

Ychwanegwch eich targedau o'ch aseiniad diwethaf (Ond yn berthnasol os yr ydych wedi cwblhau aseiniad) / Please add your targets from the previous assignment (Only relevant if you have completed an assignment)

Targed/Target 1	Please follow the advice on formatting. By choosing an alternative font and submitting with single line spacing this was quite hard to read in places.
Targed/Target 2	Aim to summarise and synthesise key ideas throughout the assignment. (See comments on p1) There is no need to include diagrams from the literature for example.
Targed/Target 3	n/a

Critically reflect on your progress in planning, preparing and teaching lessons that incorporate specific pedagogical principles. (This evidence should be taken from you Professional Learning Passport –PLP.) Identify one of these pedagogical principles as an area for development and justify the next steps in your development.

Part 1

Professional Experience Template 1	
Pedagogy Standard	Assessment for learning

What did you do and why?	Within a carousel session, I set a teacher led task focused on the quality of questioning strategy 'big questions', where the task consisted of a problem-solving session where I firstly introduced the children to how the ancient Egyptians build the pyramids. I used visual aids of illustrations of the pyramids being built to discuss the process and incited a group discussion of how they may have constructed them. The children engaged with the 'making aims clear' strategy as I explained to the children that the ancient Egyptians firstly began with a strong square base as a foundation of the pyramid, and then carried on building in layers which resulted in the pyramids having 4 triangular sides. I then introduced the children to the salt dough and explained that I would like the children to make their own salt dough pyramids. I did not tell the children how to build the pyramid, but instead I left triangle and square stencils on the table with plastic knives. I asked the children to discuss as a group possible ways this task could be completed given the items that were on the table.
What have you learned?	I found the strategy to be very successful. It resulted in the children not only engaging in higher thinking abstractly, but also in independently participating in another AfL strategy 'thoughtful dialogue'. This showed me that by using scene setting I not only achieve successful individual engagement, but it is an avenue that leads to further strategies. An example of this is one of my students whose literacy and numeracy skills are low, but the scene setting strategy brought out the creativity within them which led to them independently engaging in higher level thinking within the problem-solving task. This led to building confidence within the student about the lesson focus and subject, and through this the children established a success criteria.
What next?	The next time I will set the scene the same and still use a practical and creative task, as I feel like it reached out to the class in a broader sense and gave the children the opportunity

	to communicate their thoughts and ideas of the lesson. For further learning and development, I will also incorporate AfL strategies of peer and self-assessing within the outcomes of the creative task by giving time at the end for the children to view each other's work and allow the children to vote for the best one.
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Professional Experience Template 2	
Pedagogy Standard	Blended learning experiences
What did you do and why?	My brief was to plan a carousel session based around the ancient Egyptians. The introduction consisted of a PowerPoint presentation of Egypt where I introduced what life in Egypt is like today and then went onto the history and culture of ancient Egypt. I discussed ancient Egyptian jewellery and the meanings behind their appearances and incited a discussion about it. I then introduced the tasks to the children and went into detail with the independent task and linked it to the discussion of Egyptian jewellery. The independent task was for the children to create their own ancient Egyptian necklace with a paper plate and various creative resources that were placed on the table. I used 2 examples of a finished necklace to present to the class during the introduction of the task so the children could see the standard expected of them and discussed how they could link it back to the facts of ancient Egyptian jewellery. Prior to the session, I set up the table in which the independent task would be created and laid out all the materials and resources needed. As well as the resources, I also included a sheet of instructions of the order of steps needed to be completed to achieve a finished necklace. This sheet included numbered steps, with verbal instructions and images linked to each step so the children could refer to it during the activity.

