

Overview

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Pathway: Primary PGCE

Targets from previous assignment:

1. Plan thoroughly to avoid repeating the same thing
2. Use the conclusion to demonstrate what I have learnt

How I have addressed these targets in this assignment:

1. I made sure that I set out bullet points for what was to be included in each section before I started writing, and used headings to order my work in a clear way.
2. The conclusion highlights points which have been discussed throughout the reflection as aspects which I could improve on within my future practice.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1800469_student_uwtsd_ac_uk/EsaxwBhaRKRNtwRQnh81QewBU617VbdHhw_tRs0A2nbINsw?e=nEFkdW

Cross Curricular - Example 1

Cross curricular responsibility - Numeracy within a literacy activity

AoLE or Subject	Welsh Literacy	Date:	18/11/19
Lesson Focus:	Global warming		
Meaningful links to Curriculum	Use varied sentence structures for emphasis and effect. Distinguish between facts, theories and opinions.		
Meaningful links to: Cross Curricular Responsibilities	LNF: Extract and interpret information from an increasing range of diagrams, timetables and graphs.		

This is an extract from a lesson plan for a carousel with Year 5/6. The lesson plan includes the two activities within this carousel which were planned by me, one literacy and one welsh. The literacy activity focussed on the children understanding the difference between facts and opinions, and bias for the more able children. The children were given statements and had to decide whether they were facts, opinions or bias using a newspaper article to support their answers.

Some of the statements required the children to look at information in a graph or table (circled) in order to decide whether it was a fact or opinion, which is where the link to the numeracy aspect of the LNF is incorporated. Donaldson (2015) states that children need to have opportunities to develop and reinforce their maths skills across a range of contexts, and I think this was a simple and effective way of doing this during this activity. The children were able to interpret the tables accurately to support their statements,

allowing them to practise their skills in this area of numeracy without actually being in a maths lesson. However, I feel like there could have been slightly more challenge linked into this area of numeracy so that the children needed to use a wider range of skills, especially for the higher ability children.

Cross Curricular - Example 2

Cross curricular responsibility - Literacy skills within a maths lesson

Lesson Focus:	Division/Long Division
Meaningful links to Curriculum	Divide 3 digit numbers by a single digit number Divide 3 digit numbers by a 2 digit number (HA)
Meaningful links to: Cross Curricular Responsibilities	LNF (Oracy) – Contribute purposefully to group discussion to achieve agreed outcomes

This is an example of using literacy within a maths lesson with Year 5/6. The children had to work together in a group to complete a challenge which was recapping on their knowledge from the previous lesson. Within their group they had to communicate effectively together to try to complete the challenge in the quickest time, which is where the literacy skill is incorporated into the lesson.

Donaldson (2015) suggests that children need to have plenty of opportunities to explain their thinking and to explore and discuss ideas with each other. However, I found that although it was relatively easy to plan for times for discussion during a lesson, it was difficult to ensure that the children were actually on track with their discussions and were focussed on the topic of the lesson. I also found it difficult to incorporate this cross curricular responsibility into a range of lessons, particularly when teaching a maths lesson, as I felt the lesson did not always lend itself to certain literacy skills.

Cross Curricular - Example 3

Cross curricular responsibility - DCF within an RE lesson

Lesson Focus:	The Christmas Story
Meaningful links to Curriculum	Exploring religious beliefs, teachings and practice.
Meaningful links to: Cross Curricular Responsibilities	LNF (numeracy) - Use grid references to specify location LNF (oracy) – contribute purposefully to group discussion to achieve agreed outcomes DCF – plan work independently before beginning the digital task

This is an example of the use of the DCF within a RE lesson with Year 5/6, where the focus was on the Christmas story and the nativity story in general. To revisit their own knowledge, at the start of the lesson the children completed a Christmas Story quiz using kahoot, where they worked in groups using the 3 computers in the classroom to answer the questions. This aspect of the lesson worked well and the children all worked well within their groups.

