

Overview

Sunday, December 8, 2019 4:45 PM

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Pathway: PGCE Primary

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Ensure your referencing is correct and consistent with the University expectations.	I have only noted the page numbers for direct quotes from literature.
Target 2	Ensure the points raised are supported with evidence.	I have tried to back everything up with evidence from literature.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1903640_student_uwtsd_ac_uk/EjanLo-hoQFPkpD3t8-8WA0B4Rn-7VL0-KGSrA6TNdcXA

Assessment for Learning

14 December 2019 23:33

Good teaching and learning means employing assessment for learning principles.

EXAMPLE 1 - Over to You



The class in which this example was taken from is a maths set 2 class of mixed ages from years 4, 5 and 6. Despite the pupils being set by their overall mathematical ability into sets, they are also categorised into 4 groups according to their ability within that set.

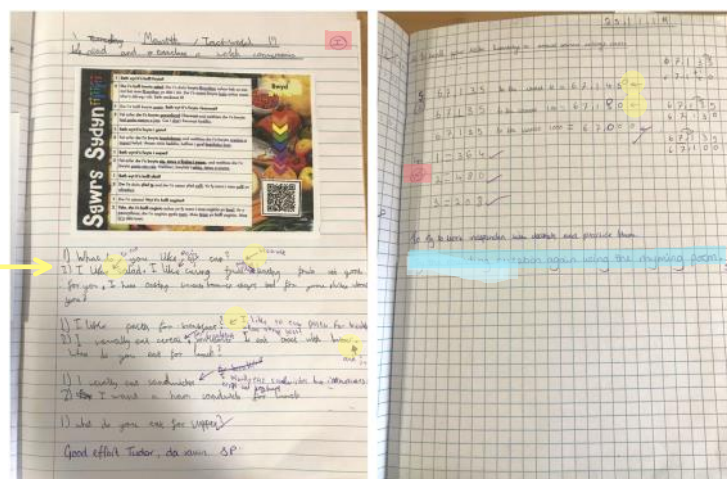
The Over to You lesson involved me creating a **short work sheet** with a series of questions that covered each element indicated in the KS2 Programme of Study for Mathematics (Welsh Government, 2016). The children then attempt to answer each question prior to any teaching on that strand taking place and then **self-mark their work in blue pen with a tick or a cross** – hence the name 'Over to You'. Following the marking of the questions I went around each child, **highlighting in pink** the elements of the numeracy framework that each individual child **seemed skilled in already**, whilst leaving the elements that require much teaching un-highlighted. The children then wrote their **target in the box** accordingly.

Following these lessons, the pupils are grouped according to their ability for that particular mathematical strand from highest ability (Cylch) to lowest (Petryal).

Following the final teaching lesson of that strand the children will revisit the 'Over to You' and make any corrections to the questions that they initially got wrong now they have received the teaching on it. Following this and referring back to the teacher's knowledge on how well each child has grasped the elements, they are **highlighted in green** or again remain un-highlighted if further teaching is still required or if they have reached their abilities limit.

It is clear to see from the groupings example how the **highlighted children's names** have moved up and down the ability groupings depending on each strand. This illustrates that although a pupil may on average be classed as a set 2 maths ability, within maths they certainly have their personal strengths and weaknesses.

EXAMPLE 2 – Purple Pen



The schools marking policy was centred around assessment for learning with the majority of marking being done on the spot in purple pen. This change in policy came following dialogue with children who raised concerns over the lack of opportunity to learn from their mistakes whilst still involved with a task and in the right frame of mind to correct misunderstandings and mistakes before continuing on to subsequent questions.

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A mistake is now indicated to the pupils with a purple arrow and following dialogue with the teacher the child uses a purple pen to correct that mistake. I also wrote next steps comments in their books to help them to complete corrections independently along with further questions and challenges if they had completed the task quickly. This process aided my lesson planning as I was always equipped with further challenges, particularly in maths lessons as the children although in groups worked at different paces.

As can be seen in the comment "try the rounding question again using the rhyming poem" includes prompts encompassing their success criteria, directing them to recall information from previous lessons to help them complete the task successfully.

The examples also show a marking of 'I' or 'WS' in a circle - these initials indicate to the teacher and other colleagues whether the work was completed 'independently' or 'with support'.

