

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

Monday, December 9, 2019 10:03 AM

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Pathway: Primary PGCE

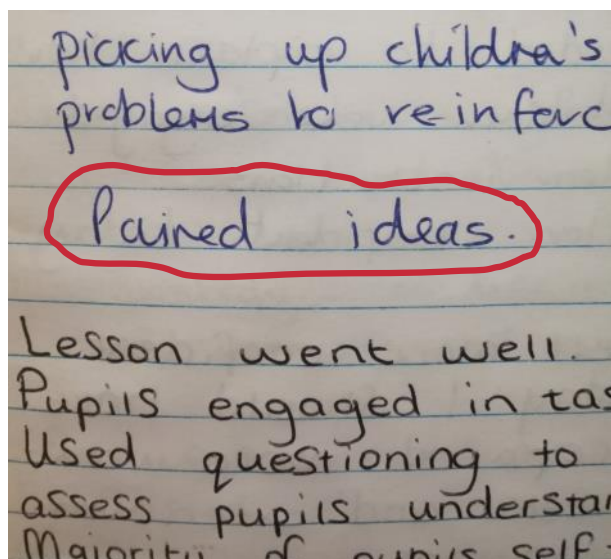
Targets from previous assignment:

	Target	What I have done in this assignment
Target 1	Referencing	I have followed the University Harvard referencing guide and made adjustments based on my feedback from the previous assignment.
Target 2	Developing my writing style	I have written in a more clear and concise way in line with my feedback.

Example 1

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Time 1 hour	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning) 10 minutes	Ask the question what do we know about line graphs so far? What can they tell me about a line graph? If they are unsure ask questions to prompt them. - What are the axis called? Horizontal and vertical - Why do we use graphs? Easy way to view data - When is it best to use a line graph? To look at data over time Ask pupils 3 questions about the Mo farah graph they have in their book. - How long did it take Mo to run 500 metres (1 minute 10 seconds) - How far had Mo run at 2 minutes 20 seconds (1000 metres) - How long did it take him to run between 500	<u>Think pair share</u> What do we know about line graphs? Children can think, discuss with their partners, then feedback to teacher and class. Children listen to teacher explanation of questions.	Line graph power point.



The AFL strategy think, pair, share was used in the opening phase of a year 5 maths lesson on statistics. This was used to engage prior knowledge and see if the pupils could recall information from the previous lesson. I chose to use this strategy because I had previously observed the class teacher implement it successfully. I have used it successfully before and find that it is a good strategy to get pupils involved and engaged at the start of the lesson. It also develops collaboration which is one of my placement schools core values. One of the drawbacks of think, pair, share is that not all pupils will discuss the question asked. I feel this strategy works well because learners feel more confident to give an answer if it has been discussed with a partner. One of my strengths when using this approach is to pick a wide range of pupils to give feedback. A weakness is wanting to let everyone answer the question and not bringing it back in quick enough.

Example 2

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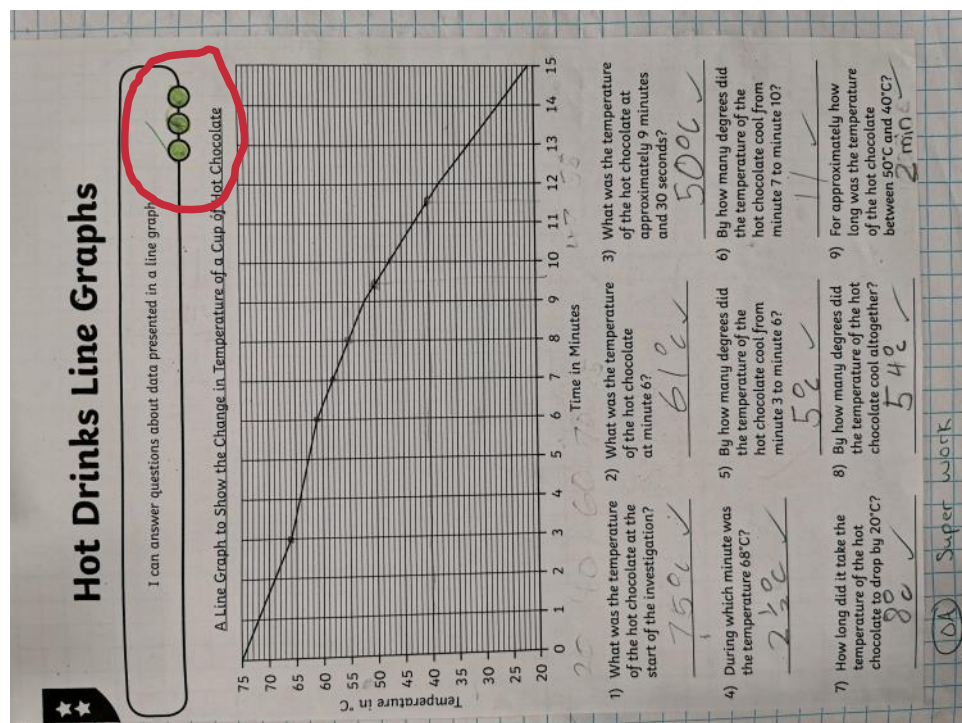
(15 minutes)	sloth, jaguar, monkey, tarantula.		
Teaching & Core Learning (35 minutes)	Show pupils examples of poems on the board and hand out the 2 example poems. Read them out and ask pupils to pick out the alliteration. Explain that we are going to be creating our own alliterative rainforest poems using the animals from the work sheet yesterday to help us. Pupils either pick a rhyming poem or an acrostic.	• Pupils use their alliteration skills and knowledge to create a poem about the rainforest or a rainforest animal.	• White board • Clean paper • Language books • Pens • pencils

