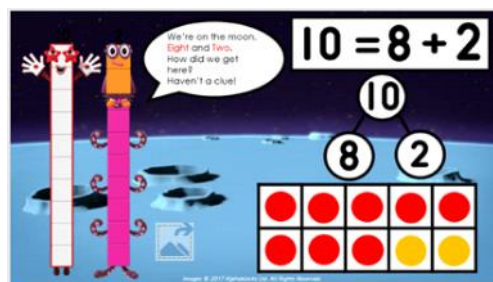
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This picture shows a maths lesson planned for reception, focusing on ten. The children were learning the different ways in which we can group numbers to make ten. We learnt that ten can be made up of one group of 10 or ten groups of 1. This was the starting point before introducing number bonds to ten later in the week.



This was the follow on lesson from the evidence above. The children used natural autumnal resources such as conkers, pinecones, sticks and leaves. They used the objects to create number bonds to 10. The children were very engaged in this lesson as it was practical therefore it provided active learning. This lesson was planned to introduce further learning about ten. The children were able to successfully group two numbers together to make 10.



This is a screenshot of the numberblocks PowerPoint used to support my teaching. I use it to engage the children during the introduction to my lessons. The children watch the relevant episode before engaging with the PowerPoint. It really helps the children to understand the different strategies that can be used in maths. The use of the PowerPoint supports the children as they can have a go at answering the questions interactively before going into their focus task. It also allows them to learn visually.

Critical Reflection

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My first Professional Teaching Experience being conducted in a large two-form entry primary school located within an affluent suburb of Cardiff. For the first part of my PTE I was placed in a reception class with 30 children. The school is following the current curriculum but are starting to introduce the new AoLEs and progression steps. I have also witnessed some implementation of Donaldson's Pedagogical Principles (2015). The focus of this writing is to critically reflect on my implementation of three of Donaldson's (2015) Pedagogical Principles and to identify ways in which they can be further developed. This will be supported by a portfolio of evidence and relevant literature.

Good teaching and learning means employing assessment for learning principles.

It is believed that assessment for learning is fundamental to providing children with the skills needed to improve academic standards. Estyn (2016 cited by The Welsh Government, 2017) believe that teachers can help to raise standards and effectively plan for the next steps in pupils' learning through purposeful assessment. Similarly, Cambridge International Education Learning and Teaching Team (no date) describe assessment for learning as an approach to teaching and learning that provides feedback which is further used to enhance students' academic performance. Black and Wiliam (1998) published a report which found that where assessment for learning was effectively implemented, it raised the standards for all learners, but in particular the lower achievers. Spendlove (2009) suggests that putting assessment for learning into practice ensures that learning is maximised, engaging, and challenging for all students.

When starting to plan lessons for Professional Teaching Experience one (PTE 1), I felt I was already equipped with a number of different strategies for assessment for learning as this had been one of the main focuses during the first few weeks in university. Although I was previously unaware of the term 'assessment for learning', I had used some of the feedback strategies such as two stars and a wish whilst working as a teaching assistant. Black and Wiliam (1998) identified four key factors that they recommend teachers to focus on in order successfully implement assessment for learning within the classroom. The first recommendation is sharing criteria with the children. Success criteria create a rubric that can be used for assessment, it provides the students with a clear understanding of what needs to be included in their work for it to be successful (Donohue, 2009).

My placement school has an ethos of 'aiming for excellence' and they use four different levels of challenge in relation to the success criteria for each task set. An example of this can be seen in the success criteria section of the portfolio. Hattie and Clarke (2019) describe AfL as allowing understanding and knowledge to become 'visible' which helps learners to see what excellence looks like and how they can develop their work to reach the level of excellence. The Welsh Government (2010) suggests that many teachers are aware of Bloom's taxonomy and likely to aid progression in quality of questioning, success criteria and learning objectives. The school have adopted the use of Bloom's taxonomy when selecting the vocabulary used for each level of challenge. Educators may use Bloom's taxonomy to guide the development of thinking, learning, and understanding (Education Reform, 2014). As I was teaching reception, it was important to remember to keep the vocabulary simple so that the children could understand what they needed to do to reach their level of challenge. This relates to another of Donaldson's (2015) Pedagogical Principles 'Good teaching and learning challenges all learners...'

A further recommendation from Black and Wiliam (1998) is to focus on the quality of questions, suggesting that learners should be asked open questions and explain their ideas to each other, reinforcing their learning and understanding. This is also a way of allowing the teacher to assess the pupils' understanding. My learning journal shows comments from my class mentor praising the use of meaningful questions in my lessons. In further feedback given by my class mentor, there is a comment that reflects on my use of subject specific vocabulary when questioning. This can be seen in the questioning section of my evidence. When planning for PTE one, I did focus the importance of asking questions throughout the lesson to help myself and the learners to identify what they already know and what they may need to do to progress. The questions were kept fairly simple as the children were new to school. However, as I move into Key Stage two for my next PTE, I will be able to ask

questions on a broader scale to receive higher quality talk from the pupils.

