

Overview

Monday, December 9, 2019 10:18 AM

Enw/Name: Samantha Jones

Rhif myfyriwr/Student number: 1201447

Llwybr/Pathway: Primary PGCE

Targedau o'r aseiniad blaenorol / Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Proof read your work more thoroughly.	Read my work with a fresh mind the next day.
Targed/Target 2	Consider different viewpoints in order to enhance your academic writing.	I have looked at some limitations to some of the strategies.
Targed/Target 3	Keep more closely to the assignment brief.	I had the assignment brief open on my laptop and wrote note as a guide from the brief.

Link to one note: https://uowtsd-my.sharepoint.com/:o:/g/personal/1201447_student_uwtsd_ac_uk/EpN5nfeT12xBuF_QTD7hitsBub543g_1IQPHgePWGYLikA?e=OI0tEr

Previous Knowledge and Experience

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Professor Donaldson (2015) says that 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.' This has been something that I have worked on within my first placement in a year 1/2 mixed age classroom and has been noticed by my class mentor. I believe that using prior knowledge helps progression and moves knowledge from the short term memory into the long term memory by using repetition.

PEDAGOGY - Advancing learning (through effective application of subject knowledge and discipline)

On track

During my mid placement review my class mentor picked up on my planning for progression and that I have begun to build work on the pupils prior knowledge to enhance the learning. I have done this through repetition, referring back to a previous lesson, by planning a sequence of lessons, using practical and written methods and continuing the learning through independent tasks around the classroom.

- Comments and Evidence
- Targets for improvement and suggested ways forward

Lessons are built on pupils prior learning and experiences and it is evident that Sam is beginning to show an ability to plan for progress. She is beginning to demonstrate an understanding of how learning develops incrementally and plans for progress in learning based on this. This has been evident through the planning of a sequence of maths lessons developing pupils skills and knowledge of 3D shape as well as doubling numbers, followed by setting independent tasks through EPIC to develop these skills further. Sam has given thought to a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners, planning lessons with appropriate resources. Targets and suggested ways forward: Continue to plan a series of lessons to develop planning for progress in learning

Every Monday and Tuesday I would take a phonics session for around 20 minutes. Each week we would look at a new sound and re-cap on the previous weeks sound. I worked with the higher attaining group who were on phase 3 of phonic sounds. There was 16 pupils in the group and I would use a range of teaching methods during each session.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)
Opening phase (with links to prior learning)	Re-cap on last weeks sound using the ar cards. Introduce the new sound with presentation of snow picture. Go through the new 'ow' as in snow cards Go through the poem and highlight ow words

In order for the children to understand the sounds in the weekly phonics sessions, they must have the knowledge and understanding that two letters together (letter blend) make a different sounds than their sounds when the letters are standing alone. Without this knowledge and having previous examples of this the children will not understand the concept of letter blends. So at the start of the phonics sessions for the week there will be a recap to remind the children not only the sound that they learnt last week but also that two separate sounds make a different sound when placed together.

When teaching a phonics lesson some letter blends have two separate sounds. Each sounds was looked at in two different session with recap's on both the sounds and the lesson would finish off by reading words with the new sounds they

Session2: The children were able to recap on the sound that they learnt yesterday and remembered the new sound that they were going to learn today after it was mentioned at the end of session 1. To recap on yesterday's sound we went through the sound cards and then I asked the children to give me an 'ow' word and they had to spell it out and write it down using individual white boards. The children also used their prior

different session with recap's on both the sounds and the lesson would finish off by reading words with the new sounds they had learnt. The children would use their prior knowledge from reading and going through the two separate sounds to figure out what sound they needed to use to read the word.

today after it was mentioned at the end of session 2 to recap on yesterday's sound we went through the sound cards and then I asked the children to give me an 'ow' word and they had to spell it out and write it down using individual white boards. The children also used their prior knowledge of word blends to work out the spellings of some of the words. I then went through the words of the other 'ow' sound using word cards and introduced the children to words with this sound in them. The children

Phonics today built on yesterday's session. Continue phonics next week - build reinforce prior knowledge and extend.

Note from class mentor in the learning journal during session 2 of phonics lesson. Every Monday we would look at what sound the children have previously learnt and then extend their knowledge of letter blends.

In every phonics session I taught during my time in this classroom, the children had a clear understanding on what was expected of them and how phonics work. The children were able to remember the sounds from the previous week's session and thought of words with this sound in it. Whilst reading their reading books the children would come up to me and say I found the ar sound in my book. The evidence based teaching network (2017) says that 'Without the prior knowledge, the new learning can't be understood; it can only be vaguely remembered.' This is why we use previous knowledge and build on it on a weekly basis so that the children can understand what they are learning.