EXAMPLE 3 – Peer-Assessment

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
1HR 25MINS			
Opening Phase (with link to prior learning)	- Perform a Haiku poem to the class and explain the key elements of it. 3 Lines 5 – 7 – 5 Syllables - Explain what a syllable is and clap them - Tell the children their groupings – this task will be mixed ability – send them to their tables - Explain that the performance may just be reading it, you may add in actions or it can be a dramatized show – act out the poem.	- Children to listen and suggest any features they can identify in the poem and clap the syllables. - Children to read the poem on their table, discuss it and work as a team to come up with a performance.	Haiku Poem <i>Winter is coming. Snow will be arriving soon. We should rake the leaves.</i>
Teaching & Core Learning	- Teacher and TA to be floating as support for the whole of the lesson. - Photos to be taken and videos of the performance with permission. Will be put up on Twitter. - Group 1 = Concrete – It's Cold Outside - Group 2 = Limerick – Ants - Group 3 = Acrostic – Rainstorm - Group 4 = Rhyming – The Owl and the Pussycat - Children to return to the carpet to perform their poem. - Peer assessment – pick some children using the lollipop sticks to give their opinion after each performance.	- Children to first of all read through the poem, verse by verse and discuss their ideas as a group. - All will have paper to write their performance ideas down and highlighters to mark where they are reading. - Children to have the opportunity to go into the corridor, book corner or back of the class to practice their poem performances. - Children perform their poems in front of all the class. - Peer assessment - 2 stars and a wish after each performance.	- Poems: - It's Cold Outside - Ants - Rainstorm - The Owl and the Pussycat - Lollipop sticks
Plenary	Read part of the 'Owl and the Pussycat' poem, focussing on speech and tone of voice.	Children to identify the things that were done to act out the poem just by reading it.	The Owl and the Pussycat
5 MINS			

As can be seen from the lesson plan above, pupils were given poems to perform in mixed ability groups. As these were being performed in front of the class as the audience (peers) I thought it would be a great opportunity for them to use the 2 stars and a wish method of peer-assessment.

In order to ensure everyone was paying attention to the performances and thinking of what was particularly good about it and what areas they would suggest improvement for I also created and used lollipop sticks to help choose a peer. Using these pushed all members of the class to think critically and decide their own opinions on each performance. It also allowed the more reserved members of the class to have the opportunity to share their opinion if they were chosen.

Cross-Curricular Responsibilities

Monday, December 9, 2019 9:40 AM

Good teaching and learning regularly reinforces cross-curricular responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them.

EXAMPLE 4 - Challenging Extremism

Student-teacher	Suzanne Perkins	Class:	Oaktree's Year 6
AoLE or Subject	Health & Wellbeing	Date:	08/11/2019
Lesson Focus:	Extremism – Rosa Parks		
Meaningful links to Curriculum	➤ What Matters Statement – How we process and respond to our experiences affects our mental health and emotional well-being. • <i>Progression Step 3</i> - I can notice and understand how and why experiences impact on me and others. I can consider the feelings of others and I can choose to act with kindness. ➤ What Matters Statement – Our decision-making impacts on the quality of our lives and the lives of others. • <i>Progressions Step 4</i> – I can identify the ethical and legal implications of decisions, and use evidence to support and justify them.		
Meaningful links to: Cross Curricular Responsibilities	➤ Oracy: <i>Progression Step 3</i> – listen carefully to presentation and show understanding of main points. After listening, respond, giving views on what the speaker has said.		
Personal Targets (Linked to QTS and identified in weekly review)			
➤ N/A – First week.			

This lesson plan is taken from a series of topical lessons challenging different extreme views that have been held within society and are still to some degree today. The cross-curricular focus for this particular lesson was Oracy as children had to give their views on the extreme aspects focused on in the lesson. They also had to follow a presentation on Rosa Parks who famously refused to give up her bus seat for a white man.



As shown in the above pictures, the classroom was set up to resemble the bus that Rosa Parks travelled on. Prior to the children having knowledge of Rosa Parks I acted as the driver of the bus and moved children from side to side and front to back based upon their hair or eye colour and what colour shoes or jumpers they were wearing. This acting culminated in one child being asked to leave the bus. During the activity children seemed confused and shouted on a number of occasions “that’s not fair” but then after realising it was all acting had the opportunity to describe how the activity made them feel.

I then took the children through the presentation showing not only Rosa Parks story but also the racist nature of society in the time this incident took place. The pupils again had the opportunity to engage in a class discussion

and voice their opinions on the matter, reaching an agreement that we are all equal no matter what our outward appearance is.