This was during a year 5 English lesson on alliteration. The pupils had already done a lesson the day before where they learnt about when and why to use alliteration and created their own alliterative sentences. In order to give the pupils an idea of what needed to be achieved I showed them some example poems on the board and gave two alliteration poems for them to read. I gave the pupils models to look at so they had an idea of what they needed to create to be successful in the task. It is vital that all learners in a group understand what they are trying to achieve in a given task and why they are doing it (Learning and Skills Development Agency, 2005). I felt like providing them with examples of what a good one looks like (WAGOLL) was a useful way of sharing the objective and what they needed to work towards. Although I shared the WALT (we are learning to) with the learners I could have also provided them with specific success criteria. Some learners started their poems using alliteration but stopped using it, I feel If they had success criteria to refer to it would have improved their work. Success criteria are also proven to be more effective when you develop them with the participants.

Example 3

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4:48 PM



For a year 5 maths lesson on statistics I used the AFL strategy of traffic lighting. I asked pupils to traffic light their work sheets: they coloured them red if they found it really difficult and needed more support, amber if they found it ok but would like more support, green if they found the work easy. This strategy was recommended to me by the class tutor as a quick and easy self-assessment tool for the pupils. It allowed me to easily check which pupils understood the topic and which pupils needed extra support. Although, when I first used this strategy I did not use it effectively and follow it up with meaningful feedback to bring the learning forward. I found that this strategy works well for the higher ability pupils and most of the middle ability pupils but some of the lower ability pupils were self-assessing themselves as green when in the lesson they had found it difficult, had to receive a lot of support from me and got most of the answers wrong. In future to improve this strategy I could possibly give them a success criteria grid to self-assess themselves against.

Example 1

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Time 2 hours	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning) 30 minutes	Begin by finding what pupils can tell us about deforestation. Go through the PPT on deforestation. Pupils to take notes on the important information presented. Explain that they don't need to write everything down, just the key information and important points. <u>Destroying habitats</u> https://www.youtube.com/watch?v=ihPfb30YT_c Ask them how the video made them feel?	Pupils read and listen to the PPT making notes on the important information. • Rainforest facts • Why is the rainforest so important • What is deforestation • Why are the rainforests cut down • What are the effects of deforestation	PPT presentation on rainforest deforestation. Paper, pens.