At the beginning of my PTE I was aware that I may not have given the children enough time to think before giving their answers, however this is something that I improved on as I gained more experience. Payne and Scott (2017) imply that when asking a question, children need a wait time to check their understanding of it before forming a response. However, Hastings (2003) found that statistically, a typical teacher allows just one second before expecting a response to a question. Rowe (1974 cited in Payne and Scott, 2017) suggests that a way of increasing wait time and ensuring that the whole class is engaged is to ask the children to write their answers down so that the teacher can get immediate feedback about who does and doesn't understand, and what the next steps might be. This is something that I will focus on during the second part of PTE 1 where I will be placed in Key Stage 2 with children who will be able to write their answers down on whiteboards.

A third recommendation by Black and Wiliam (1998) is to implement the use of peer and self-assessment. I failed to implement any peer-assessment in my reception class as I felt they were too young to do it successfully. However, I will be in year three for the next part of my PTE one and intend to use it on a regular basis. Andrade and Valtcheva (2009) explain that self-assessment is fundamental to allow the children to reflect on the quality of their work to inform revision and improvement. At the beginning of PTE one, I found it quite challenging to find ways of implementing self-assessment with the children as they were only four and five years old. I feel that self-assessment is an essential skill that children need to develop throughout their education with guidance from their teachers. This is in agreement with The Welsh Government (2010) suggest that self-assessment will only be successful if the teacher supports the children to develop the skill. The emoji self-assessment sheet shown in the illustrative examples was the most suitable resource that I found for the children to access self-assessment. When the children had completed the task, they chose an emoji which best reflected how they were feeling about their work and gave a reason why. This helped me to give the children some valuable verbal feedback and set some targets to work on to improve their work next time. I had looked through some of the children's books during my observation week where I saw no evidence of peer or self-assessment. I feel that although I used simple strategies to implement some self-assessment, it is something that I need to focus on developing throughout my placement.

The key purposes of self-assessment are to increase levels of learning and achievement and the tendency to monitor and manage our own learning (Pintrich, 2000; Zimmerman and Schunk, 2004 cited in Andrade, 2009). Metacognition is a term used to support the idea of self-assessment. Metacognition suggests that all learners must be able to reflect on their own learning, identify the ways in which they learn best and to build on any new knowledge by making connections with any understanding they have previously acquired (Cambridge International Education Learning and Teaching Team, no date). This can also be related to Donaldson's (2015) Pedagogical Principle regarding building on previous knowledge.

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

Webb (2003) suggests that cross-curricular practice is fundamental to providing rich opportunities for children to develop their knowledge, skills and concepts required throughout their lives. The Welsh Government (2015) report that although many schools have already made steady progress in implementing cross-curricular responsibilities since the National Literacy and Numeracy Framework was introduced in 2013. However, there needs to be more of a focus on embedding cross-curricular responsibilities in a meaningful way, along with developing the use of digital competence (Welsh Government, 2015).

During my placement, I found that I was struggling to include cross-curricular subjects into all of my lessons so sought some advice from my mentor who explained that there isn't always an opportunity to include literacy, numeracy and digital competence in every lesson. Upon further research, I identified that the Welsh Government (2016) stated that all teachers must see themselves as teachers of literacy and numeracy, however, there is no specific requirement for there to be skills from the LNF in every subject if not appropriate. This is further supported by Estyn (2015) who explain that there is no expectation for teachers to create opportunities for children to use skills in literacy, numeracy, digital competence, and Welsh in every lesson.

Whilst writing my lesson plans, I identified that there was a lot more opportunity to include literacy or numeracy in other lessons, whereas due to the specific strands, digital competence was more challenging to implement. The strand of DCF that was focused on the most in reception was the interacting and collaborating strand. The main task of a Welsh lesson I taught was for the children to create a role play conversation in Welsh. They worked in partners and then collaborated with another pair and took it in turns to record each other's conversations on the iPads. Digital competence focuses on the development of digital skills which can be applied to all aspects of life, especially in encouraging the children of Wales to become 'ambitious, enterprising, informed, capable and confident learners' (Association for Learning Technology, 2016). The children are continuously encouraged to use the See-Saw app to collect pictures of their work to evidence their learning and upload it to the digital platform so that their parents or guardians can see it at home. The children are also given the opportunity to complete some of their work on See-Saw, such as drawing a picture and labelling it using the text boxes. Another of my planned lessons included digital competence as a cross-curricular responsibility within a maths lesson. The class were using iPads to create a whole class pictogram of their favourite fruits. The skills needed to create charts and graphs on the iPads could be further practiced by having the apps readily available for the children to use within the enhanced provision.