EXAMPLE 5 – Database Creation

Student-teacher	Suzanne Perkins	Class:	Oaktree's
AoLE or Subject	Science & Technology	Date:	18/11/2019
Lesson Focus:	Creating a database.		
Meaningful links to Curriculum	➤ ICT Skills Framework – Data Handling: • Year 5- Collect, prepare and create a database beginning to understand the different field types. Ensure accuracy of entry, edit mistakes. ➤ What Matters Statement – Being curious and searching for answers helps further our understanding of the natural world and helps society progress. • <i>Progression Step 3</i> – I can collect and present data in a suitable format.		
Meaningful links to: Cross Curricular Responsibilities	➤ Reading: <i>Progression Step 2</i> - Use visual clues, e.g. illustration, photographs, diagrams, charts to enhance understanding. ➤ Listening: <i>Progression Step 2</i> – listen to others, with concentration, understanding the main points and asking for clarification if needed. ➤ Numeracy: <i>Progression Step 3</i> – represent data using tables. ➤ DCF: <i>Progression step 2</i> – record data collected in a suitable format e.g. a table. Understand the importance of saving work periodically to avoid losing work. Save work using an appropriate file name. Collaborate with a partner on a piece of digital work.		
Personal Targets (Linked to QTS and identified in weekly review)			
➤ Blended learning experiences – the teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. ➤ Timings – next phases latest start time written in pink.			

Student-teacher	Suzanne Perkins	Class:	Oaktree's
AoLE or Subject	Science & Technology	Date:	21/11/2019
Lesson Focus:	Researching and collecting data ready to insert into a database.		
Meaningful links to Curriculum	➤ ICT Skills Framework – Data Handling: • Year 5- Collect, prepare and create a database beginning to understand the different field types. Ensure accuracy of entry, edit mistakes. • Year 6- Create own database with a variety of fields to record and organise results from a survey. ➤ What Matters Statement – Being curious and searching for answers helps further our understanding of the natural world and helps society progress. • <i>Progression Step 3</i> – I can collect and present data in a suitable format.		
Meaningful links to: Cross Curricular Responsibilities	➤ Reading: <i>Progression Step 3</i> - use information from trusted sources, on-screen and on paper. Gather and organise information and ideas from different sources. ➤ Numeracy: <i>Progression Step 3</i> – represent data using tables. ➤ DCF: <i>Progression step 2</i> – record data collected in a suitable format e.g. a table.		
Personal Targets (Linked to QTS and identified in weekly review)			
• Blended learning experiences – the teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. • Timings – next phases latest start time written in pink.			

These lesson plans are from a series of database lessons I resourced and taught. Given the range of skills involved it was a series that lent itself well to make a number of cross-curricular links which applied to all the lessons in the series. Firstly, I modelled the creation of the database in stages to the whole class where children were required to concentrate and listen carefully to each step. Following this the children were given screenshots of the steps as an extra aid to create the database successfully. Emphasis was put on children needing to save their work periodically to avoid losing it, using an appropriate file name.

Once the databases were created successfully, the children had to research and find the information they needed about the fruit and vegetables. This information was created in placed around the classroom in forms of information cards, spreadsheets and price lists. The higher ability groups also had to research the food miles using the internet and find information about Guinness World Records relating to each fruit and vegetable. Collaboration and team work was essential for this part as they split the list of fruit and vegetables up in order to gather as much data as possible which could then be shared with one another and inputted into their individual databases ready for analysis.

EXAMPLE 6 – Welsh Translation

Student-teacher	Suzanne Perkins	Class:	Oaktree's
AoLE or Subject	Welsh – Morning Groups	Date:	19-22.11.19
Lesson Focus:	Welsh Conversation		
Meaningful links to Curriculum	➤ Welsh Programme of Study – Oracy & Reading: • Year 4 - Deduce connections between information, e.g. sequence, importance. Explore different situations through role play. Read texts, including those with few visual clues, independently with concentration. Develop their ability to read a range of continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing. • Year 5 - Explore different situations through role play. Read an increasing range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing.		
Meaningful links to: Cross Curricular Responsibilities	➤ Reading: • Progression Step 2 – Retell events from a narrative in the right order. Look for key words to find out what the text is about. ➤ Oracy: • Progression Step 2 – Adapt a role using appropriate language.		
Personal Targets (Linked to QTS and identified in weekly review) • Blended learning experiences – the teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. • Welsh language skills – there is a commitment to incremental development of personal skills in the use of the Welsh language. • Timings – next phases latest start time written in pink.			