During two maths topics I planned a practical session when the children could explore and learn the new skill that was being taught through a hands on approach. Then they would use the knowledge of the subject that they had developed through the practical activities to record the information on the topic and to develop their understanding even further.

I feel that I demonstrated this well when teaching the children about 3D shapes. I made practical resources for two classes where the children were able to explore 3D shapes, learn the names of the shapes and start to understand some of their properties.

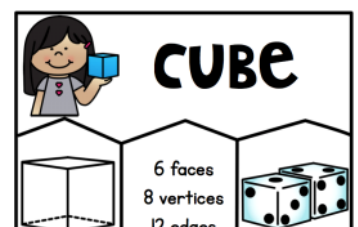


Pictures of the practical activities on the first session on 3D shapes. This session worked as a carousel where the children worked in their colour groups (which are set according to attainment levels) and moved around the activities with their group throughout the day. The main focus of this lesson was for the children to know the name of the 3D shapes, however one activity in this carousel looked into the properties of the shape.

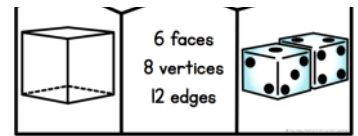
Evaluation of Pupil Learning

Evidence of Learning (including attitude to learning over time))

At the start of the lesson I used the jigsaw that the children had been working on the day before to look at the properties of the 3D shapes. The children fill the picture part of the jigsaw on the carpet and we sat in a large circle so that everyone could see the jigsaw. The children enjoyed placing the picture part of the jigsaw together and they knew the names of the shapes and helped each other out if someone was couldn't find the shape they were looking for.



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Jigsaw

To reinforce the learning I used the jigsaw that the children used in the first 3D shape session to not only recap on the names of the shapes, but also look into more depth at the properties of 3D shapes and how we find them. When doing the jigsaw as a whole class the children were able to use their prior knowledge to match the pictures to the name of the shapes and then expand their knowledge by looking at the properties of the shapes which helped them fill out the final piece of the jigsaw.

Next Steps for Progress

To work on 3D shapes in the Epic challenges and ask the children to look around their environment to find 3D shapes.

To provide the children with opportunities to use their prior knowledge on 3D shapes I planned a 3D shape activity to go on the maths table as part of the enhanced provision. This allowed the children to use their prior knowledge of the 3D shapes and also incorporated their data work that they did the undertook in a previous maths lesson.



Enhanced provision activity:

The children use the same dice as they had used in one of the practical activities during the 3D shapes lesson the previous week. They had to roll the dice, name the 3D shape and graph how many times that shape appeared on the dice.

The important part of this activity was the naming of the 3D shape as it helped the children remember the names of the 3D shape and that they have different names to their similar 2D shapes.

After doing these maths sessions the children came into school with work that they had decided to do independently at home. They're parents had written the name of some 3D-shapes on a plain piece of A4 paper and the children went around their house to see if they could find any objects that were 3D-shapes, e.g. table leg was a cylinder. This showed me that they gathered a good understanding of 3D-shapes as the children put them into real life context around their home.

In my first placement I have learnt the importance of working on previous knowledge and experience. Children love learning when they have an understanding of something. I found this helps builds the children's confidence around learning and makes moving the learning on less scary for the children who are afraid to get the answers wrong.

Critical reflection

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Wales is working on a new curriculum which aims to raise the standards of teaching and progress the learning of pupils. There are twelve new pedagogical principles which have been drafted up in Professor Donaldson (2015) new curriculum called Successful Futures. This writing looks at three of those pedagogical principles from successful futures and how they can be implemented in a school setting. The three pedagogical principles are: 'Good teaching and learning means employing assessment for learning principles; Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them; Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest' (Donaldson 2015). Lessons focusing on these principles were implemented in a school which is situated in a small town within a city, it has 293 pupils recorded as attending with a 27.7% of free school meals, which is 10% above the national average (Welsh government 2018). The children who attend the school live in a close radius, as there are a number of Primary schools in the local area, and they come from both private and local authority housing.