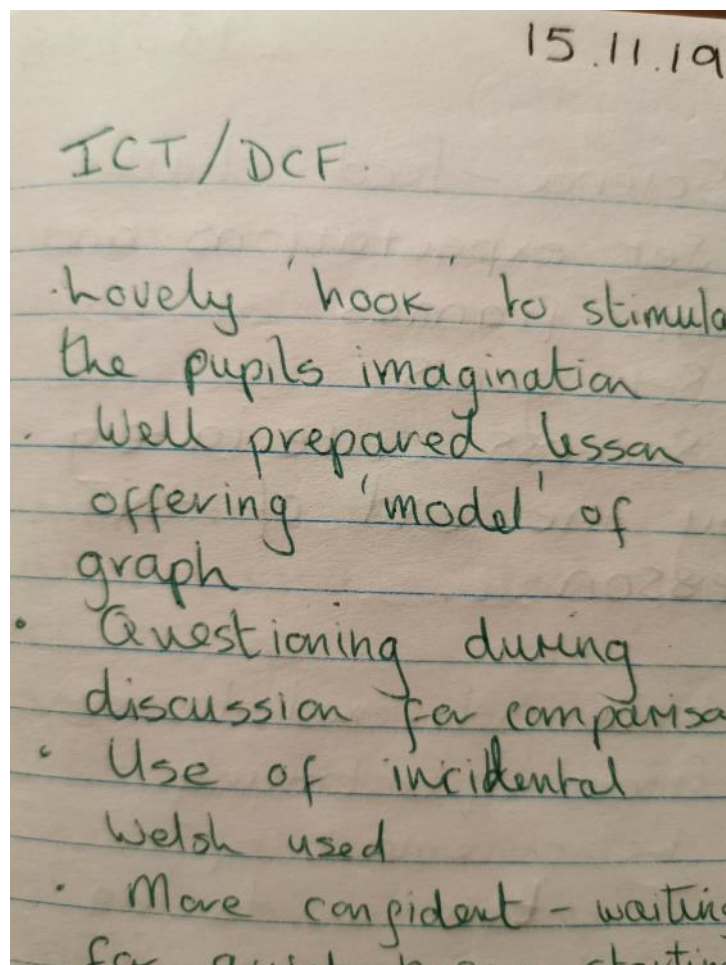


The topic for the year 5 class I was teaching in was the rainforest. I was teaching a literacy focused lesson where pupils used note taking skills to write down key information from a power point presentation about deforestation. They then had to organise the information they recorded into facts about the rainforest and facts about deforestation. It was leading into another lesson about the arguments for and against rainforest deforestation. As a hook I used a video of an orangutan having its habitat destroyed. The video created a real life authentic context to go with the information they had recorded. It had an emotive effect on the pupils but it really brought relevance and meaning to what the lesson was about. It started some good discussions which was what I had aimed to do.

Example 2

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Opening phase (with links to prior learning) 20 minutes	Video of rainfall in the rainforest. https://www.youtube.com/watch?v=8myYyMg1fFE https://www.youtube.com/watch?v=ObYRYF3d38Y While the average annual rainfall is almost 120 inches, some areas can get nearly 400 inches of rain a year. Give them an example of what a bar chart looks like from the table you made using J2 data. Rainfall in Wales. WAGOLL. Speak about bar charts. Explain how a vertical axis with numbers on it, and a horizontal axis showing values. In this case the vertical axis has rainfall in mm, the horizontal axis has the months of the year. Question children about the data from the bar chart to check understanding. What month had the highest rainfall? What month had the lowest rainfall? What was the rainfall in January?	Pupils will watch video. Pupils answer questions on the data presented in the bar graph	Computer with youtube video loaded
	Split the class in half: 13 have chrome books, the	Chrome books: pupils follow	Bar chart work sheets.

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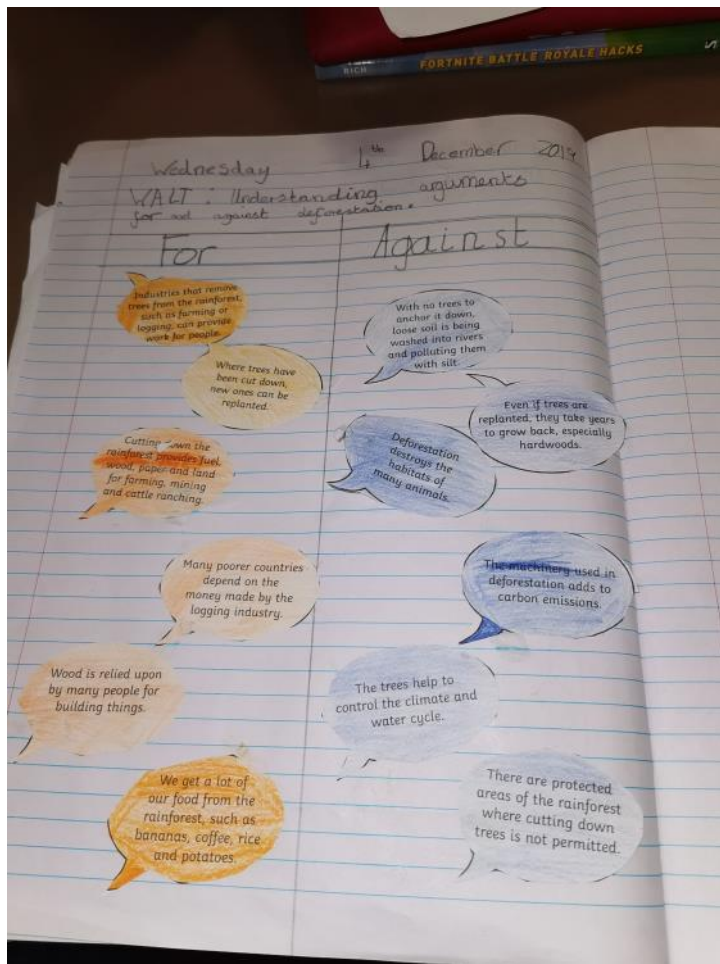
This example comes from a year 5 DCF lesson with a numeracy/statistics focus. We were creating our own graphs using just2easy on the hwb app. Pupils were given rainforest rainfall statistics from the Amazon and had to follow instructions to turn them into a graph. In order to create an authentic context I made my own graph and statistics using rainforest data for Wales. When the pupils had finished we compared the graphs, looking at where

had the most rainfall, the difference between the months, when was the lowest rainfall recorded ect. I also showed the pupils a time lapse video of rain falling in the amazon as a hook at the beginning to stimulate interest with the pupils. I feel by using the video at the beginning, a graph I made myself and using data from Wales it made the lesson authentic and relevant which made the pupils more engaged.