What have you learned?	I wanted to create an independent task where the children could express their creativity without having to rely on needing scaffolding teaching. This task was ideal as it proved successful in allowing myself to concentrate on delivering the teacher led task without having to monitor the independent task, and it also did not require myself to assess the children during the task either. I learnt that it assisted my classroom management skills as I did not have to monitor the children as much and I could devote my attention to the teacher led task whilst the children were engaging creatively independently on the other task. Also, by introducing the task to the children with examples of what a finished outcome looks like and implementing visual aids with written instructions on the table of the task, this supported the children's independence and encouraged them to seek a response to the task by utilising the resources on the table.
What next?	When I next take a carousel session, I will take forward what I learnt from this experience and include a creative and practical task for the independent task. This was due to the children benefiting from individually responding to the stimuli that was provided on the table of the independent task and gave the children the opportunity to take what they discussed as a group during the introduction and apply it to the task. I also saw the benefits of how it assisted my classroom management within the carousel session, as the task required a small amount of monitoring from myself and allowed myself to concentrate on delivering the teacher led task.

Professional Experience Template 3	
Pedagogy Standard	Real life authentic contexts
What did you do and why?	My maths session brief targeted class's lower ability group that spanned across three days, and I was required to incorporate authentic contexts as well as using concrete evidence. I wanted to include objects that the children had come across in a situation outside of school but not in a maths lesson, and I also wanted to make it exciting enough for the children to hold their engagement. I decided to make the lesson a 'party planning club', where I included items such as paper plates, paper cups and straws to use as concrete evidence when solving addition problems. Each day I would use a different item but continue with the party planning scenario. I initially introduced the children to the scenario where I explained that as well as participating in a maths session, they were going to help me solve how many of each item I will need for a party I will be holding on the weekend. I reinforced their role within the real-life scenario by requesting that they write 'Miss Morris's party planning club' as a title in their maths books. I used a white board and pen to write addition problems that involved the items for the children to firstly solve as a group and then later solve independently e.g., if I have 20 people on my guest list but I only have 15 paper plates, how many more do I need? Primarily the children would count together as a group, each taking a turn to pick the items up and count the amount.

What have you learned?	The link between the scenario and the items used as concrete evidence strengthened the concept of the task. This was evident as learners began to realise how maths could be used as a tool in life outside of school and even said "I didn't realise this was maths". This standard allowed me to give the children a new perspective of maths as a tool and its purpose in real life contexts. Although the session had successes, there were also aspects that I will make alterations to improve the learning experience. For example, the paper plates were not appropriate to use as concrete evidence as they were too large for the children to handle and link to the addition problem. This was evident as the children responded better to items such as the straws, and this led to myself to make the alteration of the paper cups on the final day of the sessions, as I changed it to cubes (but stated that they were instead to be treated as cupcakes) and grouped them on paper plates. I identified the barriers of the items in relation to the addition method and improved engagement. This shown me how important it is to consider the children's engagement with the concrete evidence itself when implementing the authentic contexts standard, and how this will boost the children's learning experience.
What next?	I will carry forward the lessons I have learnt outlined in the previous section and reinforce this consideration when planned future sessions where I blend authentic contexts within the concrete evidence I use. I will also undertake more consideration when planning the different elements within the session of when the children will work as a group, and when they will engage with the concrete evidence within the real-life context of the session.

Professional Experience Template 4	
Pedagogy Standard	Cross-curricular themes
What did you do and why?	Within a topic carousel of India, I provided a task where I would teach the children a dance that contained 8 traditional dance moves and the children would perform them at the end of the session. This task was 30 minutes long with 1 group out of 3 at a time. I gathered groups of 10-12 children at a time from the year 3 classes and taught collaboratively. Once we arrived in the courtyard, we then introduced new vocabulary of Indian words and their meanings to the children. We then introduced the dance moves of the task which involved the animals and new vocabulary and explained their relation of each other and went through the movements as a group ensuring that the children knew the timings and how many times to perform the move. To ensure the children's understanding, we would count together 6/8 steps at a time. Once the children understood the moves, we then introduced Indian pop music to perform to (Jai Ho - Pussycat Dolls). We then performed the dance as a group and then gave the group the task of gathering into groups of 4/5 to perform in competition with the rest of the group. Two groups at a time then performed on the stage of the courtyard with myself and the rest of the group watching, and I was also performing the dance myself in the audience to help remind the children who were performing. Once all the groups had performed, we then voted the best dance team out of the group, who then received sweets as prizes. Once this was completed the children then went back to class and continue with the next carousel task, whilst the other groups would then come out.