The first pedagogical principle is about Assessment for Learning. Conner (1999. Pg.12) states that assessment in education should be a process of 'sitting beside the learners and bringing out the potential that exists within them'. Assessment for learning is a formative type of assessment that does not assess the end results but assesses the learning as it is happening so that the pupils are getting the most out of the lesson and therefore bringing out the potential that exists within them as Conner says. In assessment for learning or AFL the teacher works alongside the pupils to evaluate where their learning is at and what are the next steps to develop their learning. This is backed up by Wiliam (2009. Pg.8) saying the AFL differs from assessment designed for 'ranking or certifying competence' as it can be used as feedback by both teachers and pupils to 'modify the teaching and learning.' There is a number of different strategies that can be used as an AFL tool that all have different benefits and limitations to them. Donaldson (2015) writes that for assessment to cover all of the curriculum purposes 'teachers will need to use a wide repertoire of assessment techniques matched to different outcomes'. Welsh government (2010. Pg.8) categorizes AFL in three main sections. These are questioning, which is providing a range of questions and allowing time for the pupils to answer them. The second is Quality of feedback which provided the children with opportunities to improve their work and is clear on how they can do this. The third one is Peer and Self-assessment which provided the pupils with an understanding of their own learning, what they need to do and how they feel about their learning. Dylan Wiliam (Cited in Donaldson 2015. Pg.68) suggests that 'effective teacher assessment can 'double' the rate of learning'. The key word in this is effective and teachers need to understand the three main sections of AFL as a starting tool to become effective assessors of learning. What good is it asking questions without giving pupils adequate amount of time to create an answer? But teachers must also be aware that leaving too much time could lose engagement. Assessment for learning is a practice that gets developed and improve each time it is used. It not just a development from the teacher's side of things but the teacher working alongside the pupils to develop each other's learning. The National Foundation for Educational Report (2012) suggest that teacher who are just starting out with AFL strategies focus on one aspect firstly and monitor its effect on the pupils learning before trialling new AFL strategies. Even though there is evidence for the benefits of AFL and formative assessment, educationalist still believe in the importance of summative assessment and that this should also play as much of a role in education as AFL. However, in

the draft of the new curriculum for Wales the role of summative assessment has not yet been formed. Oxford University Press (2016) has researched the new curriculum document for Wales and writes '*Successful Futures* expects assessment to be focused on the formative process and to inform next steps'. There is evidence proving that assessment for learning develops progress and that why it is emphasised so much in the *Successful futures* report. However, there is still the argument of how Wales can provide hard evidence for the progression of pupils throughout their time in education as assessment for learning cannot reach these measurements and should this type of assessment have the same value as formative assessment.

The next Pedagogical Principle looks at a cross-curricular approach to teaching. Donaldson (2015) puts an emphasis on literacy, numeracy and digital competence being cross-curricular within the new curriculum for Wales. These areas of learning are seen as key skills that will help learners have a brighter future, hence why they have become a major focus in cross-curricular learning. Yet, cross-curricular teaching is currently creating links between all subject disciplines. Rowley and Cooper (2009. Pg.14) note that cross-curricular learning 'provide breath and scope that may not be possible through subject-based learning'. Cross-curricular teaching is about making connections between subjects or Areas of learning that will enhance the learning and provide positive learning experiences. Although Donaldson (2015) emphasises the importance of the LNF and DCF being the focus of cross-curricular learning in the new curriculum, creating links across all subjects can provide a deeper understanding of a topic and can direct the learning through the pupil's interests which may not be on the teachers initial plans. Judith Lewis (cited in Kerry (2015) Pg. 166-167) looks at the topic of water and links it to literature by using books such as Charles Kingsley's *Water Babies*, but then moves on to look at 'Why water is important to us?'. This then will link into water in science. To a degree creating link to literacy, numeracy and digital competence can create pathways to link to other subjects or AoLE's across the curriculum to develop enquiry in the pupils learning. However, there is worry that by putting too much focus on cross-curricular learning lower the standard of teaching. Barnes (2015. Pg.279) talks about the importance of subject knowledge in teaching and knowing where the teacher wants the children to progress to; without this, appropriate challenge and development in a subject are not possible. Laurie (cited in Kerry 2015) refers to this as 'watering down subject teaching'. Teachers need to be wary about how many cross-curricular links they are making in their lessons, making sure that the learning objectives are the focus of the teaching and that the lesson plan provides appropriate challenge for the pupil's development. Barnes also writes about the importance of teachers working and planning together to help with subject knowledge development. Barnes (cited in Driscoll et al (2015) Pg.264) also argues that a cross-curricular pedagogical approach is a better method to motivate and create meaningful learning than by subject teaching. Therefore, he sees the possible limitations to a cross-curricular approach but also argues its importance. If done correctly, cross-curricular teaching can broaden the learning and engage pupil's interest in learning by allowing them to lead their learning in creative and innovating ways.