For the main task of a science lesson focusing on sources of light, I planned for the children to sort pictures into natural sources of light and man-made sources of light. This had a cross-curricular link to numeracy as the children were sorting objects using two criteria. Whilst planning my maths lessons, I realised that there is regularly cross-curricular links to literacy as the children often needed to use phrases or short sentences to explain their answers. An example of this is shown in the portfolio. In the maths lesson evidenced, the reception children were measuring which animal was the longest and which was the shortest. This has cross-curricular links to literacy as the children needed to use words, phrases, and simple sentences to say how many blocks long the animal was, and to identify which was the longest and which was the shortest. Didau (2014) states that being literate is essential to all subjects and that literacy is present in all lessons whether it is intended or not.

Although there were some opportunities to include cross-curricular activities within my lessons; especially literacy and numeracy, I feel that I need to focus on implementing more digital competence which may be easier when teaching year 3 during my next PTE, as they will be more skilled and confident in using technology. I found that I was able to successfully implement Welsh into all of my lessons as I am a Welsh speaker as is the class teacher, so the children were very confident in using incidental Welsh throughout the day.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Whitebread and Coltman (2015) have found that children try to make meaning of a new learning experience by relating it to what they already know. Although children are continuously gaining new knowledge, to really succeed there is a need for it to be underpinned by what they have previously learnt. Petty (2009) suggests that new knowledge is essential, however, it becomes richer when connected with prior knowledge. Alber (2011) has found that a child's learning primarily progresses from prior knowledge which is then further developed from the materials presented to them. Constructivists also suggest that new knowledge is constructed from what is already known. I believe that this is something that I developed well throughout my placement, this is reflected in my learning journal in feedback given by my class mentor.

A maths lesson that I taught which built on previous knowledge started with a lesson at the beginning of the week learning all about ten. During this lesson, the children were introduced to the ways in which ten can be grouped together, such as one group of ten and ten groups of one. The children used different objects to group together to show this practically and then recorded it in their books using the squares to help them. Towards the end of the week, I taught another lesson on ten, but the focus this time was on number bonds. The children completed a practical lesson for this and used autumn materials to group together to make ten. I feel that it was easier for me to plan a task that built on the children's previous knowledge and engage interest as I planned and taught both lessons myself. Hattie (2012) emphasises the importance of a teacher having a deep understanding of what the children

already know during the planning process in order to ensure an increase in progress and levels of achievement. After reflecting on these lessons, I feel that it would be beneficial for the children to focus on topics such as number bonds during their 10-minute maths sessions in the morning. They currently use the time to count to thirty and recite days of the week and months of the year, however they know these very well so I believe that using some of this time to focus on maths and numeracy skills will improve their knowledge and allow them to build on it further.

According to Payne and Scott (2017), in teaching we very rarely introduce a completely new concept, as the primary curriculum is cumulative, children should have some previous knowledge from other lessons. In contrast to this, towards the end of PTE part one, I taught a Welsh lesson to my reception class. They were learning to respond to questions in Welsh, which was completely new to the majority of the class. As part of my non-teaching time, I took the children in small groups to focus on learning the names for some body parts in Welsh by playing 'Simon says'. By doing this, I felt that the children would have more to contribute in the lesson later in the week. I believe that this was a successful way of implementing this Pedagogical Principle. Later in the week, the children were going to create a short role play conversation with their partners and record it on the iPads. I used the introduction to assess how much they had remembered from the previous session. Although the children still needed a bit of prompting, they had remembered the majority of the words. This allowed more time for them to create their conversations. To further develop their knowledge in this subject, we had another lesson on 'Beth sy'n bod?' the following week, where the children recorded a sentence in their books after having a simple conversation with me. The question was also the focus of 'helpwr heddiw' for the week. I believe that having a series of lessons on this topic, the children's knowledge of this could have been further developed by having an extension task and some similar activities available within the enhanced provision.

As previously discussed, Payne and Scott (2017) believe that we don't often introduce topics that are completely new to the children in primary school. During my final week of teaching in PTE part one, I taught a literacy lesson in which the children were learning to sequence a story. The children had never done sequencing before, so we spent some of the registration time in the morning to play sequencing games on the interactive whiteboard. This helped the children to understand the concept of sequencing before completing the task later in the week. We also read the story a few times so that the children could identify the key events. I believe that creating some simple sequencing games for the children to use within the enhanced provision would be beneficial for them to enhance this skill.

At the beginning of my placement, I wasn't aware of what the children already knew which is why I used my non-teaching time to work with small groups to get an idea. As the placement developed, I found it easier to gauge how much the children knew about a topic and what I needed to provide to build on it. I understand that creating resources that build on previous knowledge and experience and engage interest is an important principle which I need to develop further as I move into my next PTE. I intend to closely observe the class mentor of my new class to adopt some successful strategies.

In conclusion, although I have evidenced my use of the three discussed Pedagogical Principles in the duration of my placement, after reflecting on my implementation of these principles, I have identified different ways in which I can develop different strategies to improve going forward.

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