Example 3

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Part of creating authentic learning contexts is finding out what the pupils want to learn about (e-teaching, 2016). In order to achieve this we put up a KWL (know, want, learned) grid in the year 5 class. The pupils said they wanted to learn about rainforest deforestation so I did a sequence of lessons on this. In the lessons I presented a power point which highlighted key information on deforestation, we then discussed the positives and negatives. In this example pupils were given a work sheet with different opinions on it and they had to decide whether they thought they were arguments for or against deforestation. This opened up serious discussions between the pupils and in the plenary pupils had to say whether they were for or against and why. I feel this was an effective example of authentic learning contexts because the pupils showed an interest in it to begin with and the pupils were active and engaged in the lessons.

Example 1

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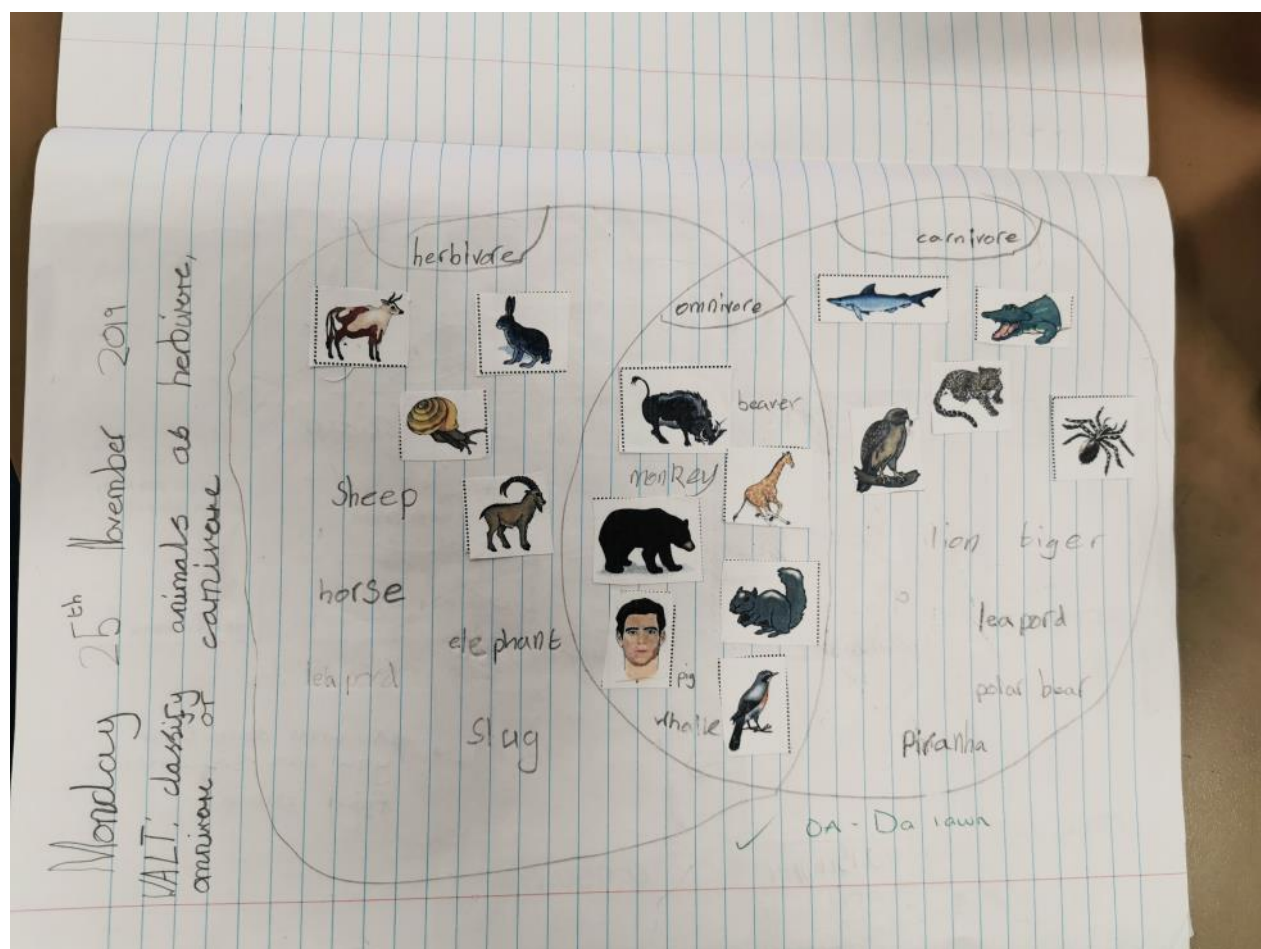
Lesson Focus:	Statistics – bar chart
Meaningful links to Curriculum	Using data skills. Collect and record data Present and analyse data Interpret results
Meaningful links to: Cross Curricular Responsibilities	Numeracy – represent data using a bar chart Oracy – pupils can answer questions and discuss features/data from a bar graph Reading – reading instructions DCF – using the chrome books pupils will use the just2easy app from their hwb accounts to produce a bar graph

