

Overview

09 December 2019

10:26

Assignment Title:

Prepare a portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Name:

Thomas Ashton

Student Number:

1900199

Course:

P-PGCE

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Add in more diagrams and visuals.	Added in appropriate diagrams, to express the definition of AFL.
Target 2	Increase the depth of research to include case studies where appropriate.	Included case studies.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1900199_student_uwtsd_ac_uk/EpGcxXEL8wVErtra96bm_owBO0SbgmRDWIg7EU3nSL55ZQ?e=X54dBA

Evidence One - Appendix 1a

11 December 2019 17:02

Pedagogical Principle: Good teaching and learning creates authentic contexts for learning.

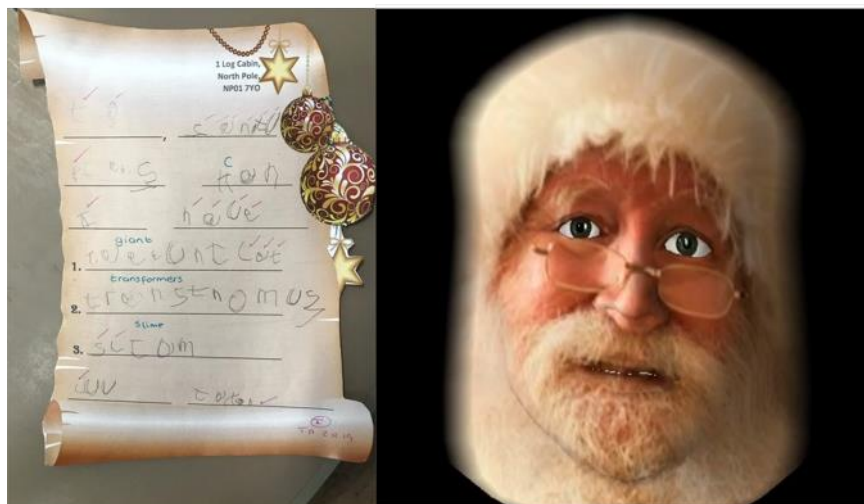


This image is of the campsite I created within my first week of placement. It was designed for the role play area within the classroom, with it being focussed around our ongoing topic of "What happens when I fall asleep" . The purpose of this role play area was to enable an authentic context for enhanced provisions to be set, to excel pupil independence. The campsite allowed pupils to become more engaged with the set provisions designed for the role play area. Some examples of provisions used was, to use the binoculars to identify specific areas of animals with relation to numbers. For example the pupil would be given a zoomed in picture of the hedgehog's spike with an empty box next to the picture. The pupils then had to count the number of spikes they could see through using the binoculars, and write the number in the corresponding box. Another example was pupils used the campsite to recite the story of Owl Babies around the campfire, using owl masks, to again create an authentic context. The campsite allowed any learning that was set for the role play area to be authentic, due to the authenticity of the campsite environment.

Evidence Two - Appendix 1b

11 December 2019 17:03

Pedagogical Principle: Good teaching and learning creates authentic contexts for learning.



This is a screenshot of the software I used MORFO to create a personalised video message sent from Santa to the reception class highlighting their focus task. This allowed the literacy lesson to be constructed in a more authentic context, enhancing the engagement of the pupils and giving purpose behind their learning. The lesson was also linked to the trip that was scheduled two days post the lesson, in where the students where going to visit Santa Claus. Therefore I emphasised the purpose of the trip was to hand deliver the letters we where going to create in the focus task, creating a real life context to the learning environment.

Evidence Three - Appendix 1c

11 December 2019 17:04

Pedagogical Principle: Good teaching and learning creates authentic contexts for learning.



This collage highlights how creating an authentic context was used within the subject area, Knowledge & Understanding of the World, exploring the senses with focus on nocturnal animals. This lesson consisted of three activities that were on carousels, in which all tasks were practically engaging, focussed around putting pupils' senses to the test while having restricted vision (Mole Masks). Through reflection of this lesson one pupil highlighted that it was the best day ever, emphasising the effectiveness of creating an authentic learning environment to explore through practical engagement. All pupils in the class as highlighted by both the LSO and class mentor, were eager to involve themselves within the learning taking place. Allowing the pupils to actually taste the fruits, allowed them to develop their descriptions of the food, putting the learning into real life contexts, instead of asking pupils to describe of memory, and past experiences.

Evidence One - Appendix 2a

11 December 2019 17:02

Pedagogical Principle: Good teaching and learning means employing assessment for learning principles.

