

Overview

05 January 2020 14:13

Student number: 1903157

Pathway: PGCE Primary with QTS

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Make more effective use of wide reading in order to support my writing and have a greater synthesis of research.	I have attempted to use a selection of books, journals and reports, and I have included works with opposing viewpoints to show criticality.
Target 2	Ensure a consistent academic tone throughout.	I have attempted to maintain an academic tone throughout my work by: • by using third person voice when discussing literature, in order to maintain neutrality; • Ensuring that I use education terminology and maintain a formal tone.

Link to OneNote:

https://uowtsd-my.sharepoint.com/:f/g/personal/1903157_student_uwtsd_ac_uk/EhTPC-6fPoNMojlewUCVo_cBH3m7m35yQyU9O57OWKybYQ?e=6SBDIJ

Example One

05 January 2020 14:13

Plenary (5 – 15 minutes, depending on how long the previous task takes)	Feely bag game. Teacher to explain the rules: The child that is describing the shape to the rest of the class is to give at least 3 clues before anyone is allowed to guess, and to include an example of another object which is the same shape. (Pupils guessing can ask more questions if needed) The pupil describing needs to use the mathematical vocabulary that they have learned from previous task. Teacher to ask the child who has guessed to explain why they think that is the correct shape.	One child at a time to choose a shape from the feely bag, and describe to the rest of the group. Rest of the group to try and identify the shape (hands up to give their guess – pupil doing the describing to choose which pupil to ask)	Soft bag (or pillowcase) 3D Shape blocks: cones, spheres, pyramids, triangular prisms, cubes, cuboids, cylinder
---	--	--	--

LNF - Oracy across the curriculum – developing and presenting information and ideas – **listening**: listen carefully and make connections between what they are learning and what they already know

LNF - Oracy across the curriculum – developing and presenting information and ideas – **speaking**: explain information and ideas using relevant vocabulary

This example comes from a Year 2/3 maths lesson where the lesson focus was 3D shapes. This lesson was the second lesson with this focus, the previous lesson having been taught the day before. In the first lesson, the children consolidated their ability to name and describe the shapes, and sort them according to their properties. In this lesson, the lesson objective was to identify the properties of 3D shapes and describe the properties of 3D shapes using mathematical vocabulary. I was working with a group of 10 children at a time.

Given that this was a mathematics lesson, the cross-curriculum responsibility of numeracy was straightforward to include in the lesson. In order to reinforce the use of literacy within this lesson, I used the Curriculum for Wales 2008 National Literacy and Numeracy Framework to identify skills which I felt could be used to enhance the pupils' learning.

I chose to include a 'feely bag' task, where one child at a time verbally described the 3D shape to their peers. This task was during the plenary of the lesson, after the children had completed a worksheet about the properties of 3D shapes, so they now had the vocabulary, and a better understanding of the concept.

I found that this task allowed me to include oracy in a natural way, which solidified the children's learning, rather than it being simply an add-on. I also felt it was important for the children to handle the 3D blocks physically, and relate them to their real-world experience by giving an example of an object which was the same shape. It allowed them to understand the lesson focus in context. It also gave them the opportunity to say the words aloud, for example, vertices was a word they had not encountered before and several of the students stumbled when verbalising the word, so this task gave them the chance to get accustomed to the word.

Example Two

05 January 2020 14:53

15 minutes total	Teacher to assist by giving prompts to help pupils decide on questions to ask (eg. Who is in your online community; pros and cons of the online community; which is the most important rule to remember when communicating online) Teacher to assist with the filming where needed	In groups of 2 (or 3), students to use ipads to film each other, interviewing them about their experiences of communicating online. Firstly, children to write a plan of questions that they will ask each other (HA pupils could write this in the form of a script) Secondly, children to take it in turns in their pairs to film and ask questions, or be filmed and answer questions.	Ipads – 1 between 2 (ensure ipads are charged at the start of day)
------------------	--	--	---

LNF

Writing across the curriculum - Organising ideas and information - **Meaning, purposes, readers**: write for different purposes and readers choosing words for variety and interest

Writing across the curriculum - Writing accurately - **Language**: use vocabulary related to the topic or subject context.