This example shows the cross-curricular links made with literacy during a Welsh lesson focused on the translation of a conversation. The children were firstly given the conversation cut up into individual sections and asked to order it accordingly with their partner. Following this they each took on the role of the characters and read a section each, then as a group looked for key words that they recognised in order to make sense of the conversation. Using this pattern, the children were able to interpret the conversation and translate it all into Welsh accordingly, learning new words and sentence links as they completed the task.

Blend of Approaches

Monday, December 9, 2019 9:42 AM

Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

EXAMPLE 7 – Maths Carousel

Learning Objectives (focus on Learning- use accessible vocabulary):	
The pupils will learn to:	
➤ Teacher Task	• Lower – To multiply and divide numbers by 10 and 100. • Higher – To multiply and divide numbers and decimals by 10 and 100.
➤ TA Task	• Lower – To use my times tables to solve division problems. • Higher – To recall my multiplication tables to solve division problems.
➤ Independent task	• Lower & Higher – To answer a range of multiplication and division sums in order to create a pattern.
➤ Maths Whizz	

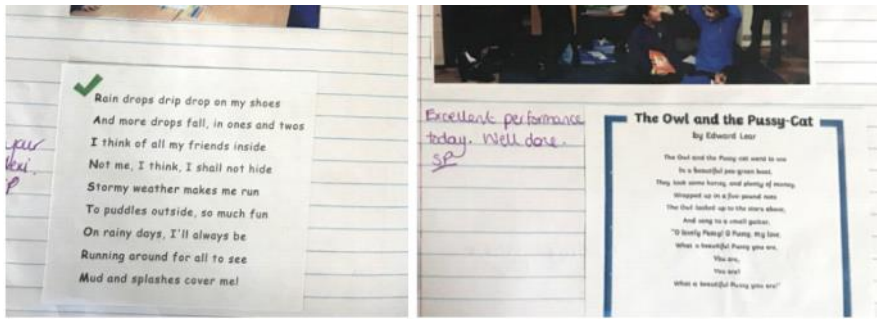
Teaching in a carousel style was something that was new to me but an approach my placement school had begun to use in a number of lessons. The maths element I was teaching required me to teach the use of mental strategies to recall multiplication tables for 2, 3, 4, 5, 6, 8 and 10 and use it to solve division problems, along with multiplying and dividing numbers and decimals by 10 and 100. Given this range I decided to teach it following the carousel approach rather than direct teaching to the whole class. This was decided due to the differentiation needed between groups, and it affording me more quality time to focus my attention on the main teaching of multiplying and dividing numbers and decimals by 10 and 100. This was treated as the **critical thinking** task as I questioned them on their answers as to why they thought they were right or wrong.

The teaching assistant supported another group looking at **problem solving** questions that were similar to ones likely to come up in the end of year assessments which were again differentiated. The remaining two groups worked independently, one on the computer programme Maths Whizz practicing their times table recall and the other on a more **creative task** similar to colour by number. The answers corresponded to colours which when coloured in correctly created a mosaic of a watermelon.

Having a variety of activities that used different approaches to their learning gave me an insight into the different styles and approaches to learning that the children in the class preferred. The higher ability groups seemed to enjoy the teaching task where they were learning a new element whereas the lower abilities seemed to get more enjoyment out of Maths Whizz and the mosaic activity.