35 minutes Teaching & Core Learning	Teacher to use SPIRAL Plenaries throughout the three lesson, to draw attention to good work. Getting the pupils to highlight with reference to success criteria, emphasising why it is a good example. BUZZ: Teachers to set pupils off to work independently. Teacher to point out examples of good work, to encourage others writing SPIRAL PLENARY. Provide specific support to M and K. Provide constant feedback of where pupils are meeting the WILFs. JESSE: Teacher to work with groups of 3/4 (Specific Selection of groups). Provide opportunity for emergent writing. Teacher to intervene when necessary. Teacher highlight good work, or when pupils are meeting the success criteria. Allow independence however closely supported to guide learning. WOODY: Teacher to work with groups of 3/4 Teacher to support all pupils, use of whiteboards and resources to help with initial sound formations. Teacher highlight good work, or when pupils are meeting the success criteria.	BUZZ: Children to independently write their letters to Santa Claus. To be using Fred talking to help spell out words. To be using finger spaces between words, and writing on the line. Pupils able to point out key sections to Letter writing Address, Dear ... , Content, Ending. Provide simple reasoning behind why we need to add the address etc... WOODY & JESSE: Pupils use emergent writing. Pupils to initial sounds in their writing. Pupils to orally discuss their letter and wish list. Pupils to hold pencil appropriately, and be able to write from left to right. Pupils able to point out key sections to Letter writing Address, Dear ... , Content, Ending.	Writing frame Pencils Example of WAGOLL Whiteboards Shortened pencils for specific individuals.
5 minutes Plenary	Draw upon examples of good work. Asking pupils to peer assess examples of work. Then to elaborate onto self asses, prompting pupils to give reasoning behind their choice.	Peer Assessment: - Highlight good points of work - Discuss ways of improvement. Self Asses: Star Fish - Hard Hands on head - Medium Soldier Stance - Easy	

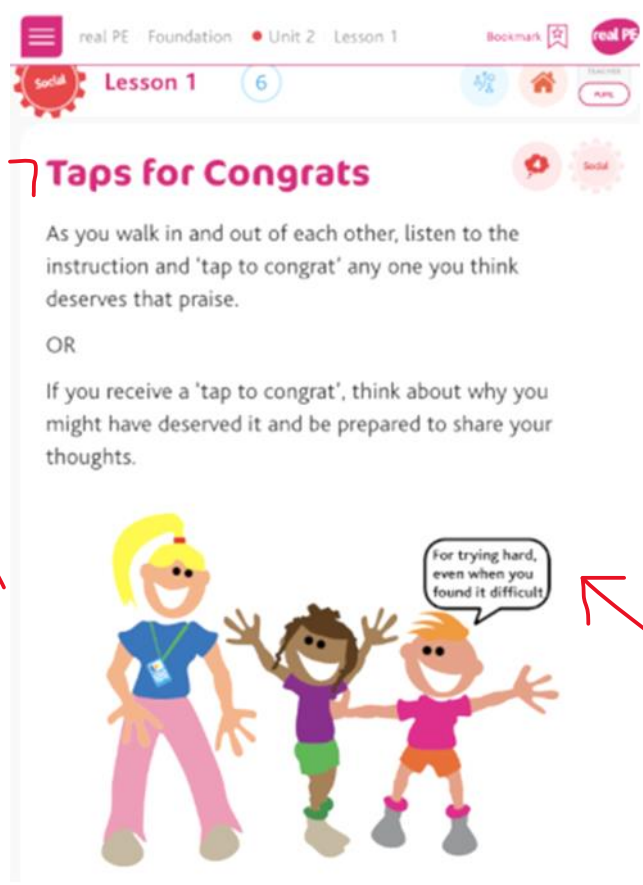
Within this literacy based lesson, AFL was used through a range of different strategies and approaches, as highlighted in blue in the lesson plan. Pit stop plenaries were implemented into my lessons, as a result of AFL being a target of mine, after discussion and feedback from my class mentor, and from observing it's effectiveness when used appropriately. Allowing the ongoing focus task to be brought to a stop, allowed myself to draw attention to an example of a pupils work who is currently on track. Instead of just myself relaying how this individuals work is a good example, I would ask pupils to draw attention to the pupils work highlighting why I had brought it to their attention. To assist the feedback I would prompt the pupils to use the success criteria to help evaluate how the example is meeting the criteria. The use of the mini plenary allowed pupils who were steering of the focus task, to assess their own work in comparison to a good example, and be able to either make challenges, or be guided down the right path to achieve the success criteria, and overall learning objective of the lesson.

Peer assessment was also outlined within the plenary of the lesson. I included this into my plenary through good practice, as it allows pupils to assess each others work in relation to successful areas and areas of improvement expressing their understanding of the lesson. Also from the creative way to self assess, pupils enjoyed the practical aspect of expressing their feelings behind the lesson, in which they would elaborate on their choices. This allowed me to have immediate feedback.

Evidence Two - Appendix 2b

11 December 2019 19:03

Pedagogical Principle: Good teaching and learning means employing assessment for learning principles.