After children had completed the task for the lesson, I had planned for them to work together in groups to create their own version of a Christmas quiz, using kahoot, which could then be tested and used with the whole class. This would incorporate a level of digital competence skills as they would be required to plan their questions and answers, before actually creating the quiz on a device. I have completed a variety of these types of quizzes with the class and so I chose this as an extra activity as I knew that they would enjoy the

process of creating their own version. However, I found this to be very difficult to actually implement due to the lack of resources available within the school. The intention was to use some of the chrome books which are available within the school, however these were being used elsewhere and so were unavailable at the time. This was a problem I encountered regularly when trying to implement my planning of DCF activities within a lesson, as there often were simply not enough resources for an activity to be effective, especially when working with the whole class.

AfL - Example 1

Assessment for learning strategy - closed eyes to check understanding

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Get all children to sit on floor with a whiteboard and pen. Ask children to stand up and divide themselves into 2 groups. Talk about how they did this, is it equal etc, how would you write it down. Show method on board asking children to help. Ask to divide themselves into 3/4/5 etc. Working out the answers on their whiteboards. When an answer has a remainder talk about how to show this. AfL: Write on whiteboard how well you understand, from 1 to 10. Close eyes and show.	Children divide themselves into groups depending on question. Practising method on whiteboards Explain to the class how or why they have got to their answer, do class agree or disagree? Think about their own understanding	Whiteboards and pens

This lesson plan shows an example of using an AfL strategy within a lesson when introducing division and long division. We discussed a range of division questions, focussing on how to lay out the question as well as strategies that the children could use to find their answer. The children also had numerous opportunities to practise the method on their white boards with support from myself and then independently. When I felt that the children had a good level of understanding, I asked them to write on their whiteboard how confident they felt, from 1 to 10, about going to complete some questions independently in their books,

with 1 being not confident at all and 10 being very confident. They then had to close their eyes to hold up their whiteboards, so that only myself and the teacher were aware of their feelings.

I chose to do this strategy within this lesson because I thought that it made sense to incorporate the whiteboards, as they were already being used for the purpose of the lesson. This was relatively simple to implement and was an effective way of determining whether the lesson was understood on the whole. For example, if the majority of the class had written low numbers, I would have known that I needed to explain the concept in a different way. It also allowed me to identify some children who I would not have assumed would want to complete the higher ability questions, but who felt confident enough to do so at this point. However, I do think that there is a problem within this strategy where pupils feel that they have a good understanding of the topic, but struggle when it comes to actually completing work. For example, one child felt his understanding was at a level 8 and so wanted to complete the 'more challenging' questions, but on beginning the work he realised that he may need to practise with some simpler questions before working at the higher level.

AfL - Example 2

Assessment for learning strategy - using a WAGOLL as an example of completed work



This is an example of a WAGOLL (what a good one looks like) piece of work which I created for an art lesson. In the lesson the children were going to be creating a collage based around two hands and an emotion that they would feel during a natural disaster, as this was their topic. I decided to create this example to help to explain to the children what they would be creating, and to provide them with a clear example of what their work might look like when it is completed. There were a few steps involved within this lesson, and having the example allowed me to practically explain each step, relating it to the completed collage, so the children could see how each step was relevant and how they all linked together.

I think that this was an effective way of demonstrating the activity to the children, as some of them found it initially difficult to visualise what they would be doing, then after seeing the completed example became much more confident and they were able to carry out their work to a very good level. I did find though that some children were very eager to create a collage which looked very similar to the example, rather than trying to explore the work in their own way and creating something that was individual to them.