What have you learned?	I wanted to take this as an opportunity to apply relevant areas of learning to the task. When planning the session, I took careful consideration of which areas of learning are appropriate to the lesson focus and did not want to apply areas that would confuse and exhaust the children of the activity too much. I decided to implement areas of learning such as Health and Wellbeing (physical education - learning to dance), Expressive Arts (dance), Humanities (learning about Indian cultures), Maths and Numeracy (counting the steps as a group) and the Literacy, Language and Communication (introducing the children to new words and giving the children verbal instructions). By implementing this, I gave the children a more memorable learning experience as they were able to utilise their previous knowledge of the different areas of learning and use it to assist them in retaining new information and apply it to the task. The children were able gain confidence and engage in the area of learning in a new discipline. I also learnt that once you have a strong lesson focus, you can then evaluate it to see if there are opportunities to include other areas of learning to support the children's learning.
What next?	In my next use of this standard, I will make it clearer to the children when they are engaging in cross-curricular activities. I would make it part of the lesson objectives for the children to identify when they are engaging in activities in which they are linking various areas of learning, so the children can identify the learning experience to their use of the different areas. I also want to implement this in my next experience of this standard to demonstrate to the children how the areas of learning can link to each other so they can independently make these connections in the future.

Word count: 2,183

Part 2

Introduction

As a teacher's development is continuous throughout their career, this often comes with unique challenges. To overcome these challenges, a teacher must be creative within their pedagogical approach and adapt their practice to changing learning environments. Donaldson's 12 Pedagogical Principles (Welsh Government, 2020b) guides practitioners in their professional development as it outlines a wide range of ingredients for good teaching and learning. As teachers engage with these principles, they produce learning opportunities which are developmentally appropriate, as well as challenging, to consolidate and progress skills. To produce these opportunities teachers must be informed of the learner's individual level of ability through consistent observation. One of Donaldson's principles which is central to this is principal no. 7 'employing assessment for learning principles'. Within my own teaching practice, this principle is one that I have instilled into my own pedagogy to establish progression of knowledge within learners (see part 1). By implementing Assessment for Learning (AfL) strategies into my planning and preparation of my lesson, I was able to gauge the learners understanding of the lesson focus as well as implement opportunities for further critical thinking. This is evident as I introduced the learners to the task by using aspects of the 'big question' strategy (Welsh Government, 2010), as I set up the learning environment for the children to respond to the question of 'what are the characteristics of the ancient Egyptian pyramids?'. This then resulted in a quality of talk AfL strategy, 'thoughtful dialogue', amongst the group as the children discussed their current understanding and explored possible responses to the question, self-assessing their own knowledge in the process. By utilising thoughtful dialogue, the children established the criteria of a pyramid and expressed that it will need a strong square base with four triangular sides. This success criteria of a pyramid enforced the strategy of 'making aims clear', which was successful as it extended the learners' understanding of what is required of them in the salt dough problem solving task. In this assignment I will review literature and discuss how implementing the AfL strategies of quality of talk and sharing criteria with students boosts critical thinking within the learning environment. Following explorations into literature surrounding my chosen aspect, I will identify the next steps in my development of this pedagogical principle.

Literature Review

There are several components that lead to successful implementation of AfL, all of which rely on collaborative engagement between the teacher and learner. Hattie (2012) suggests that AfL takes place when strategies that rely on the participation of teachers and students are established within the planning and preparation of learning opportunities. These strategies form roles within the learning environment which inform both parties of the learner's level of understanding, as well as identifying successes in learning and areas in which development is needed. Hattie defines this as 'visible learning' and expresses that the crucial aspect of this is when 'teaching is visible to the student, and that the learning is visible to the teacher' (Hattie, 2012, p. 17). Teachers must take the role of instigators of the activation and evaluation of learning in the classroom by linking challenge and feedback to guide the learner's progression.