For Physical Development, my placement school uses the real PE scheme as a resource and guideline to follow. Every lesson will highlight the importance of immediate feedback with a specific focus on assessment for learning. The strategy which is used within the real PE programme is called "Taps for Congrats". It's a way of incorporating assessment through the lesson without actually stopping the ongoing learning, as the praise focusses around a simple tap on the shoulder to the pupils who are highlighting good performance. A major feature within this approach is that when the task comes to a stop, I would then ask pupils to put their hands up if they where tapped through their learning taking place. Pupils who where tapped would then provide a relevant reason behind why they thought they where tapped. This allows them to self assess their own skills within the focus task. This strategy focussed around feedback worked extremely well within my Physical Development lessons as pupils where constant making sure they where on task as they knew I was walking around providing constant praise, in which they wanted to receive.

Evidence Three - Appendix 2c

11 December 2019 19:04

Pedagogical Principle: Good teaching and learning means employing assessment for learning principles.

Thomas demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning. He is very aware of using AFL strategies which he identified as a target. When planning activities for the enhanced provision Thomas showed awareness of providing appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.

Time 45 minutes	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)
5 minutes Opening phase (with links to prior learning)	Question students on what objects/things can give us light. "What do we use at night?" "What helps us in the streets when it's dark?" "how do we know it's day time?" Read the book - Based on owl who is afraid of the dark. Draw questions from the book to encourage engagement. (If book has been read, reference book and highlight Owl's fear of the dark). Discuss how their job as a class, is to sort the difference between things that give us light and things that doesn't, to help the owl. Help the owl pack his nest with ways of producing light. Differentiation - Use different examples of light sources. E.g. (Higher: Lantern, Lower: Torch). Explain our job again and set pupils off for independent challenges while teacher focusses on small groups for focussed task. Teacher to share success criteria with pupils, and to design for the ability of group (Differentiate). Allow pupils to give their input to creating the success criteria, don't just flow the exact process on lesson plan. Allow adaptations.	Pupils to get into thinking shapes on what they know about light sources. To then deliver back to the teacher. Thinking Shapes - Group of three (Triangle) Group of four (Square) More than four (Circle). Pupils to arrange as a class. To put the objects that create light in the nest for the owl. Place the objects that don't produce light in the box. Pupils to Fred talk and sound out some of the objects.

AFL was evident in the opening phase of my KUW lesson. Through the use of sharing the success criteria with the pupils, abled the students to know how to be successful in order to meet the learning objective. The way in which I present the success criteria is through using WILF. A school based approach which uses a woollen snake named WILF, in order to present the What I'm Looking For statements. As noted in the lesson plan, adaptations can be made in the success criteria, I don't follow word by word what is in my plan as i like incorporate pupil voice when designing them. The reason behind this was because through observing my class mentor use pupil voice to distinguish areas in which they wanted to learn in relation to the topic, pupils seemed to have a lot of interest in what they whether then learning as it had a personal connection t their choices

Questions where also used, to prompt pupils to discuss and express what they already know about the lesson focus, with the questions used allowing a more open response, not a one word yes or no. The use of thinking shapes where used as an approach to get all pupils to contribute to the questions, in which then I selected one pupil from each group to deliver what they had be discussing. Allowing my assess prior knowledge of subject area. This strategy proved beneficial to pupils who don't excel confidence in speaking in front of the whole group, allows the to get their thoughts across in more comfortable environment, therefore increasing the chances of a response to the questions asked.

To progress the questionings in which where asked, i followed the schools approach of using questioning in AFL.



Questioning for Progress

Remembering	◦ What is . . ? ◦ How many . . ? ◦ Can you list . . ?
Understanding	◦ Explain why . . ? ◦ How does . . ? ◦ Who do you think . . ?
Applying	◦ How else would you use . . ? ◦ Where else would see . . ? ◦ How would you solve . . ?
Analysing	◦ What caused . . ? ◦ Why did . . ? ◦ How many ways can . . ?
Evaluating	◦ What are the strengths of . . ? ◦ What is the most important . . ? ◦ What do you think about . . ?
Creating	◦ How would you improve . . ? ◦ How would you find out . . ? ◦ What is an alternative to . . ?

Evidence One - Appendix 3a

11 December 2019 17:02

Pedagogical Principle: Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.

ENHANCED PROVISIONS

Week beginning 25.11.19

Sand Tywod <i>Can you sort the alien words Fred words</i> Enhance the sand area with conkers, acorns, feathers, sticks and twigs along with any other woodland-themed objects.	Water Dŵr Blue water with glitter and stars, sequins funnels, etc...	Paint Peint <i>Can you use chalks to draw a starry night picture</i> Black sugar paper and selection of chalks	Dough Toes <i>Can you make an Owl. Count the feathers</i> Provide brown or cream playdough along with feathers, buttons, beans, beads for eyes/beak, pipe cleaners for feet	Small World Byd Bach Link to construction challenge
Construction Adeiladu <i>Can you design a nest for the Owl babies</i> Take a picture with the iPad	Role Play Chwarae Rôl <i>Can you use the masks to retell the story of Owl Babies</i>	Table top Ben bwrdd	Mark Making Gwneud Marciau <i>Use the speech bubbles to write down what the owl babies said</i>	Make it table <i>Use the different materials to collage an owl</i>
Book Corner Cornel Ddarllen Light and Dark Owl babies The owl who is afraid of the dark	Finding Out Darganfod	Number Rhif <i>Use a tally chart to keep count of the number of birds that you see.</i> <i>Use chalk to write numbers to 10/20</i>	Music Cerdd <i>Lullaby</i> <i>Christmas songs</i>	Physical Corfforol Fine motor activities Peg boards Threading