AfL - Example 3

Assessment for learning strategy - using a mini-plenary

Teaching & Core Learning	Carousel activity – creating a leaflet AfL: show WAGOLL example so pupils know what to aim for – talk about success criteria for leaflet (colourful, titles, pictures etc) Recap briefly over main ideas of each renewable energy source, asking for ideas from group. AfL: mini-plenary half way to show work to others in group and check progress.	HA – create independently, 3-4 renewable energy sources, info sheets, support to keep on track/for some information MA – choose between structure or independent, 2-3 energy sources, info sheets LA – leaflet template, sentence starters to complete with group and with support	A4 paper Leaflet template Coloured pencils Info sheets
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This lesson plan highlights a literacy activity within a carousel for Year 5 and 6. During the activity the children were in their carousel groups, meaning that there were around 8 children each time working with myself to create a leaflet about different renewable energy sources which they had recently discussed as a class. Within the group, we discussed what the children would need to include in their leaflet, the type of language they would use, and what they could do to ensure that their leaflet was engaging and interesting to read. They were able to complete this task fairly independently as they had all of the information readily available to them, and already had a lot of prior knowledge from previous lessons.

A mini-plenary strategy was used halfway through this activity, when I felt that each child had done an adequate amount of work. I selected some leaflets which were especially good to share with the group, and the children discussed what they thought was good

and what they thought they might want to add into their own work to improve it even further. We also recapped on the points that we had made at the start of the activity, ensuring that the children remembered the aim of their leaflet. This worked well within this situation, and the children really gained a lot from discussing different work and seeing how they could change their own work to make it better. I feel that this worked well in this case especially due to the fact that it was with such a small group of children, rather than with a whole class, as they were each able to individually talk about what they liked about their own/someone else's work and how to change their own work. This worked well with each of the ability groups, as I found it either pushed children to complete their work to a higher standard or provided them with ideas about what they could include in their work, including coloured headings, pictures or diagrams, and a coloured background. However, I did find that there were occasions where children did not want their work to be shown to the group as they thought their ideas would be copied, or they felt embarrassed that everyone would be looking at something they had done.

Blend of Approach - Example 1

Approach - Direct teaching

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Get all children to sit on floor with a whiteboard and pen. Ask children to stand up and divide themselves into 2 groups. Talk about how they did this, is it equal etc, how would you write it down. Show method on board asking children to help. Ask to divide themselves into 3/4/5 etc. Working out the answers on their whiteboards. When an answer has a remainder talk about how to show this. AfL: Write on whiteboard how well you understand, from 1 to 10. Close eyes and show.	Children divide themselves into groups depending on question. Practising method on whiteboards Explain to the class how or why they have got to their answer, do class agree or disagree? Think about their own understanding	Whiteboards and pens

This is an example of a maths lesson with year 5/6 where I was introducing long division to them for the first time in the year. During the start of the lesson there was a lot of direct teaching from myself, as the children had not gone over this topic yet and so needed to be reminded of what to do, the methods involved and what the concept was used for. When planning for this lesson, I ensured that I fully understood the method I was going to be teaching the children, and thought about some questions that I could ask them during the lesson, both simple questions and more complex, in order to establish where the children were with their own understanding and whether they understood the concept. When actually implementing

this, I found that there was actually much more input from the children than I had initially anticipated, However, I think this was a positive as they learnt well by being more involved within the lesson, and it allowed me to alter my teaching or questioning to suit what they had asked or any misconceptions that could be seen.

Personally, I think it is quite difficult to actually implement direct teaching without any input from a class, as it seems natural to take on board the class you are teaching and how they react to certain concepts or topics.

Blend of Approach - Example 2

Approach - Carousel

Teaching & Core Learning	Caurosel activity – creating a leaflet Afl: show WAGOLL example so pupils know what to aim for – talk about success criteria for leaflet (colourful, titles, pictures etc) Recap briefly over main ideas of each renewable energy source, asking for ideas from group. Afl: mini-plenary half way to show work to others in group and check progress.	HA – create independently, 3-4 renewable energy sources, info sheets, support to keep on track/for some information MA – choose between structure or independent, 2-3 energy sources, info sheets LA – leaflet template, sentence starters to complete with group and with support	A4 paper Leaflet template Coloured pencils Info sheets
	Caurosel activity 2 – Maths (with TA) Quick recap of tower addition and subtraction, talk over how to apply maths skills to problems. TA to provide support where necessary, demonstrating methods on a white board. LA – place value for 10's and 100's, simple addition and subtraction. MA – place value up to 1000's, addition and subtraction HA – place value up to 100,000 and problem solving questions.	Children to use their previous knowledge of place value, addition and subtraction to select the appropriate method to find an answer to the problems.	Maths Sheets Whiteboard and Pen