As students become self-reliant in their learning when utilising AfL strategies, this establishes strong connections to prior learning. Metacognition assists learners in making these links, as it requires learners to assess the strategies that are appropriate to achieving their goals in learning. Welsh Government (2010) expresses that this is an essential element in AfL, as transferring strategies into a variety of contexts leads to a clear path of progression. A primary factor of this is for the teacher to assess the prior skills and knowledge of the student when planning lessons, to identify the next steps in the student's progression. This requires teachers to provide opportunities for the students to construct conceptual understanding of their learning, based on deep levels of learning through developed strategies which aid future learning. Hattie claims that this requires teachers to be passionate and dedicated to creating this environment and model this for the students, as 'passion reflects the thrill as well as the frustrations of learning' (Hattie, 2012, p. 16). Donaldson (2015) supports this view, as he expresses that the curriculum purposes enforce the demand for developing confidence in learners to enable them to build a repertoire of broad knowledge and skills to then apply to diverse contexts and independently communicate this. The purposes of 'ambitious, capable learners' and 'enterprising, creative contributors' (Welsh Government, 2020b) are central to AfL strategies, as they require students to seek challenges beyond their current capacity and connect their knowledge and skills to new concepts by contributing authentic ideas. As learners must be given opportunities to perform these qualities, this leads teachers to adapt AfL strategies uniquely for their learners and to explore the pillars of AfL (Floretz and Sammons, 2013), for which quality of talk with peers and sharing criteria are at the core.

Discussion amongst peers when engaging in conceptual learning is key for students to gauge their current understanding of the lesson focus. One of the most significant tools in engaging in AfL quality of talk strategies is for the teacher to model the discussion initially, as learners are more likely to embrace AfL values if they witness their teacher encouraging them (Welsh Government, 2010). Hattie argues that learning is a collaborative event in which dialogue is central and is most effective when students have gained enough knowledge to confidently participate in discussion with their peers. This also requires teachers to guide the construction of the thoughtful dialogue AfL strategy and to listen to the responses of the students to inform the level of understanding amongst the learners (Hattie, 2012). This then aids pupil engagement when responding to verbal and practical problem-solving tasks, which is fundamental to the scene-setting AfL strategy of 'big questions' (Welsh Government, 2010). Black and Wiliam support the importance of discussion within AfL strategies, as it 'initiates the interaction through which formative assessment aids learning' (Black and Wiliam, 2010, p. 86). As thoughtful dialogue supports developing knowledge and critical thinking, Black and Wiliam also support Hattie's suggestion that teacher involvement within the dialogue is crucial, as it provides opportunity to challenge misconceptions and redirect students' thinking.

Black and Wiliam (2010) extend this notion further, by expressing the importance of dialogue in which mistakes are not negatively received and comparisons to other students are avoided. Black and Wiliam claim that the consequence of this is the avoidance of challenging tasks, as pupils may doubt their capabilities and begin to evade investing their aspirations in learning. Coe illustrates this view in the 'Great Teaching Toolkit' (2020), as the second dimension is focused on building a supportive learning environment. Coe goes onto detail about the central aspect of creating a supportive environment as one that holds 'relationships of trust and respect between students and teachers and among students', which creates motivated students with a positive attitude towards learning (Coe et al, 2020, p. 22). From this aspect, learners will be enabled to express their ideas to their peers and teacher in a secure environment and exchange knowledge and solutions through discussion. Similarly, to Black and Wiliam's notion of positively receiving student's mistakes, Coe details another crucial element within this dimension which is to assist students in taking their misconceptions into account to encourage their learning to be more adaptive in future learning.

Another dimension in the Great Teacher Toolkit that exemplifies the importance of quality of talk in AfL is dimension four, 'activating hard thinking'. Coe expresses this dimension to be at

the heart of great teaching and carries key elements that lead successful dialogue within the classroom environment. These are outlined as 'structuring, explaining, questioning, interacting, embedding and activating' (Coe et al, 2020, p. 31)., and require teachers to provide challenging learning opportunities for students to present and communicate new ideas, and respond to feedback productively whilst building connections to prior knowledge. Thoughtful dialogue is not the only AfL strategy that requires these qualities, as sharing criteria is essential for the element of structuring to be successful. By sharing lesson objectives, the students are aware of the focus of the learning, and this can be achieved by implementing quality of talk and sharing criteria AfL strategies simultaneously. By firstly utilising quality of talk AfL strategies where the students respond to a 'big question' followed by thoughtful dialogue through discussion, the students begin to respond by deciding on the most fitting solutions. These answers then transform into the success criteria of the task, collaboratively created through discussion amongst peers (Welsh Government, 2010). This sequence of strategies results in students assessing their own understanding and applying it to the task, thus creating learning outcomes independently.