Enhanced provisions are used throughout Foundation Phase. This example explores just how enhanced provisions can be set in order to explore cross curricular responsibilities. The example above highlights how cross curricular focussed challenges were implement into my week four of placement. Allowing pupils to constantly implement their skills and knowledge, independently exploring Numeracy, Literacy and DCF alongside a focus set task.

Evidence Two - Appendix 3b

11 December 2019 19:04

Pedagogical Principle: Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.

Meaningful links to: Cross Curricular Responsibilities LNF - record collections using marks, numbers or pictures LNF - read and write numbers to at least 10 LNF - take away objects to find "how many left"? LNF - to use mathematical language DCF - sort familiar objects using one criterion			
Time 40 minutes	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase 10 minutes	Explain where Uganda is (Africa) Emphasising the temperature. Going onto showing pupils a range of animals species. Teacher to show pupil animals that are found in Uganda (Hot Climate) and highlight features of animals. Teacher to show pupils found in Antarctic and highlight features (Cold Climate)	Sort as a class animals into two separate groups titled Ugandan Animals and Antarctic Animals.	Animal pictures.
Teaching & Core Learning 20 minutes	Set the scene : Explain that we are all zoo keepers for the day and all our animals have escaped, and we need to get them all back in. Explaining how we are going to place the animals into groups. Boundaries (Not around to the muddy kitchen). Teacher to help with number formation or to ask for help of other pupils.	Pupils to go on scavenger hunt around the schools playground in search for African animals. (Differentiation: Lower number of animal species for lower ability). Time Limit of 15 minutes. Pupils to then collectively group animals in the form of a pictogram. (Buzz) Pupils to group animals into hula hoops. (Woody) Pupils to use chalk to record number.	Masking Tape Animal Pictures Restricted boundaries of the playground. Hula Hoops
Plenary 10 minutes	Teacher to ask questions regarding the results. How many Giraffes did you catch? So you caught 5 gorillas and 5 lions which one is more? Which animal did you find the most of? MAT - If two of the gorillas escaped again how many would you have? -Another zoo keeper has just found 3 more lions, how many altogether?	Pupils to discuss with peers which animal was found the "most" and which animal was found the "least" Pupils to respond to questions regarding one less one more, two less two more.	

This KUW lesson focussed around Ugandan animals which explored many meaningful links to cross curricular responsibilities. The lesson started off with a sorting exercise, where pupils had to distinguish animals that live in Uganda compared to animals that live in Antarctica, therefore covering the DCF, through sorting by one criterion. Numeracy was also evident throughout my lesson, where pupils had to group pictures (animals) related to its species, with the number of animals being recorded through chalk. Numeracy orientated questioning is also highlighted in the plenary of the lesson, focussing around mathematical language. Cross curricular responsibilities were incorporated more frequently in my lessons as it was a highlight target of mine, that was set by my class mentor, and as emphasised by my class mentor it's a great way of constantly cross linking areas of learning, instead of just exploring numeracy within numeracy lessons.