This lesson was an ICT/DCF lesson with a focus on statistics. This was chosen because we had been doing data handling during numeracy lessons. I had observed that there was an app available to use on hwb which would allow the students to digitally create their own graphs. The children could put data into a table and choose what type of graph to display the data as. This then allowed us to look at which graphs presented data in better, more easily viewable ways. I also asked questions about differences between the types of graphs for example, bar charts, pie charts and line graphs. This was a good way of seeing how the same data can be presented differently. I feel this lesson worked well and the pupils enjoyed it.

Example 2

Wednesday, January 1, 2020

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Luke Stacey	Class:	Year 5
AoLE or Subject	Science	Date:	25.11.19
Lesson Focus:	Classification – herbivore, omnivore, carnivore		
Meaningful links to Curriculum	Pupils should use and develop their skills, knowledge and understanding by investigating how animals and plants are independent yet rely on each other for survival.		
Meaningful links to: Cross Curricular Responsibilities	Numeracy – Using a Venn diagram Oracy – Discussing in pairs/answering questions Reading – Reading from power point.		
Personal Targets (Linked to QTS and identified in weekly review)			
Pupils leading the learning – more opportunities for reflection including peer and self evaluation			

This example comes from a year 5 science lesson on animal classification. Information on the animals diets were placed on the board and the pupils then had to sort them into herbivore,

omnivore and carnivore using a Venn diagram. This idea came from professional dialog with my class mentor who suggested that rather than using a table a Venn diagram would be a better way of sorting the animals into and it was a way to introduce them to Venn diagrams which they had not used yet that year. When explaining this activity I did an example of a Venn diagram on the board and explained it with the children asking questions to ensure they understood. A lot of the pupils understood the Venn diagram and what needed to be done, but struggled to draw it out, they repeatedly drew them too small and then had to start again. If I were to do this again I would ensure I make it clear how big the Venn diagram needs to be.

Example 3

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Meaningful links to Curriculum	"the environmental factors that affect what grows and lives in those two environments, e.g. sunlight, water availability, temperature" – Programme of study science
Meaningful links to: Cross Curricular Responsibilities	LNF - use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, theme</i> Oracy – discussing the key information around photosynthesis and answering questions Writing – note taking, writing key information
Personal Targets (Linked to QTS and identified in weekly review) Welsh language skills – There is a commitment to incremental development of personal skills in the use of the Welsh language.	

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Pupils will watch the photosynthesis video and make notes on the key points. - Pupils will annotate a picture of a plant with information about photosynthesis around it - By the end of the lesson pupils will be able to discuss and answer questions on the basics of photosynthesis

This example comes from a year 5 science lesson on photosynthesis. The pupils watched a video which explained how plants make their own food through photosynthesis. The pupils had to take notes during the video and then present them in an information sheet. This idea came from the Literacy, Numeracy framework (LNF) "listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising". This was an effective way of getting the pupils to write down a lot of information and develop their note taking and summarising skills, but as they were doing it through a fun video they enjoyed doing it.

Critical Reflection

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Introduction

This essay will examine three of the pedagogical principles that are recommended in Successful Futures (2015) and the ways in which they relate to effective teaching and learning. This essay will also examine the literature around the pedagogical principles, critically evaluate the implementation of them within a placement and make justified recommendations towards practise.

In line with BERA (2018) the school will be referred to in this essay as school X. In school X there are 424 pupils who attend between the ages of 3 and 11. The school is currently organised into 13 single-age classes and one mixed-age class. The average for the past three years means that approximately 10% of pupils are eligible for free school meals. This is much lower than the all-Wales average of around 19%. The school has identified that around 11% of pupils have additional needs, which is well below the national average of 21% (Estyn, 2018). The class where teaching has taken part in was a year 5 class that contained 13 boys and 13 girls, with 2 pupils having statements of additional learning needs.

Knowledge and understanding of what the literature says about effective teaching and learning

The first pedagogical principle to be discussed is “Good teaching and learning means employing assessment for learning principles” (Donaldson, 2015). While there is no universally defined term to describe Assessment for learning (AFL), The assessment reform group (2002) call it:

The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Bronwen Cowie and Beverley Bell (1999) as cited by Wiliam (2017, p40) define it as “the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning”.