The final Pedagogical Principle is about setting tasks and resources that build on previous knowledge and experience. The importance of this has been discussed over many years of educational research. Absubel, Novak and Hanesian (cited in Conner 1999. Pg.17) say that the most important factor of developing the pupils learning is what the pupil already knows and that teachers should teach according to the pupil's previous knowledge. Conner (1999) also goes on to write that teachers must be aware that the pupil's previous knowledge is not what the teacher has just taught them because learning happens in all environments, especially outside the classroom. Donaldson (2015. Pg.67) notes that children come into the education setting with different experiences and interests and they all learn in an individual way. He has created the new curriculum so that teachers can become more creative in their

teaching as the 'one-size-fits-all approach' that has been in place does not consider individual interests and experiences of the learner. Wenk (2017) reiterates this by claiming that pupils have different interpretations on what we say, and each pupil will respond differently to their learning environment. She also says that 'their prior knowledge and experience influences their thinking' when they are presented with new information. Pupils learning is varied and experiences outside the classroom as well as inside the classroom will have a major effect on their currently learning. If a lesson is taught about the beach and a pupil in the classroom has never experienced the beach, then their learning is limited due to their experiences. Similar to teaching a subject and not starting with the basics. If the foundation of knowledge is not there, teachers cannot expect the children's knowledge to develop. Therefore, assessing the pupil's prior knowledge is just as important as providing the pupils with new knowledge. This can be done using different assessment for learning strategies such as questioning or think, pair, share discussions. Knowing where the level of understanding is can help the teacher create authentic learning experiences. Carnegie Mello University (2020) state that knowing the pupils pre-existing knowledge can help teachers construct instructional activities that build on their strengths and address their weaknesses. As all pupil's prior knowledge will be at differently levels, teachers need to be creative with their lesson plans to enhance the learning of all pupils. By having a cross-curricular approach in their teaching, teachers can spark different interest in their pupils learning and the pupils will use their prior knowledge and experience to develop their learning in their individual way. Although only three pedagogical principles in the new curriculum for Wales have been looked at, all twelve have benefits towards growth and development in pupils. Each pedagogical principle has links, which when use as a curriculum approach will hopefully create the best possible learning outcome for pupils in Wales. Educationalist are aware of the limitation that some of these principles have and that there must be thought when implementing them, but they also have many strengths that can create lifelong learners.

These pedagogical principles were implemented in a school which is in the centre of a town in Wales. During my short time teaching in this school I used three different types of assessment for learning strategies. The first one evidenced was using mini white boards. Williams (2015) speaks very highly of the use of miniature white boards in education saying that they are 'the most important development in educational technology'. He talks about the simplicity of them and that they are a great tool to engage all students whilst also assessing if the whole class has an understanding of the teaching. I used them during a maths lesson. This lesson was a follow from the previous weeks work on doubles, so I used the white boards to assess each pupils' understanding of doubles at the start of the lesson which helped me to evaluate the pupil's prior knowledge and how much support or challenge the pupils needed. This method was an effective tool to use to get a whole class overview but I did notice when using it that some children would copy the answers of other pupils white boards, so I need to make sure that I use other methods of AFL to evaluate the learning as well as using the white boards. The other two methods used were success criteria and self-assessment stickers. The children have a clear understanding of the success criteria as it is used throughout the school, but I found that they are happy to tick it without having a full understanding of it. The higher attaining children would read it and tick according to their work, but the lower attaining children were more focused on having the ticks. For all student I think it would be more beneficial to them if there was more of an emphasis on reading the success criteria before starting the work so that they have a clear understanding of their work. Hattie (2012. Pg.46) writes that pupils can only appreciate the actions needed to attain the criteria if they are aware of the success criteria. However, I have developed an understanding about how to set up success criteria so that it the lesson objective is clear through the success criteria and that it is not just about what I want the

children to do. The self-assessment stickers were more difficult to implement whilst in this classroom as it is a new system to the school, and they are currently trialing it out. All teachers are on board with the idea of self-assessment stickers but are not fully on board with the stickers chosen in the school. Working in the younger stage of primary school, it has been noticed that the children are more conscious of what the stickers look like than the reasoning behind them. A lot of the children want the 'cool sticker with the sunglasses' and get upset if they do not have a sticker with a smiley face. To help with this I would discuss the meaning of the stickers with the pupils when talking to them about how they feel about their work to help them understand that the picture on the sticker is not the important thing but we just want to know what they think of their work. Black and Williams (1998) write that having pupils teacher discussion promotes a greater reflection on the pupils thinking which is essential to good learning. So, this is a strategy that is still being developed in the school, but I can still develop self-assessment through discussion.