Evidence Three - Appendix 3c

11 December 2019 19:04

Pedagogical Principle: Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them

Meaningful links to: Cross Curricular Responsibilities		LNF - orally compose and dictate a sentence describing experiences to communicate meaning LNF - express what they like and dislike LNF - talk about things from their experience and share information LNF - use words, phrases and simple sentences LNF - read and write numbers to at least 10 LNF - hold writing instruments appropriately LNF - take part in activities alongside others, with some interaction.	
Time 45 minutes	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)	Res (Including He requi
10 minutes Opening phase (with links to prior learning)	Explore what the students already know about the topic by working through the Nocturnal Animals PowerPoint presentation. Questions: If we went out at night without lights, would we be able to get around? After activity Q - So how do animals get around in the dark (find food, shelter...) Highlight that we use our five senses to help us know what's happening around us. Elaborating on how nocturnal animal senses become adapted to help them live in the night. Owl - Hearing Sight Mole - Touch	Think, Pair, Share - Name any nocturnal animals they already know. Short Activity - Pupils close eyes and count to three. While keeping their eyes close teacher moves in class, and without looking pupils must point to where they think teacher is. Pupils to discuss how they think animals live in the dark. Pupils to name the 5 senses .	White Prese
	All groups rotate when all groups have finished activity. Pupils individually decide their answers and reasoning <i>however activity is done as a group and discussions.</i> Activity 1: What's in the box? Group to be given a numbered box (5 numbered boxes) & individual Worksheet. Teacher to question pupils to describe what they think is in the bag. "What nocturnal animal did we say has a great sense of touch" ? Differentiation - High Ability: Write one word next to the numbered bag on the worksheet describing what they can feel "Spiky, Squidgy, Rough" Teacher to assist with pencil handling being used appropriately. Lower Ability: Verbally describe what they can feel, teacher to write it down in the description box of the worksheet.	Activity 1: What's in the box? Each student to feel inside the box with their eyes closed and after 5 seconds they must stick the picture of what could be potentially in the bag next to the numbered bag on their worksheet, verbally describing what they feel is in the bag. (High Ability write down one word to describe how the object feels). Repeated until all students have felt inside each numbered bag.	Gl Anima
	Activity 2: Name that sound Teacher to play a total of 5 animal sounds, making sure you are clearly stating the number of the sound you are playing 1/2/3/4/5. Teacher to support with number formations. Activity 3: Can you name the food? Teacher to have a plate with all four foods being covered. When all pupils have placed mole masks over their eyes, each student is given the first item of food and so on. Masks removed after every item of food to glue pictures to work sheet. Teacher to question - can you remember what nocturnal animals have a great sense of taste? Do you find it hard to know what you are tasting without being able to see it?	Activity 2: Name that sound Pupils to listen to the sound being played with their eyes closed. After sound is played pupils have to write down a number next to which animal they think the sound is related to. Activity 3: Can you name the food? Pupils to try different foods to see whether a lack of sight interferes with what they think the food is. To then glue the corresponding picture to numbered taste test. Pupils to orally give reasons behind their choices. Expressing what they like and dislike.	

This topic lesson highlighted numeracy and literacy throughout. With

This topic lesson highlighted numeracy and literacy throughout. With the introduction being constructed around pupils discussion, elaborating on previous knowledge. The pupils in reception enjoy being able to express what they already know, however I had to make sure that discussions between pairs were relevant and on topic. The lesson was organised through a carousel rotation enforcing pupils to work with peers in groups, enhancing students communication and confidence.

In activity 1 the pupils had to orally describe the items in which they could feel, with higher able students writing their assumptions and describing the item, with focus on aspects such as holding the pencil appropriately.

Numeracy was used in activity 2, where pupils had to record the number down that correlated to the specific animal sounds.

Allowing subjects and skills to be explored through all areas of learning, has increased the overall abilities within the specific areas in relation to numeracy and literacy. This was emphasised by my classroom mentor and the deputy head of my placement school.

Activity 3 also presented aspects of using cross curriculum responsibilities, highlighting likes and dislikes, and using words, phrases and simple sentences.

Critical Reflection

11 December 2019 17:02

Introduction:

Donaldson presents twelve pedagogical principles which are all looked upon by teachers to advance teaching and learning (Donaldson, 2015). This assignment draws attention to three of the pedagogical principles and advancing on to how they were incorporated within my teaching and learning on placement (PTE), while identifying areas that can be developed. My PTE took place in a reception class, with 21 students all ranging in ability and as of 2018 the percentages of FSM (Free School Meals) was 22.5% (Welsh Government, 2018). The three principles identified are focussed around; assessment for learning (Principle 1), creating authentic contexts (Principle 2) within learning and the application of using cross-curricular responsibilities within lessons and allowing opportunity to practice them (Principle 3). Through evaluating how the selected principles have been implemented into our practice, and how we can advance our teaching in relation to them, allows teachers to enhance their professional development. Allowing me to reflect on my experiences within PTE and develop my understandings and skills in relation to the three pedagogical principles in order to advance the learning of the pupils (Avalos, 2011).

Pedagogical Principle 1

Assessment for learning (AFL), also known as formative assessment, strands away from the traditional views of assessment being the measurement of students' achievement at the end of learning (Heritage, 2007). Fautley & Savage (2008) goes on to highlight how assessment should be imbedded through teaching and learning, instead of viewing them as separate activities (Fig. 1.). Emphasising the importance of allowing formative assessment to be carried out through the ongoing lesson, allowing the data collected to be fed back into your teaching, allowing necessary adaptations to be made.



Fig.1 .
Fautley & Savage (2008)

From reviewing Estyn reports, AFL has been highlighted as an effective tool in terms of heightening learning standards. With Gaer Primary School being one example of how constructed strategies such as, clear and achievable success criteria and developing peer and self-assessment can enhance learning. As a school they have now witnessed success in terms of pupils being actively engaged with their learning, and fearless of making mistakes (Estyn.gov.wales, 2018). My PTE school adopted AFL strategies within their teachers' practice, with a specific focus around questioning styles, to advance progression in learning (Appendix 2c).