This example shows two activities that I had planned for a carousel with year 5/6. The carousel was completed each morning, with 4 different groups who would alternate the activity they were doing each day. I personally enjoyed teaching the class in this way, as it allows you to have much more one to one time with children in their groups, as the most in any group at a time would be around 8 children. When planning for a carousel, it required a lot of resources/plans to be produced for the beginning of the week but meant that 4 of the 5 mornings were already planned for each week. Each activity would also be differentiated into 2 or 3 ability levels meaning that the work was always well suited to the abilities in the class.

However, as the carousel activities often required me, the teacher, and the TA to be with a group, with one group doing an independent activity, it could often be quite difficult to actually ensure that the carousel went ahead. So often, without one member of staff in the room the carousel would not actually take place, which meant that the carousel could be quite hard to actually implement. The activities could be adapted if there was knowledge that the teacher or TA would be out of the class, but often we were not aware of it until the morning of the carousel, and by then there was very little time to change some of the activities or to prepare extra materials to support children with independent work.

Blend of Approach - Example 3

Approach - Finding answers around the room

	(With TA) Begin by explaining to children the difference between a fact and opinion (introduce bias for HA), giving examples and asking them to think about whether it is fact or opinion. Give children article to read. AfL: Can you find a fact? Can you find an opinion? 10 statements hidden around the hall, split children into two, one group must look around to find 5 facts, the other group must look around to find 5 opinions (for HA either split into 3 or wait for children to return to group to discuss bias). Bring them back to whole group and ask fact group why they have chosen statements, any disagreements from other group? Repeat with opinion group. Once all have been identified as fact or opinion children can complete sheet to explain the reasons why they chose this category. Plenary: Can you write your own fact or opinion?	Provide ideas about facts and opinions and explain why they think this Search around the hall to find fact/opinion statements discuss with group the reasons why they are correct or incorrect. Use ideas and explanations from discussion to complete sheet and explain why they think statements are a fact or opinion.	Sheets to complete Statements to hide around hall Article
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This example shows one carousel activity where the children were working with the TA and had to work in groups to explore around the hall and find different statements, which they would then use to complete the work after this initial activity. I planned this activity in this way as it was based on something that the children were quite aware of already (fact and opinions), and so the aim was to reinforce their knowledge by doing something more enjoyable than simply sitting and reading some information. I knew that they would enjoy this type of active, competitive style of activity as they had previously done similar activities and learnt a lot from it. There were however some issues when implementing this activity, mainly the fact that the hall could only be used at certain times of the day which did sometimes cut the activity

short or meant that the TA simply took the group to another area of the school (e.g. outside). Additionally, this type of activity does take a lot of time to prepare, and so does require a lot of planning to ensure that it works successfully and that the children can get the most out of doing the activity, while still enjoying.

Critical Reflection

This critical reflection will focus on three pedagogical principles outlined by Donaldson (2015), focussing specifically on the way that these principles were planned for and implemented during the process of the Professional Teaching Experience (PTE). Reflection can often allow individuals to develop and improve their own practice, by recognising what went well and what could be done better (Hargreaves and Page, 2013), and so during this reflection I will try to establish what can be done to improve my implementation of these principles in the future, basing these recommendations on wider evidence. The three pedagogical principles that will be discussed include, cross-curricular responsibilities, assessment for learning principles, and a blended approach to teaching. The PTE was undertaken at a small school in Swansea, within a mixed Year 5 and 6 class and so each of the examples used through this reflection will be related to this class. The school uses the Leonardo Framework to underpin their approach to teaching and learning, which puts a large focus on cross-curricular teaching and play-based approaches throughout all ages in the school (Davies et al., 2013; Swansea Edunet, 2019).