As success criteria can be achieved through AfL discussion strategies, there is literature to support the use of them. Swaffield (2014) suggests that by using strategies that result in success criteria the learners develop a clear view of the quality of work they are aiming to towards, as well as understanding the purpose of the activity. However, Newlyn (2013) argues against this and claims that success criteria through discussion is not as successful as using exemplar work AfL strategies. As previously mentioned, the teacher's role in initiating discussion through modelling is significant for quality of talk AfL strategies to be successful. Newlyn suggests that this causes teachers to usually provide examples of only 'perfect answers' and claims that these model answers are 'not realistic in their portrayal of what students at that level of achievement are capable of and can represent unrealistic expectations for students' (Newlyn, 2013, p.26). Donaldson's review of the curriculum (2015) contrasts this view and expresses that the quality of a good teacher consists of instilling deep-seated satisfaction in students that results from effort and determination from challenging activities. Educators need to be innovative and responsive to this element, as Estyn (2018) reported of a headteacher in a primary school who felt that 'lesson aims and objectives were often too generic'. This followed with the suggestion of order to support the curriculum teachers needed to provide students with activities to encourage independence and creativity. As a core purpose of AfL is to increase the progression of learning within students, views supporting challenging students beyond their current level are more applicable.

Hattie (2012) explains that the aim of every lesson is to encourage students to acquire strategies in which they can self-regulate their learning. Rudduck and Flutter (2014) add to this by expressing that students' motivation and engagement increases in exchange of opportunities in which students can express their understanding. In addition, Vygotsky's Zone of Proximal Development theory (1978, quoted in Pollard, 2014, p.39) supports this as it claims individual student engagement within peer discussion is essential for cognitive development as it allows teachers to identify the distance between actual development and potential development. This outlines the significance of the student's role when planning and preparing AfL strategies within lessons, as the student's awareness of their progress guides them to identify successful strategies to utilise in independent learning. As AfL supports students in becoming responsible for their own learning, their progress may come as feedback to the teacher. Although receiving feedback is essential for teachers to be able to witness progress, the Assessment Reform Group suggest that a lot of the student's progress when using AfL strategies will be 'through their direct involvement in assessing their own work' (Assessment Reform Group, 2014). This amplifies not only the importance of the consideration of the student's role within AfL strategies, but for teachers to be actively observing the students' engagement within the duration of AfL strategy participation.

However, Langford (2010) disagrees with the reinforcement of child-centred learning, as it disrupts authentic social relationships. Langford claims that it not only causes an absence of meaningful relationships between the teacher and the student, but also a 'devaluation of the social relationships among the children themselves' (Langford, 2010, p. 119). This view puts into question the validity of the teacher's role within the learning environment. It disrupts the need for a strong teacher and student relationship required for a supportive classroom environment. There are also further concerns of entrusting students with their own learning, as this could further disadvantage students that are already struggling. Power (2019) expresses this by describing strategies that are child-centred as 'invisible pedagogy' and are not as effective as 'visible pedagogies' which are described as teacher led activities. This is explained as child led learning strategies require more resources, it is more difficult to deliver this pedagogical approach equally within the classroom. As each learner's prior knowledge will differ and learner's abilities can have a diverse range within the classroom, this outlines the essential consideration of differentiation within AfL strategies to ensure that each child's progression is being addressed.