An AFL strategy in which I adopted on PTE, was the use of sharing success criteria with the pupils, allowing them to have input in designing them (Appendix 2c). Royce Sadler (1998) conveys that we need to allow learners to be insiders of the assessment process, allowing them to know what they need to achieve in order to be successful in the learning. Throughout my lessons I made the success criteria visible for the class, so they could make constant reference to the progress of their ongoing success. Hattie (2012) states that we must not distinguish the success criteria of our lessons to be focussed primarily around the completion of the task, instead draw emphasis on the success

throughout in order to succeed overall in the lesson. This was an area in which was highlighted as a progression step within my development of PTE. Therefore, to develop my skills within the design of the success criteria as Margaret Heritage emphasises, I will make pupils not only aware of the learning goals, but draw attention to the next steps in which they need to take and exactly how to take them to achieve success (Heritage, 2007).

Evidence 3 (Appendix 2c), also draws attention to how I involved pupil voice when constructing the success criteria, allowing the criteria to be adaptable when introduced to pupils. The reasoning behind this, was because when learners have a better understanding of the success criteria, it allows them to be more engaged when providing peer assessment to other pupils, as they feel more ownership towards the criteria of success (Cambridge-community.org.uk, 2019 & Topping, 2009).

From reviewing the guidance given by the Welsh Assembly Government (WAG) on developing AFL within a classroom, they stress that giving students areas of improvements in a summative manner is ineffective due to the opportunity to make progress in that particular context being over (Welsh Assembly Government, 2010). Therefore, within PTE I discovered the importance of allowing feedback to be consistent, thorough and “comment only”, as it allowed pupils to adapt work, and help guide them to stay on track with their learning, as they were continuously made aware of how to be successful. Feedback was given though a “comment only” approach due to the negative impacts of just grading work. Drawn upon by Black & William (1998), with the use of grading work results in pupils to compare results instead of focussing on personal improvement, they focus on competition between peers. With low able students, becoming de-motivated into thinking they can’t learn.

Feedback was incorporated in my lessons by using mini plenaries (Appendix 2a). The feedback given from peers, highlighted positives and areas for improvement. Emphasising the use of peer assessment, which was also used in the plenaries of the sessions (Appendix 2a). Peer-assessment can advance pupils skills regarding critical reflection, acting on feedback given by others, and being able to then assess their own work in relation to their feedback given to others (Liu & Carless, 2006). Black & William (1998) stress the importance of giving feedback that is relevant to individuals, reducing the chance of peers making comparisons with other pupils. Feedback should be constructed to highlight improvements which are relevant to that specific individual. To achieve this my PTE was separated into three groups based on ability, and then further split up in the three groups to work with pupils who are similar abilities on the focus task. This allowed the mini plenaries to be more focussed around the levels of the individuals, with feedback in books being very specific to that pupil.

Self-assessment was introduced into my Physical Development lessons, where I used the strategy of “Taps for Congrats” (Appendix 2b). This allowed the flow of the learning not to be interrupted, with pupils discussing at the end of that section, why I had tapped them, making meaningful links to the success criteria. Black & William (1998) and Andrade & Valtcheva (2009), express that self-assessment is key within education as it allows pupils to understand the purposes of their own learning, as well as have an idea and focus on what they need to do to achieve. As a result of self-assessment, Schunk (2003) states that achievement will increase.

An area in my practice I could develop, would be allowing pupils to make continuous representations of their feelings on the challenge of the task. A strategy in which is commonly used across primary schools, is the “Traffic Light” evaluation (Kidd and Czerniawski, 2010). Colour coded cards representing their feeling on the task. This developing the learners voice and allowing myself to focus my attention to pupils who are experiencing trouble with the task.

Questioning is also a strategy used within my teaching to advance AFL (Appendix 2c). Questions were used to assess previous knowledge. The questions would be structured around an open style approach, allowing room for discussion and not one-word answers such as “no” and “yes”. However, an area in which I can develop on is lengthening wait time for response. Emphasised by Black et al., (2004), pupils are aware when teachers don’t wait for a response and therefore move on or change question as a result of not

getting an answer back straight away, therefore allowing pupil to avoid question. Also stating that as a result of wait time being increased, students become more involved with discussion and length of responses improve.

Discussions were used within my lesson, allowing pupils to talk about their understanding of the lessons focus, and in doing so through their own interpretation, allowed their knowledge and understanding to be improved (Black & William, 1998). I would use “thinking shapes” (Appendix 2c) in order to group pupils to discuss. Groups would then be chosen at random to feed back to myself and the peers, instead of using a hands up approach. Allowing a truer reflection of students understanding. Pupils enjoyed the element of getting up of the carpet to make a shape, however sometimes it did put the students off track as they were too concerned into getting into specific shapes, therefore for future practice I would use techniques such as think pair share with a partner to your right.