When creating a cross-curricular approach in my teaching I found that I could do this easily on a Wednesday which was foundation day and that I used the knowledge and understanding of the world area of learning as a base to create that cross-curricular approach. The first lesson I taught was using the beebots with a focus on directional vocabulary. The main link to the curriculum was the people and places section in the knowledge and understanding area of learning by learning about distance and following directions. This was not the only link to the curriculum. This lesson crossed over to the three-focus cross-curricular link in the successful futures report. I believe that by having the LNF and DCF links to this lesson it enhanced the children understanding of direction and allowed them to work together to develop their directional vocabulary. Driscoll, Lambirth and Roden (2015. Pg. 265) quote Vygotsky's work saying that learning is social, and problems are easier when working in teams and the creativity comes from collaboration. By linking in oracy the children become a team and encourage each other's learning. The other two examples were linked, and I used prior knowledge to develop the learning further. However, these two had literacy cross-curricular links but had more links to creative development and educational for sustainable development and global citizenship. Hicks (2006 cited in Driscoll et al 2015. Pg. 263) has found in his research that more young people are becoming aware of global issues and are worried about the effects of these issues. Even children from as young as five are becoming aware about how they can help the planet, so lessons linking to ESDGC like the hedgehog house and posters spark an interest in the children's learning as they have an interest on how they can help animals such as hedgehogs. By allowing the children to be creative in how they learn allows the children to lead their learning. To further my development and enhance the children's learning I need to ensure that I am doing a cross-curricular approach through all subjects. I struggle to do this the most through mathematical development so for my next teaching block it is important that I find creative ways to make my maths lessons cross-curricular and also find more ways to link digital competency into my lesson to expand the pupils learning. I believe that I have made a good start within this pedagogical principle, but I know that I still have a lot of work to do on this principle. I have seen that cross-curricular teaching engages the children in their learning through the lessons that I have already taught and there is a lot of research that supports this but I am also aware that cross-curricular links can be found without supporting the learning goal so when I continue teaching I need to make these links for them to enhance the main learning of the lesson.

I believe that setting tasks and resources that build on prior knowledge was one of my strongest pedagogical principle that I implemented. This was also noticed by my class mentor and pointed out in my mid-placement review. In a number of lessons, I progressed the learning by working off a previous lesson. One of the lessons would have a practical aspect to learning where the pupils could explore and learn through play. These lessons

would set the foundation for the learning and then I would plan a follow-on lesson to progress the learning further. This was especially evident within my maths lessons. I did a practical lesson on 3D-Shapes, where the children went around a carousel of activities. This lesson was also cross-curricular and allowed the children to be creative by making their own 3D-shapes as well as focusing on the maths of learning the names of the shapes. The children enjoyed these activities and at the start of the lesson they referred to the shape by the similar 2D-shapes but by the end the majority of pupils could confidently say the name of the 3D-shape. This prior-knowledge was then assessed before progressing onto properties of 3D-shapes by using one of the resources the pupils had been working on in the first lesson. To enhance the pupil learning even further I placed aspects of this lesson into the enhanced provision activities and homework was sent home based on what they had learnt about 3D-shapes. Without the initial knowledge of 3D-shapes from the first lesson the children wouldn't be able to progress to learn about the shapes properties. I also learnt the importance of assessing the prior knowledge before a lesson so that I knew when to add extra challenge or if the pupils needed a clearer understanding on the topic. One way I did this was by using the AFL strategy of whiteboards to see if the children had remembered the learning from the previous phonic lesson and if they were ready to move onto the next letter blend. Hattie (2012) says that to be able to tailor the lesson the teacher must know what the pupils can already do. Conner (1999.Pg. 18.) expand this by saying 'If we do not attempt to find out what children currently know, our attempts to extent their understanding will be severely hampered'. So, although this pedagogical principle is my strongest area, I need to focus on assessing their prior knowledge before I can expand it.

To further my development in teaching I must use a wide range of AFL strategies and test out which ones enhance my pupils learning within the school environment. I need to continue using success criteria but ensure that the pupils are aware of this throughout the lesson. I must ensure the I have a cross-curricular approach through all subjects by getting support from experienced teachers and to continue to assess prior knowledge and plan according to this assessment.

References

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