Pedagogical Principle: Cross-Curricular Responsibilities

Donaldson (2015) suggests that the cross-curricular responsibilities of

literacy, numeracy and digital competence should be embedded across all areas of learning and should be included naturally and authentically within a lesson. Carr (2007) and Kelly (2013) believe that cross-curricular teaching should be easy to achieve for those teaching younger children, as they do not tend to relate particular activities to a particular subject and a large amount of their learning and knowledge is interrelated. However, it is suggested that cross-curricular teaching is not always possible and can be particularly difficult in Key Stage 2 where more discrete lessons are sometimes essential to ensure that children gain a deeper understanding of a topic (Kelly, 2013). Initially, I found this to be the case especially when planning a selection of maths lessons with Year 5/6. I felt that as the children were being introduced to a new topic or a new concept in these lessons, I struggled to find a natural opportunity to incorporate aspects of literacy or digital competence without taking away from the actual aim of the lesson. This can often be a problem when planning for cross-curricular lessons, as the main focus of the lesson can get lost due to the range of skills involved, leaving children with only a superficial understanding of a subject area (Barnes, 2007; Laurie, 2010).

Upon starting placement in Year 5/6 I was able to look at work in the children's books and gain an idea of their knowledge so far. However, when planning for lessons I realised that I needed a deeper understanding of their skills, particularly in numeracy, as I did not want to include numeracy skills into a lesson if they had not yet

covered them. As I spent more time in the class, I became more aware of what they were able to do, and therefore could plan to include numeracy skills much more effectively within a lesson.

Example 1 shows a carousel activity where numeracy skills were included to add an extra aspect of learning into the activity. The skills involved were relatively simple, and on reflection could have been more complex especially for the higher ability children, but they provided an opportunity for children to reinforce their knowledge within a different context which Donaldson (2015) states as being essential in the development of numeracy skills.

It is important that schools focus on teaching children how to use technology in an appropriate way, so that it can be used as an effective tool for learning (Kaware and Sain, 2015). It is thought that the use of technology within lessons can be associated with an increase in children's learning and engagement, but only if it is used to enhance and support the learning in a meaningful and effective way (Cheung and Slavin, 2013; Hazar, 2018). When starting to plan for year 5 and 6, I found that aspects of the Digital Competency Framework (DCF) (2018) could be easily incorporated into my lessons as the children had a good basic level of digital skills, and so they were able to use technology to enhance their learning and their overall experience of the lesson. I tried to ensure that the digital skills being developed were naturally included within the lesson and actually helped to support the learning, which is mentioned as an

essential aspect to consider when using technology within lessons (Tamim *et al.*, 2011; Hazar, 2018). However, I found quite quickly that it was not always possible to actually implement these activities during a lesson due to the lack of resources that were available within the school, which is something that is outlined as one of the main barriers to the use of technology within a classroom (Fox, 2002; Moyle, 2011). On reflection, I realise that I should have enquired more about the availability of resources before planning a lesson in which they were being used, as I took for granted that there would be resources available within the class. This is something that I will now be aware of during the next part of my teaching practice

Wang (2014) and Atherton (2018) mention how using technology to engage children in games or quizzes can enhance the learning that takes place. I often tried to use a 'Kahoot' quiz during lessons to either recap on previous knowledge or to introduce new ideas, and the children became very engaged during these quizzes and enjoyed the process. As the children became more confident when completing the quizzes, I began including opportunities for the children to explain their answers, or to debate certain answers that were given, allowing them to gain a wider understanding of the topic in focus and to further their learning. In example 3, I planned to use a 'Kahoot' quiz to incorporate an aspect of the DCF (2018) as children would be creating their own quizzes with the aim of using them to test the knowledge of their peers. I think that this task worked well with the class, but it could have been more effective if the children could

have worked in smaller groups of two or three, to ensure that they each had an opportunity to contribute to their finished quiz. As the placement progressed I became much more aware of the types of tasks that could be set for the class when using the DCF (2018), and usually focussed on having only a small number of children working on the computers at one time in order to enable them to gain as much from the activity as possible.