An improvement within my questioning could be accomplished through the use of not only questioning pupils about what they already know, and what they want to find out. I need to shape questions into promoting children to understand how they are going to get there, to close the gap between what they know and what they can improve on, or what they want to find out (Sadler, 1989).

Pedagogical Principle 2

Richard Fox (2005) elaborates on the idea, that learning in schools is being delivered and taught solely in a school context, which is then resulting in the learning not being easily transferrable to settings outside of the classroom. However, with the advised curriculum of Successful Futures, Donaldson (2015) puts emphasis on Fox’s perception to be changed. In that he portrays the importance of allowing pupils to see the relevance in which their learning has in relation to the world beyond the school’s gates. I will now reflect on how my teaching practice within PTE went on to create authentic contexts, and aspects in which I can improve on and incorporate in future practice.

My first assigned responsibility within PTE was to design an authentic role play area in which could be used, for focus tasks or provisions, in relation to the theme “what happens when I fall asleep” (Appendix 1a). Pupils were intrigued immediately with the campsite creation, with it being for some students, the first time they have experienced what a camp site looks like, and by designating relevant focus tasks to be completed within the environment, really enhanced the levels of engagement and work ethic with all ability pupils. As described by Nicaise et al., (2000), when learning is placed within an authentic context and environment, students can make meaningful and relevant links from the lessons focus to mirror real life experiences. In relation to independent provisions being set for the campsite, allowed learning to be a process of discovery around an authentic task, which can result in the development of problem-solving skills and display an increase in confidence within their own learning abilities (Bruner 1966 & Shank 1992). This resulting in the newly formed confidence being the main contribution behind the pupils being able to apply their skills and knowledge beyond the classroom walls (Nicaise, Gibney and Crane, 2000).

Herrington, Reeves and Oliver (2007), highlight how the development of learning technology such as virtual reality has allowed realistic creations within simulated environments to be possible. Displayed within my evidence of creating authentic contexts, the application MORFO was used in order to bring the character of Father Christmas to life, to set the success criteria and learning objectives of the Literacy lesson (Appendix 1b). This resulted in immediately grabbing the attention of pupils, and left students amazed by the virtual request. For the letter I used an upcoming trip to be the driving force behind the completion of the task, as we were scheduled the following week to visit Father Christmas, therefore creating a real-life scenario to the purpose of the letter writing, creating a meaningful link. Pearce (2016), elaborates on that learning becomes quickly forgotten, when there is no meaning behind the learning experience.

To advance my teaching regarding authentic contexts, for my second part of my

placement I will investigate bringing external companies into the school to advance the concept of creating and developing authentic contexts within my teaching and learning. Sanders (2006), expresses the use of local organisations such as, police and fire department, local businesses, library or museum to heighten children's learning through the enhanced authentic context. With Willems and Gonzalez-DeHass (2012) identifying that the connection between school and community regarding learning experiences, take authentic learning to another level, by allowing students to have enriching activities presented and delivered to them by real-life experts.

One of my last lessons within PTE, I taught pupils about the five senses and how nocturnal animals use their senses to live with the absence of light. The lesson was focussed around a practical carousel of activities, providing the students with a hands-on experience (Appendix 1c). Pearce (2016) draws attention to providing authentic opportunities for children to have hands-on experiences and to learn through doing, to advance their understanding. Researchers also emphasise that learning is at its best when performed within a practical manner, making it relevant and engaging, instead of theoretical ((Winthrop, P. Williams and McGivney, 2016)) Even though the lesson was completed in groups the work was set for individual completion, therefore an area in which I could advance the use of authentic contexts within my learning, would be to set tasks in which require collaboration, and in which cannot be completed in a single lesson. Therefore, allowing activities to become sustained investigations (Lombardi, 2007).

Pedagogical Principle 3:

Within PTE, my class mentor expressed that when teaching a lesson, elements of other areas of learning must be looked upon within that lesson. From reviewing Successful Futures, Donaldson (2015) creates emphasis on the importance of us as teachers, to allow opportunity within our teaching and learning for cross-curricular responsibilities to be explored. With strong focus on incorporating Numeracy, Literacy and Digital Competence, as often as we can in our practice. Due to the fact of them being an essential tool, for pupils to participate with confidence and success within the modern world.

Displayed within my evidence (Appendix 3b,3c), including cross-curricular responsibilities was a true focus within my lessons. Discovering that the implementation should not be a forced addition, however, should be able to contribute to the fluidity of the task. With the Estyn Report (Estyn.gov.wales, 2018). drawing attention to the importance of allowing topic focused work, to be embedded with Literacy, Numeracy and Digital Competence. Instead of singling the subjects out alone, resulting in the days lessons having no purposeful connection. Therefore, as shown in my evidence (Appendix 3b) all areas of cross-curricular responsibilities were highlighted throughout the lesson, allowing skills learnt in other areas of learning, to be encouraged to be used within the topic-based lesson, highlighting the use of transferable skills.