As there are considerations of purposes of AfL and formative assessment, there are also considerations of whether it is more effective to demonstrate it for summative aims. Black and William (2018) suggest that what sets apart whether an assessment's purpose is

summative rather than formative is if the goal is to produce a product of the students' progression. Within this notion, teachers contribute the assessment outcomes towards future plans of the child's education in the long-term. As Black and Wiliam are strong advocates of AfL as it is 'used to adapt the teaching to meet student needs' (Black & Wiliam, 2010, p82), there are arising criticisms of their approach. Taras (2009) argues that Black and Wiliam's concepts contradict the child-centred element of AfL, and suggests that it seems more to do with teaching methodology as opposed to the aspirations of the individual learner. Taras also expresses that summative assessment has been excluded from Black & Wiliam's AfL methodology, and that there should not be a division between the use of summative and formative. Donaldson (2015) explores the use of summative assessment, by expressing that although tests and examinations produce motivation amongst students it is more crucial to instil learning strategies by which the children can assess themselves formatively. Within the Curriculum for Wales (Welsh Government, 2020a), there is a central focus of continually observing the student's progress in day-to-day practice as well as their learning journey through periods of time. This carries elements of both formative and summative assessment, which leads the requirement of both within a pedagogical approach.

Conclusion

As I have identified and critically reflected on my engagement with AfL, I have established elements that will guide my professional approach of Donaldson's pedagogical principle (Welsh Government, 2020b). By conducting this critical reflection, I have integrated the 'National Approach to Professional Learning' into my practice (Welsh Government, 2019) which is central to becoming a reflective practitioner. I have displayed elements of this by firstly focusing on my pedagogy within my professional learning, as I have taken the opportunity to reflect on the aspect of assessment for learning within my practice. I have informed my reflection by considering literature surrounding the AfL strategies and will utilise this in my next steps. This relates to another element of my professional learning approach, as I have engaged in an individual learning journey. Within this combination of elements, I have identified aspects of my engagement in quality of talk and sharing criteria within AfL strategies in which I can develop within my practice.

My first step of progression is focused on quality of talk strategies, concerning my approach to 'big question' posing and thoughtful dialogue. Arising from my critical evaluation of literature surrounding this aspect, I have planned approaches to how I consider features of

differentiation within my strategies. I have analysed the concerns of a child-centred approach of Langford (2010) and Power (2019), and I have recognised the potential for pupils to not have equal opportunity. This is due to issues in accessing learning opportunities due to some requiring specialised resources. This has led to evaluating my role in creating a supportive learning environment and ensuring this is fulfilled. Although in my example of my engagement within the principle of AfL (see part 1) I split my pupils up into 3 different groups based on the learner's ability, I did not alter my questioning and discussion AfL strategies. This is an aspect I will consider in the future, as altering my questioning to the pupils' ability will assist in creating appropriate learning aims for each pupil and aid them in identifying targets independently. This reflects the framework of Bloom's taxonomy (Forehand, 2011) as it requires the practitioner to address the cognitive skills of each student within questioning strategies to achieve critical thinking at a higher level. Within the identified aspect of differentiation, it addresses the QTS standard of 'differentiation' and will aid my progression within this standard of pedagogy (Welsh Government, 2017).

My second next step in developing my AfL approaches focuses on strategies of sharing criteria with my students. As I have reflected on Newlyn's (2013) view on the success of exemplar work over modelled answers via the teacher, I have made considerations based on how the students may approach this. Although thoughtful dialogue successfully established a success criteria within the pupils' discussion, I intend on implementing a further dimension into my strategy. During exercising thoughtful discussion with the children, I will also include the strategy of introducing exemplar work and encourage the pupils to independently identify key successful points of the example to inform their success criteria. By including this aspect into my AfL approach when sharing criteria with students, I will carry through Hattie's (2012) concept of creating learning opportunities in which the pupil develops self-regulation within their learning. This also incorporates the pedagogy QTS standard of 'challenge and expectations' (Welsh Government, 2017), as pupils establish goals within the success criteria and have freedom to set higher goals within discussion with their peers.

By identifying these next steps of my development in AfL, I will make learning visible to the student and to myself. This is the foundation of AfL and will be instilled throughout my professional development.

Word count: 3,007.

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