EXAMPLE 8 – Poetry Performance

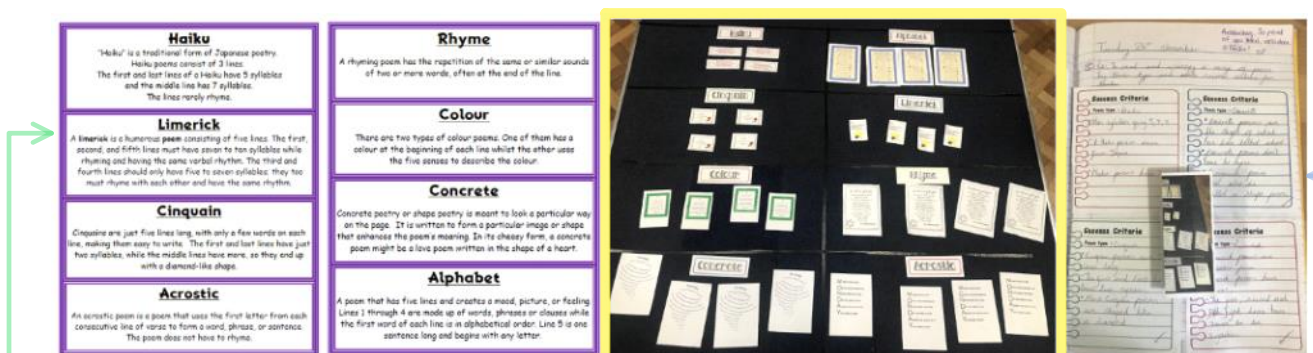




This example is one from a series of poetry lessons I taught with a creative focus. The children in this lesson were split into mixed ability groups as opposed to their usual ability groupings and were each given a different type of poem to read. Following **reading the poem together** they had to decide on a way in which they were going to perform it to the class. As can be seen from the image, there were a **variety of different performances** from the poems from simply being read, to reading with some actions and one group even acting it out completely. This lesson really brought out the creative side of children and tested their group working skills and ultimately tested their confidence in their chosen performance of the poem.

Despite some children being slightly more reserved than others they all seemed to enjoy and engaged with the activity. Having a more creative based literacy lesson also allowed pupils who ordinarily would be in the lower ability groups to really shine and showcase their creative and performing talents.

EXAMPLE 9 – Poetry Classification



This poetry lesson was more geared to exercising the children's problem-solving skills through a literacy-based activity. I started the lesson by explaining the **different characteristics of eight types of poems** and then **provided each mixed ability group a sheet** with these characteristics on for them to consider in more detail and to aid them in the activity.

Along with this sheet they were also given eight different poems, each of which corresponded to a type that I had explained to them. Their task as a group was to consider each poem, discuss its features and reach an agreement on what type of poem each was. Following this each group brought up a poem at a time and placed it under the **correct heading on a grid that was made on the classroom carpet**. As I was aware that some groups may have been tempted to be led by the answers of other groups, I conducted this part of the lesson in a way that no poems would be revealed until everyone's had been placed in the grid.

Groups were then asked to give the reasons why they thought it was that particular type of poem. Following this task the children used the knowledge they had gleaned to choose up to four poem types and **create success criteria** for writing each type. All the children really enjoyed this lesson and worked well in their groups, each taking on their own roles. Some children even requested to read out their poems aloud to the class which for me highlighted the enjoyment they experienced in the previous poetry performance lesson.

Critical Reflection

29 December 2019 22:26

Considering the leading school-based factor in pupils learning is teaching (Schwartz, 2009 cited in Husbands and Pearce, 2012) it is essential that teachers strive to develop and continually learn new pedagogies that prove vital to the delivery of a successful national curriculum. As Brookfield (1998) conveys in one of his four suggested lenses, personal reflection on our practice helps us critically evaluate our teaching methods and understand more about the beliefs and values we hold. Being a reflective practitioner brings potential for extended knowledge and skills from others and literature along with an openness to change that can greatly impact pedagogy. (Welsh Government, 2019a)

It is for this reason that a reflection of three pedagogical principles which form good teaching and learning, as advocated by Donaldson (2015), will be reviewed in relation to literature and the implementation of them during my professional teaching experience (PTE). These principles comprise of assessment for learning (AFL), cross-curricular responsibilities and employing a blend of approaches (Donaldson, 2015).

Part one of my PTE was completed in a primary school catering for children aged 3 to 11 years old that prides itself on being a rights respecting school. It is set in a disadvantaged community in South Wales with 395 pupils on role, 33% of which receive free school meals (My Local School, 2019).

Assessment for Learning

“Good teaching and learning means employing assessment for learning principles.”
(Donaldson, 2015 p.67)

Although dreaded by many, assessment plays an essential role in schools and education, but in recent years there has been a growing acceptance that too much emphasis is being placed upon it and the gradings it produces. For this reason, education systems around the world are highlighting the value in teachers carrying out not only summative assessments but encouraging the use of formative assessment, commonly referred to as AFL.

The Welsh Assembly Government (2010) has defined AFL as “the process of finding out where learners are within a learning continuum, where they need to go and how best to get there.” Its central feature is ongoing support to develop learning, bringing about continuous improvement, as opposed to the summative approach - often referred to as assessment of learning - where the evaluation of performance is more binding and often comes at the end of a set period of time. Smith (2014) simply notes the stark contrasts between summative and formative assessment with the former supplying grades which have a tendency to encourage comparisons and competition that can damage learner's self-confidence. Comparatively AFL encourages pupils to help and support one another throughout the learning process, building their self-confidence and motivation.