There are four main principles of AFL: The sharing of success criteria with learners, the quality of questions/quality of talk, the use and quality of feedback, peer and self-assessment. (Wiliam, 2017)

Sharing success criteria with the learners is the process of guiding them through what they need to do to be successful in any given task. As Wiliam (2017, p58) points out “Not all students have the same idea as their teachers about what they are meant to be learning in the classroom”. Wiliam (2017) also argues that success criteria work most effectively, when they are developed jointly with the pupils as this allows them to apply the success criteria in the context of their own work.

Questioning is an essential part of developing assessment for learning in the classroom. Questions should be open-ended wherever possible, and lead to discussion. Teacher led classroom discussions are vital for improving the quality of talk. Small group tasks and collaboration can ensure real world understanding and it is suggested that nearly 80% of what children learn, they learn from each other. (Welsh Assembly Government, 2010).

Feedback to pupils about the work should help them progress. Wiliam (2017) states that much of the feedback pupils receive has little or no effect on their learning and research shows that feedback as grades or marks can have a negative effect on learning. Feedback to learners should help focus on the learning issues rather than trying to interpret a mark or a grade. To be effective, feedback should be as immediate as possible, should be clear, and should make the learner think. Part of effective feedback is allowing learners opportunities for to follow up on comments. (Welsh Assembly Government, 2010).

Learners also need to be provided opportunities peer and self-assess, with peer-assessment coming first. For learners to be effective at self-assessment, they must understand peer-assessment. Peer-assessment is useful because as mentioned previously, learners learn more from each other and pupils may also accept criticisms of their work from their peers, which they may not take seriously if made by the teacher (Wiliam, 2017). Self-assessment will only happen effectively if teachers help learners to develop the skill. Teachers need to model self-assessment and peer-assessment to their pupils by showing them the type of questions and thinking which will help them, they are not techniques which learners can do well implicitly. Self-assessment is more than just checking for the correct answers, it involves learners reflecting on their own understanding and where the learning needs to go next (Welsh Assembly Government, 2010).

Using AFL has been shown to have considerable impacts on student achievement levels. (Black & Wiliam, 1998) suggest that the effective implementation of assessment for learning would increase achievement by between 0.4 and 0.7 standard deviations, which would be equivalent to a 50 to 70 percent increase in the rate of student learning. In one study, the students with which the teachers had used formative assessment techniques made twice as much progress over the year (Wiliam, Lee, Harrison, & Blade, 2004). Furthermore, a review by Black and Wiliam (1998) that selected 20 studies, showed that innovations that strengthened the practice of formative assessment produce significant and often substantial learning gains. Many of these studies also conclude that the use of AFL helps low achievers and reduces the range of achievement

while still raising achievement overall.

Although it is clear using AFL can have a positive impact, it will only increase achievement when implemented effectively. For example, if a teacher uses a thumbs up exercise to check understanding but then does not follow it up with feedback or makes no change to future teaching. If AFL becomes a superficial tick box exercise, then it will not make a positive impact on achievement. (Cambridge Assessment International Education, 2019)

The second pedagogical principle that will be discussed is “Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them” (Donaldson, 2015).

Donaldson (2015) states that the key skills of numeracy, literacy and digital competence are the underpinning of all learning and are fundamental to being able to contribute successfully in the modern world. Previously, teachers in Wales were only required to embed literacy and numeracy into their lessons through the Literacy Numeracy framework (LNF) but The ICT Steering Group’s Report to the Welsh Government recommended they should also include a digital competence framework (DCF) from Foundation Phase through to post-16 education (Arthur, Crick and Hayward, 2013). In the report they suggested that the same way in which all teachers should be teachers of Literacy and Numeracy, they should now include Digital Literacy; progressively developing key skills and having expectations for all learners at the end of each level.

The concept of a cross-curricular approach to learning, where the key skills of literacy, numeracy and digital competence are embedded into other subjects, attempts to make education more relevant and meaningful to learners. Supporters of this view argue that it gives pupils opportunities to transfer skills into different contexts, makes the subjects more engaging and their view of learning is likely to be more rounded. (Hayes, 2010)

Similarly to AFL, arguments in favour of cross-curricular approach come from theorists who support a constructivist view of learning; where children finding out through direct experience, often jointly with other pupils, rather than by being told. (Hayes, 2010).