Pedagogical Principle: Assessment for Learning

Assessment for learning (AfL) is defined as the process of finding out where learners are within a learning process, where they need to go next and how they can get there in the best way (Welsh Government, 2010). The use of AfL principles should allow teachers to gain an insight into the effectiveness of the learning that takes place within their class and requires teachers to provide regular and meaningful feedback to pupils in order for them to progress in their own learning (Donaldson, 2015). Black *et al.* (2007) and Trauth-Nare and Buck (2011) state that the main priority of AfL is to promote students learning and describe how it is often informal and embedded within all aspects of teaching and learning. However, in contrast to this view Brown (2019) suggests that while AfL is essential in good teaching practice, it cannot be classed as an effective tool for assessment due to the informal nature of the process, and the fact that there is no concrete way of recognising the impact from the interaction between a teacher and pupil.

During my teaching placement, the mornings were spent completing a carousel with four activities spread across the week. At the beginning of this placement I found it difficult to stay aware of what was going on in each of these groups. As placement progressed and I was involved in more and more carousel planning, I realised that the most effective way of monitoring the progress in all four groups at once was to carry out a mini-plenary at some point during the lesson. The mini-plenary allowed me to assess the extent to which pupils had understood the objective of their task, and also provided me with an opportunity to share examples of good work (Spendlove, 2009). Mini-plenaries also allow a teacher to address any misconceptions before the end of the lesson when it could be too late, which is an aspect that I think I need to continue to develop during the next part of PTE as I did not always provide enough detailed feedback to some children who may have benefitted from

One aspect of AfL described by Black *et al.* (2007) is the use of self-assessment. Example 1 shows an occasion where I have used self-assessment in an informal way, asking children to decide where they think they are in terms of their own learning. William and Black (1988) recognise this as an essential skill for children to develop as it allows them to think about what they might need to do to move forward with their learning individually. Similarly, William (2018) suggests that encouraging children to assess their own learning outcomes is one of the simplest ways of increasing pupil achievement. I planned for this strategy to be used once the topic had been introduced to the class

and they had all had an opportunity to practise questions independently and together. I initially was unsure of how to incorporate aspects of AfL into a lesson without interrupting the learning, but I find using self-assessment in this way allows you to quickly identify whether the general consensus within the class is positive or not, and act upon this if necessary, and so have used variations of this strategy quite regularly.

However, Hall and Burke (2013) explain that children are not always very effective when assessing their own learning, which I did find to be a problem when implementing this method. Some children answered with an 8 or 9, indicating they felt very confident, but struggled when it came to complete the work that was aimed at children of that level. Using this method was helpful in giving me an immediate idea about the general understanding in the class and allowed me to identify any children who may be particularly struggling. However, I recognised that there could have been more detail included when asking children to rate their levels of confidence, possibly with more direct questioning. As well as this, I could have provided a list of criteria which the children would assess themselves against in order to gain a more accurate insight into their understanding (Hall and Burke, 2013).

It is considered to be beneficial to learning to give children an idea of what they should be hoping to achieve with their work, and how they can achieve this outcome (Spendlove, 2009; Heritage, 2010; William, 2018). Similarly, it is widely suggested that pupil progress can be

accelerated when both teachers and pupils are clear about the intended outcomes of a task and pupils are able to judge the quality of their work and how to improve it (Heritage, 2010; Gadsby and Beere, 2012; William, 2018). In example 2, I used a collage that I had prepared to give the children a good example of what their finished piece of work should look like. The children outlined a number of steps which they viewed as important points to remember in order to complete the task well. I believe that this was effective as the work was generally completed to a good standard, and children were able to return to the steps laid out previously if they were unsure of where to go next.

In relation to this, Kohn (2006) states that if teachers are too specific when setting out what they want children to achieve, then children will only achieve this and will not think independently to complete a task in their own way. This is a problem I did encounter with some children during this task who completed the work to a very good standard but found it difficult to stray from the example that I had set and complete their collage in their own individual way. With this in mind, I will ensure that during my next placement I will continue to share success criteria with the children and provide an idea of the outcomes.