The term ‘meta-cognition’ refers to children having the ability to think about their thinking (Education Endowment Foundation [EEF], 2018) and is commonly associated with AFL. By surrounding learning with meta-cognitive approaches, it is believed children will be better equipped to improve outcomes by reflecting on their current performance. This immediate reflective practice allows adjustments to be made when concepts are fresh in the mind (Welsh Assembly Government, 2010) and is proven to be beneficial, giving a clear understanding of what is wrong and how to put it right (Black & William, 1998).

Didau (2013) however raises concerns over the emphasis put on children's understanding

arguing that just because a child understands a concept it does not mean they will be able to remember it for recall purposes in a subsequent lesson or an exam. This view is a contradiction to the current education reform in Wales which - summed up in the four purposes – seeks to provide children with the skills and confidence needed to lead fulfilling lives and become valued members of society, regardless of whether they are able to perform at the top levels in standardised tests (Donaldson, 2015).

By embedding AFL strategies that promote meta-cognition throughout a child's learning, it is agreed that it ultimately helps them to transfer their skills and knowledge to new situations without specific prompts (National Research Council, 1999). In turn this leads to children having more control over their own learning and the opportunity to develop greater independence, equipping them for life in society.

It has been suggested that AFL strategies can be sorted into three key areas of questioning, quality of feedback and self and peer assessment (Welsh Assembly Government, 2010).

The questioning element is indicated in illustrative example 1 referred to as an 'Over to You' lesson. As can be seen from the annotations it wonderfully illustrates the recommendation Ausubel (1968, cited in Hattie, 2012) makes that the essential component needed to influence learning is to ascertain what the learner already knows and then teach them accordingly. This lesson used a mini assessment to question the children's current knowledge on elements of the numeracy strand they were due to study and in keeping with Black *et al.* (2007) view, the information gleaned was used to adjust the teaching and learning making it a worthwhile. The adjustment was primarily seen in the children moving ability groups based upon their current and target knowledge when compared to the numeracy rubrics. The levels of differentiation for the next lessons were also informed and the level of support or independence given influenced.

I found the process of adjusting the groupings challenging and time consuming compared to how seamlessly the class teacher did it during the observation week. Each time I spent too much time contemplating whether my settings and expectations were fair and realistic. Dialogue with a pupil who I moved into a higher ability group based on their performance highlights this point. In the first two measurement lessons I noticed this child was either relying on others or producing incorrect answers. Following a short conversation, it soon transpired that during the self-marking of the 'Over to You' they had actually just written in the correct answers. Although disappointing and a potential drawback, on reflection I could see that had I known the child better and understood their likely ability I would have picked the problem up and had the conversation sooner. Thankfully it was easily rectified and her group and subsequent level of work was adjusted which in itself is an example of AFL at work.

With the 'Over to You' questions, children also had a copy of the rubrics in their books which is something that Wiliam (2005) advocates in order for them to personally know whether they were successfully achieving the learning intended for them. I personally found the rubrics useful as it not only focused my planning and differentiation but was a constant reference point for the children, indicating what they were aiming to achieve through the learning. It has however been suggested that using rubrics for children's reference is a pointless task because they don't actually hold any meaning for them (Didau, 2014). Despite not really agreeing with this, it did cause me to wonder how this particular 'Over to You' strategy would be adjusted in line with the new curriculum in Wales, as it is profoundly based upon the highly structured KS2 Programme of Study for Mathematics (Welsh Government, 2016) which is a document the 2020 curriculum is trying to move away from. I would be interested to understand how the new document will affect this AFL method

through dialogue with my senior mentor.

Illustrative example 2 specifically relates to the marking policy that incorporates AFL feedback strategies adopted by the placement school. Although marking with just a tick or cross is thorough, it repeatedly fails to guide children in the improvements they need to make in order to be successful and often emphasises underperformance (Black & William, 1998). In order for my feedback to be effective I knew that it needed to be 'specific, accurate and clear' (EEF, 2018) and was conscience that the trend within the AFL movement was to provide comment-based feedback. As explained in the annotations, marking was mainly done on the spot in purple pen with verbal and written feedback given that enabled the children to learn from mistakes and adjust their thinking accordingly for the remainder of the task.