Hayes (2010), goes on to highlight the advantages of the integration of subjects being displayed within lessons. Arguing that it portrays a more holistic approach to the teaching of the curriculum. Therefore, reducing the idea of pupils viewing subjects as separate topics, distinguishing an almost artificial barrier between them, resulting in pupils finding it challenging to make connections between skills and knowledge learnt. With Grauerholz (2001) emphasising the positive results of teaching with a holistic approach, concluding it to achieve deeper learning.

Progressing through my weeks at placement, my teaching time started to increase resulting in planning time becoming more restricted. Therefore, I was finding it hard to create meaningful links to cross-curricular responsibilities in all lessons. Through discussions and reflections within my learning journal, my class mentor drew my attention to using enhanced provisions more effectively in terms of incorporating cross-curricular activities. Highlighting the many beneficial uses of enhanced provisions, allowing pupils vast amounts of opportunities to consolidate skills learnt within other subjects (Appendix 3a). Enhanced provisions proved to be extremely effective in terms

of achieving all areas of learning to be included within all lessons. All provisions were linked through a central theme, with Jacobs (1989) supporting the concept of the definition of cross-curricular being the use of a central theme or topic being the driven focus for all ongoing subjects.

Enhanced provisions allowed students to develop and become ambitious capable learners (Donaldson, 2015), through allowing carefully selected challenges, to be independently solved. Pupils are guided to use previous learnt skills within different areas of learning in order to become successful in the provisions, through reinforcing cross-curricular responsibilities, and independently working through the difficulties, highlighting the teaching approach of discovery-based learning. Supporting the advantage of this approach Alfieri et al., (2011) case study revealed that enhanced-discovery methods lead to greater learning. Through the need of connections to be made between subjects in order to complete the provisions, evidently promotes fundamental values (Barnes, 2015).

Due to the lack of accessible digital resources within my PTE, I found the inclusion of developing digital competence to be challenging. As shown in my evidence (Appendix 3a), it was achieved through provisions, however found it difficult to involve it within the focus task of the lesson, with it only being achieved in one of my taught activities (Appendix 3b). Along with Literacy and Numeracy, Digital Competence needs to be used throughout all subjects within education, not only addressed as a separate subject (Ala-Mutka et al., 2008). Donaldson (2015) creates emphasis on the inclusion of digital competence throughout the curriculum, due to creative digital skills being a constant increase and feature within the modern workplace. A survey carried out by Wastiau et al., (2013), revealed that digital competence and ICT within classrooms are mostly only used within the planning of the lessons, with only limited teachers exploring its use during the lesson. This is a result of the lack of confidence teachers have in relation to their skills within ICT. However, Sutherland et al., (2004) expresses that successful cases within their research on teachers embedding digital technology within their lesson, discovered student's engagement to be heightened for sustained periods of time.

Regarding improvement of my own practice within advancing digital competence within my teaching, the School Education Gateway website explores many effective methods of incorporating it. For example, the use of video and photographs can be a great alternative or addition to a literacy lesson of creative writing, through portraying a story, allowing pupils to express verbally or through image, their creative work (SchoolEducationGateway, 2017).

Hayes (2010), conveys that through crossing subject boundaries allows pupils to become more imaginative and encourages them to undertake active enquiry, in terms of discussions and debates. Discussions are used throughout my lessons, drawing specific focus on introductions and plenaries, in order to know what pupil's, know/want to know, and what they have learnt (Appendix 3c). Discussions fall under the responsibility of literacy, and through discussion development of cognitive skills are greatly improved, as highlighted by Vygotsky (1980).

Conclusion:

In conclusion to my teaching practice, I feel that I have implemented the three revised pedagogical principles throughout my teaching, drawing upon literature to support and highlight advantages of their use within education.

The use of AFL was adequately used within my lessons, from using questioning as a tool to understand previous knowledge (Appendix 2c) and as a facilitator to reinforce peer and self-assessment (Appendix 2a & 2b), to sharing success criteria to increase understanding of the lesson aims to achieve success (Appendix 2c). For future practice I will explore the use of AFL as a tool to express pupils understanding of the lesson throughout, using corresponding colour coded cards.

Authentic contexts were explored within my PTE, with the use of creating an authentic environment within the class for tasks to be set (Appendix 1a) to enforcing real-life contexts to purpose of lessons, and creating meaningful links, to the world beyond the school gates (Appendix 1c). Advancing this aspect, using external organisations, to

heighten authenticity.

The cross-curricular responsibilities were included within the learning of my lessons, with focus on provisions (Appendix 3a), and the use of Literacy, Numeracy and Digital being imbedded within the lesson plans (Appendix 3b & 3c). Uncovering the fact that the cross-curricular responsibilities should not be viewed as an additional task instead should complement the flow of the lesson, progressing transferable skills.

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