However, I will try to reassure children that any example provided is purely an example, and that if they wish to create something slightly more individual, they should feel confident to do so.

Pedagogical Principle: Blend of Approaches (including direct teaching)

Donaldson (2015) highlights the need for a broad range of teaching and learning experiences which reflect the aims of the curriculum, including a direct teaching approach. Killen (2007) and Rosenshine (2008) mention that direct teaching often has the reputation of being a boring, teacher led approach, used by strict or unimaginative practitioners for the passing over of information. In reality, a direct teaching approach involves the teacher deciding on the learning intentions and success criteria, demonstrating these intentions to the children, questioning children to check for understanding, and revisiting aspects they have already taught (Westwood, 2008; Hattie, 2009). Teaching approaches should be chosen based on what best suits the subject or topic being taught (Westwood, 2008), however, Ormrod (2000) suggests that direct teaching is usually the most appropriate approach to use when teaching information and skills for the first time, or skills that require children to master a particular sequence or process in order to be successful. During placement, I found this to be the case when I began teaching new topics within maths lessons, as the children had to focus on learning a particular strategy or method, before being able to transfer this to another context.

When planning for these lessons at the start of the teaching practice, I focussed largely on the children learning a new skill through

discussion as a class and modelling the strategy on the board, however I found that the children became distracted very quickly and therefore did not gain a lot of knowledge from the experience, which can be a common limitation during direct teaching (Killen, 2007). After realising this mistake, I made sure when planning for the next set of maths lessons that the children would have some involvement within the start of the lesson to try and maintain the levels of engagement, as seen in Example 1 where the children participated using whiteboards and were active during the learning. This was a much more successful lesson than previously, and while some children did become distracted by the end of the introduction, it allowed for much more focussed time where they could gain a good understanding of the objective.

As well as direct teaching, other approaches to are necessary in order to ensure that children develop their creativity, initiative or critical thinking skills, through student centred or activity-based learning activities (Rosenshine, 2008; Westwood, 2008). The school adopts an experiential approach to teaching and learning across all age ranges (Swansea Edunet, 2019), which is something I was not very confident in implementing at the beginning of the placement as my previous experiences within Key Stage 2 had been much more formal, and I struggled to find opportunities where learning could be made more interactive and experiential, and so due to this I planned for a lot of lessons that followed more of a direct teaching approach.

As I progressed in the placement, I began to understand more about what the children enjoyed and the types of tasks that they preferred to do. Example 3 shows an occasion where I planned a carousel activity which involved the children being active and involved a level of competition, which the class had previously highlighted as something they enjoyed. This was one of the first 'active' type of activities that I had planned, and I could see the benefits in terms of the children's engagement and willingness to learn. Anderson (2010) mentions that children learn effectively when they are engaged in the learning taking place and have the opportunity to experience learning in different contexts. However, it is also suggested that while it is beneficial for teachers to plan lessons in accordance with what their children enjoy, there is a limit to how far this can go as teachers still have to ensure that activities they plan are beneficial to the learning outcomes, as well as being enjoyable for the children (Anderson, 2010). This is definitely an aspect of my teaching that I want to improve further during the next part of PTE, ensuring that I plan activities which are engaging for the children while also focussing on the learning objective that I hope to achieve.

In conclusion, this critical reflection has paid particular attention my individual progress in relation to three of the pedagogical principles outlined by Donaldson (2015) while also suggesting possible steps for further progress within my professional teaching practice. I have identified a number of possible recommendations which I will ensure

that I take forward into the next steps of my teaching practice. One recommendation I will be paying particular attention to is ensuring that I am aware of the level of knowledge within the class in order to allow me to plan lessons which are cross-curricular, and which encourage children to apply their knowledge within a different context (Barnes, 2007). In addition to this, I will continue to improve my teaching overall by ensuring that I implement a variety of teaching approaches in my next placement in Foundation Phase (Westwood, 2018), although I think that this placement will involve fewer opportunities for direct teaching anyway, and so I should have a variety of occasions to implement different methods (Killen, 2007; Westwood, 2010).

Reference List

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