The aspect I found to be the biggest challenge was physically getting around every pupil within the class before they completed a task. As can be seen in the example image from a Welsh lesson I taught the pupil had a number of arrows indicating incorrect translations. This was an occasion where unfortunately I only got to mark their work slightly before they had completed the task and I was concerned the number of corrections would leave the pupil feeling deflated. On reflection I understand I need to accept that it is an almost impossible task to provide every child in the class with the highest level of feedback and discussion. That being said, I need to develop my classroom management skills and utilise the teaching assistant more effectively or consider concentrating on marking a smaller selection of books, whilst others are maybe self-marked.

Knowing that other schools had seen improvements in "pupils' understanding of assessment and the next steps in their learning" (Estyn, 2011 p.14) through the use of peer-assessment, I was keen to implement it during my PTE. Illustrative example 3 describes how it was used in a poetry lesson I taught in the hope it would encourage the children to apply the same reflections on their own performances. Using the lollipop stick method, fellow classmates were chosen to follow the format of two stars and a wish in giving feedback. Given more time I would have ideally liked the groups to watch their performance back on film and self-assess in their groups as well as receiving feedback from their peers.

Overall, I feel the AFL strategies I implemented were mostly effective although I recognise there are many more I need to explore and apply to my practice. What really struck me on PTE was the joy on children's faces when they had finally grasped a concept, compared to the dismay that may have been had they been left to realise, under test circumstances, that they had not grasped it.

Cross-curricular Responsibilities

"Good teaching and learning regularly reinforces cross-curricular responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them"
(Donaldson, 2015 p.68)

Cross-curricular learning underpins the responsibility that teachers have to equip learners with the necessary skills to participate and contribute to society (Welsh Government, 2019b). It is important to note that to be effective, these three responsibilities need to be applied in a natural and authentic manner (Donaldson, 2015) as they are designed to provide more opportunities for children to practice and develop key skills that have a profound bearing on them succeeding in society. Embedding these skills also addresses the desire children and young people expressed to have more experience in learning life skills (Dauncey, 2015).

Oracy, reading and writing are skills that are necessary to "make sense of the world around" and without understanding language we have no ability to draw conclusions from our

surroundings (Donaldson, 2015). This is also true of numeracy skills which on a basic level are essential for everyday activities like shopping, where money is exchanged or the use of public transport which requires an ability to tell the time accurately. Similarly, in a modern world where our lives are being adapted to function through technology and advances occurring on almost a daily basis, it is essential that young people and children are proficient and have experience using it. Donaldson (2015) recognises this advancement and has deemed that digital competency should hold a "similar status within the curriculum to that of literacy and numeracy."

Beane (1995) explains that by opening up other subject areas, experiences can be integrated providing children with a fuller understanding whilst applying learnt skills in an authentic way. By incorporating skills in this way prior learning is reinforced and it allows teaching time to be re-directed elsewhere as there is seemingly little merit in re-teaching a concept already learnt (Roy, 2016). Given the relevance that cross-curricular teaching imparts, the learner can have more confidence in the worth of what they are being taught (Ofsted, 2002) and gain a more meaningful understanding from revisiting a skill from a different perspective (Scottish Government, 2008 cited in Barnes, 2015).

In view of these points I was keen to embed cross-curricular responsibilities in my lesson plans during PTE wherever appropriate, and the annotations of illustrative example 4 seek to explain one lesson in a series teaching about extreme views. The cross-curricular literacy skill of oracy was particularly fitting as it provided opportunities for the children to learn and develop appropriate ways of expressing their thoughts and opinions. Due to others experiencing success from establishing rules for group work and - considering the placement schools emphasis on pupil voice - how children are more likely to abide by rules if they have ownership over them (Welsh Assembly Government, 2010) each session began with the formation of discussion rules for the class. On reflection of the lesson and the difficult topics and questions broached I was acutely aware of the privilege and responsibility we as educators have, to impart an array of knowledge to the children we teach in order to equip them to be moral and ethical citizens of the world.

Another series of lessons taught on PTE were focused on databases as annotated in example 5. Verbal and written instructions were followed to create the database and a variety of research skills were used to collate various types of data which I felt appropriately linked elements of all the cross-curricular responsibilities of literacy, numeracy and digital competency. Each of the links within the lessons also demonstrated an understanding of how children build upon prior knowledge and resulted in me sharing my planning and resources with colleagues which not only encouraged me but also demonstrated the alleviation of the drawback of having a lack of time to plan and collaborate that is commonly associated to cross-curricular teaching (Lynch, 2019).