The difficulty of taking a cross-curricular approach is that there are more links between some subjects than there are with others, this can lead to teachers squeezing in content where there wouldn’t naturally be a link (Hayes, 2010). Donaldson (2015) also addresses this stating “The challenge of teaching cross-curriculum responsibilities is that it needs to feel like a natural and genuine part of the lesson, rather than being forced in, where it does not fit”. Suggesting that unless teachers can find ways to develop cross-curricular skills in a meaningful context, the approach becomes meaningless, for example The Welsh Government (2013) states that in many cases schools make provisions and plan opportunities to develop cross-curricular work, however, the work often repeats what has been taught previously. We must also consider the implications this approach could have on teachers, with teachers finding it challenging and time consuming, as they must teach new subject areas which requires training and upskilling.

The third pedagogical principle to be discussed is “Good teaching and learning creates authentic contexts for learning” (Donaldson, 2015). Authentic learning aims to bring real world issues and problems and connect them to what is taught in school. Learning experiences should reflect the difficulties of real-life situations (e-teach, 2016).

Authentic learning experiences generate engagement with students, with Donaldson (2015) stating that it is vital for learners to see the relevance in what they are learning and how they are going to use it in real life. This view is backed up by research, it has been suggested that when students are taught through these authentic learning contexts, they display more visible engagement in the activities and show signs of effective learning (Newman, 1995; Nicaise, Gibney & Crane, 2000; Unwin & Caraher, 2000) as mentioned by Maina (2004).

In the same way as the pedagogical principles mentioned previously, this way of thinking relates with a constructivist view of learning where students learn from their experiences, constructivists argue if learning is not relevant or has no meaning it will quickly be forgotten. Theorists who argue the importance of providing students with authentic learning contexts also state that these authentic experiences allow learners to transfer knowledge from formal education to practice (Maina, 2004)

There are a range of activities which fit into this way of thinking and could allow educators to create authentic learning contexts such as: small group discussions, research projects, the use of scientific equipment, use of arts and crafts, using computer and video technology and projects where they explore the local community. (Newmann, Marks and Gamoran, 1996). Visits and visitors can also help conceptualise ideas.

Although research shows there is merit in this approach, there is no one clear definition of authentic learning. The difficulty therefore is that educators must make their own interpretations of what creates meaning for students in their classrooms. To help aid this, pupils can be given ownership of what they learn through pupil voice.

The goal of education should be to send children into the world prepared for life. Teaching through authentic learning contexts aims to give children transferable skills, to be creative thinkers, and to be able to apply the knowledge they gain in school into real world problems (e-teaching, 2016).

Justified conclusions about progress in relation to the planning and implementation of the three pedagogical principles.

During my Professional Teaching Experience (PTE) part 1, I used Assessment for Learning (AFL) in various ways. Looking back now I feel that at the beginning of PTE 1 my implementation of AFL was quite poor as I didn't have much experience or knowledge. As PTE 1 went on, I became more confident and started teaching more, my use of AFL started to improve.

When I started PTE 1, I was using strategies that I believed I knew how to do correctly but on reflection, I did not truly know how to use them effectively or why I was using them, for example I would use a traffic lights system where pupils could assess themselves, but not follow up with any meaningful feedback, making the strategy ineffective. By the end of the placement, I realised that I needed to then follow this up and give constructive feedback on where the learner needed to go next.

At the beginning of PTE 1 my immediate feedback was not always constructive, too often I would give praise for answering questions but not delve into the difficulties pupils were having. Wiliam (2011) states that feedback should move the learning forward. Feedback needs to identify errors and allow learning to think about different ways to tackle problems (Hattie and Zierer, 2018). Through my PTE this was something I worked extremely hard to improve on as I know how much it can impact learner achievement. Hattie (2011) ranked feedback strategies 10th out of 150 in factors that affect learner outcomes. By the end of PTE 1 I was giving feedback which helped pupils improve and better understand what they needed to do.

The class I participated in didn't have specific AFL strategies that were used regularly, so sometimes I found it difficult to try and plan things which weren't part of the usual routine. As I became more comfortable in the class, I started trying new approaches such as using 'think, pair, share'. This became a regular strategy I used to improve talk in the classroom.

One of my strengths when implementing AFL was posing 'big questions' which helped me improve the quality of talk during my lessons by allowing group discussions and collaboration. The Welsh Assembly Government (2013) states that "this can lead to a greater depth of understanding and therefore a higher-level response". I knew this was leading to more effective learning because pupils learn more from each other (Wiliam, 2017) and after discussions with their peers, pupils who would usually respond with basic answers would give better quality answers.

One of my targets going forward is to try and provide more opportunities for self and peer-assessment and to activate learners as owners of their own learning through metacognition. Evidence shows that children who have these metacognitive skills achieve higher (Wiliam, 2017). I am also going to continue to add more strategies to my repertoire and become more confident in using them.

In the beginning of PTE 1, I found that it was easier to embed the cross-curriculum responsibilities into some lessons than it was into others. Donaldson (2015) states that these responsibilities should feel "natural and authentic rather than an add on". I felt that when teaching on PTE 1 there were times wouldn't fit naturally into lessons, so I didn't put them in and there were other times where I did put them in, but they felt like they had been squeezed in.