Finally the example of a Welsh lesson used for this section was one that I initially thought to be highly applicable to literacy responsibilities however, I believe I would benefit from furthering my understanding of how true cross-curricular links are made as I started to wonder if this lesson was more associated with following the Curriculum Cymraig.

Blend of Approaches

"Good teaching and learning means employing a blend of approaches, including those that promote problem solving, creative and critical thinking." (Donaldson, 2015 p.65)

As already touched upon the modern world is ever-changing and with artificial intelligence and robots being readily used in place of human-beings there is no doubt that creative skills and critical thinking should be more valued as they are attributes unique to human nature

(Vincent-Lancrin, 2019). Being creative also benefits our health and well-being by generating a 'state of flow' that causes us to be enthralled and committed to an activity (Csikszentmihalyi 1990, cited in Vincent-Lancrin *et al.*, 2019).

Robison (2006) has a particular interest in the creative side to teaching and learning, and speaks of the remarkable capacity children have to become innovative through their imaginations and believes that creativity should be given as equal a status as literacy.

With talk of innovation being so prominent today it is useful to note the thinking of Vincent-Lancrin *et al.* (2019) who contends that while creativity is important, critical thinking must also be employed as not all creative works and ideas are viable and require critical analysis in order to reach the final stages of innovation. The ability to think critically is also applicable, indeed fundamental, to being a citizen of the world. If we consider politics for example, we can agree that even with regards to voting, we need to ensure our young people are equipped to sufficiently weigh up arguments presented by others and the media in order to make a well-informed and grounded decision (Vincent-Lancrin *et al.* 2019).

Considering these points, a great deal of responsibility lays with the education systems to encourage and not quench creativity and critical thinking. Yet it is the teachers at the core who are often unsure of what and how creative and critical thinking is implemented in their everyday practice. Although some may immediately dismiss such a claim and blame teachers putting up too much resistance to change, Vincent-Lancrin *et al.* (2019) suggests that it is rather a lack of clarity given about such concepts that causes poor implementation of such teaching and learning pedagogies.

Whilst on PTE I worked towards preparing lessons that promoted problem solving, creativity and critical thinking despite being more familiar with direct teaching styles. Employing a carousel method for teaching maths over the course of a week allowed me to address each element. The lesson plan for the week is explained in example 7 and proved less time consuming to arrange as it followed the same pattern each day, apart from the skills differentiation for each group. This allowed me to become more familiar with the lesson but more importantly enabled me to reflect and implement changes in following lessons. It also gave me an insight into the different styles and approaches to learning that the children in the class preferred.

Classroom presence was however one aspect I found challenging when operating in a carousel as I often became engrossed with my teaching element that I forgot to check on the other groups to ensure they were on task. Due to this I feel I need to develop my classroom presence more consistently and ensure that I remember to apply AFL strategies for every group within future carousel lessons. Following the first lesson I also learnt that regardless of them undertaking different tasks they still needed a general whole class introduction on the theme of multiplying by 10 and 100 in order for them to successfully implement the required skills independently.

The final two illustrative examples 8 and 9 are taken from poetry lessons I taught with the former being creative and the later more linked to problem solving. During the poetry performance it was particularly encouraging to see a number of children from the lower ability groups stand out and exhibit such enthusiasm towards literacy. It confirmed the importance of providing opportunities for creativity to flourish (Robison, 2006) and is something I will definitely implement in my future practice.

For the lesson associated with problem-solving a mixed ability group approach was again used where talk and interaction with one another was encouraged before a conclusion was met. This method was exercised due to collaborative learning being a proven process that

often gets the best results (EEF, 2018). It was particularly interesting to see how the children who had a tendency to dominate the problem-solving process were different to those that had shone in the previous creative lesson. Whilst proving that each child has their own unique and preferred way of learning it made me question how innovative I was being when planning other lessons and recognise it is an area to develop in PTE part two.

Taking into account all the pedagogical principles suggested by Donaldson (2015) it seems that in the application of many of them, short comings in others are able to be met. For example, any weaknesses in the application of cross-curricular learning can through the use of AFL strategies be detected, adjusted and developed ready for use and implementation in another subject area. Thus, although only three principles have been discussed here it is advantageous to consider the development and implementation of all 12 pedagogical principles in order to deliver good, reliable teaching and learning.

Word Count - 3258

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