I found literacy was the easiest to link with other subjects, the Oracy strand of the literacy, numeracy framework (LNF) where pupils would have discussions and ask questions. At times digital competence was hard to plan and implement because the school had limited resources. We only had access to chrome books once per week and often the internet would not work. A positive example of implementing DCF in a natural way is illustrative example 3 where I used numeracy skills and data handling in a DCF/ICT lesson. Pupils had fun creating bar and line graphs and then looking at the difference between them. This didn't feel like a forced add on but a natural part of the lesson.

As the placement progressed, I realised that implementing cross-curricular responsibilities into other subject areas sometimes allowed me to teach them in a more engaging way. In the lessons where I had the most success implementing cross-curricular responsibilities, pupils enjoyed the activities. For example, in one science lesson pupils watched a video on photosynthesis, where they took notes on the key information, they then discussed the different information and we wrote it into an information sheet. In a science lesson they were developing their Oracy and writing skills but in a fun and enjoyable way.

Before I started PTE 1, I had a limited knowledge and experience of the LNF and the DCF so this made it difficult when planning. As I progressed on PTE 1 my knowledge developed, but I still feel like I need to become more familiar with the LNF, the DCF and the different strands within them, so they can be implemented into my lessons in a more natural way.

Out of the three pedagogical principles discussed, I found creating authentic contexts for learning was the one I felt most comfortable implementing. In my PTE 1 class the topic we used was the rainforest. It is suggested by e-teaching (2016) that in order to make learning authentic and engaging the students should help decide what is being taught based on their interests. We did this by using pupil voice, where the students decided they wanted to learn about the rainforest. In order to ensure we kept the students involved we also did a KWL grid (what is Known, what Wants to be learnt, what has been Learnt). This meant that if the pupils wanted to learn about something, we could cover it within the topic.

I found teaching about the rainforest very interesting and sometimes learnt things with the pupils. This made it easier to teach and my enthusiasm rubbed off on the pupils. Bulger, Mohr and Walls (2002) agree that enthusiasm is contagious and teacher enthusiasm can have a positive effect on pupils' engagement. When pupils took part in these lessons you could observe effective learning taking place, with pupils enjoying lessons, taking part in group discussions and answering

questions. Students were also building on previous knowledge and using facts and figures they had learnt in previous lessons. For example, in a debate around the positives and negatives of rainforest deforestation one child remembered the fact that an area the size of 20 football pitches was being destroyed every 20 seconds.

When teaching I tried to bring subjects to life and give them real world meaning that they could relate to. For example, when data handling, I would give them real statistics of places in Wales or use real athletes like Mo Farah. On another topic lesson on the rainforest I used a video of an orangutan having its habitat destroyed, which was upsetting to watch but I feel it really made the learning meaningful.

During PTE 1 a trip was undertaken to Plantasia in Swansea and a visitor came to the class and brought in a selection of animals. These activities helped create authenticity and sparked an interest with the pupils as they got to see exotic plants and animals that they would only otherwise have seen in books. Donaldson (2015) encourages work with outside agencies and states how trips and visitors can bring learning to life.

I did find it challenging to create authentic learning contexts when teaching numeracy. My target is to find ways to teach numeracy in an authentic and relevant way, which the pupils will find engaging. I will do this by using real life examples and ensuring the pupils know why they are learning it and why it will be useful.

Justified Recommendations for Development

Based on my implementation of the pedagogical principles I have identified areas of development. In order to develop my implementation of AFL I must ensure that I continue to make feedback constructive for the pupils, so that it progresses learning and is a recipe for future action, not just praise (Wiliam, 2011). Another way to develop my AFL will be to provide more opportunities for self and peer-assessment, as Wiliam (2017) states that getting students to self-assess can be one of the most simple and effective ways to raise achievement. He also argues that self and peer-assessment leads to greater understanding of content. To better develop my implementation of the cross-curricular responsibilities I must implement them in an authentic way which is not forced. In order to do this, I need to become more familiar with the LNF and the DCF, this could be done by reading the frameworks and engaging in professional dialog with my class mentor and asking for advice. In order to develop my pedagogy of creating authentic learning contexts I must continue to provide relevance to the real world when teaching, try and provide more opportunities for student led work and try to provide more learning through doing experiences (e-teaching, 2016).

Reference List

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1. Arthur, S., Crick, T. and Hayward, J. (2013). THE ICT STEERING GROUP'S REPORT TO THE WELSH GOVERNMENT. [online] ICT Steering Group, p.16. Available at: <https://gov.wales/sites/default/files/publications/2018-11/the-ict-steering-group-s-report-to-the-welsh-government.pdf> [Accessed 24 Dec. 2019].
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