LNF

Oracy across the curriculum – Developing and presenting information and ideas: **Collaboration and discussion**: contribute to group discussion, sharing ideas and information; use talk purposefully to complete a task in a group.

Speaking: organise what they say so that listeners can understand; speak clearly, varying expression to help listeners

Listening: check understanding by asking relevant questions or making relevant comments.

DCF

Citizenship - **Online behaviour and cyberbullying**: explain the similarities and differences between offline and online communications; **identity, image and reputation**: understand simple rules for sharing images and data

Interacting and Collaborating – **Communication**: explain the advantages of communicating electronically

This example comes from a Year 2/3 ICT lesson, where the lesson focus was 'My Online Community'. In this lesson, I was working with groups of 10 students at a time. The classroom teacher had told me that I was not able to use the ICT suite for this lesson, and as such I was teaching the students in the classroom, while the rest of the class were on other tasks.

The first half of the lesson involved a PowerPoint presentation and discussion of the differences of how we communicate with others offline and online, who is in our online community, and discussion of the rules of staying safe in our online community. Although the students were contributing to discussion about communicating online and I felt they had a good understanding of what was meant by the term 'online community', I was keen that the children should have the opportunity to use some ICT, being an ICT lesson. As such, I planned for the students to use the ipads available to them to work in pairs, and make a video interviewing each other about their online communities.

I felt that this was an effective way of involving digital competency while also addressing the literacy framework. It also allowed the children to reflect on the lesson focus with regards to their own experiences, and led to a natural discussion between partners about their experiences.

One thing that I had not thought about in advance, was that due to the fact that the rest of the class were working on other tasks, there was a lot of background noise. Therefore the group that I was working with, the videos featured a lot of background noise, so the videos were not as effective as they could have been. In future, I would make better use of the other spaces available, such as the outdoor area used by the class, and the adjoining room.

Example Three

05 January 2020 14:54

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning) Finding image on iPad – 2 minutes Discussion – 5 minutes	Teacher to ask the children to use the iPads to search for an image of a Tudor House. Once all have found an image, ask the children to think-pair-share, looking at the picture they have found and thinking of their own house, what are the differences between a Tudor House and a modern day house? Teacher to give prompts to develop discussion. Where needed, teacher to provide specialist vocabulary, such as jetty, wooden frame, timber, wattle and daub.	Children to work in learning partners. Children to use an iPad to find a picture of a Tudor House (children can use search engine or ask Siri) Children to think-pair-share with learning partner. Each pair to show the picture they have found, and give one example of a difference they have found.	iPads (ensure fully charged at the start of the day)

DCF
Producing -
Planning, Sourcing and Searching -
develop strategies for finding information using different keywords and techniques,

LNF

Reading across the curriculum
Locating, selecting and using information - Reading strategies: use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding

LNF

Oracy across the Curriculum -
Developing and presenting information and ideas:
Speaking:
explain information and ideas using relevant vocabulary
Listening:
listen carefully and make connections between what they are learning and what they already know
Collaboration and discussion:
contribute to group discussion, sharing ideas and information

This example comes from a Year 2/3 topic lesson, where I had planned three activities for each lesson to be completed over 3 days. The topic was the Great Fire of London, and the activity that I will discuss here involved comparing the houses in London in 1666, to modern houses.

Previously in my placement, my classroom mentor had advised me that I should make better use of the iPads that were available to the children. As such, I planned for the children to use the iPads to find images of Tudor Houses. I found that this was an effective way of introducing the focus of the activity, as the children were interested in finding an image of a traditional Tudor house. They needed to open the search engine, and decide what to search for. For instance, some children typed Tudor House, some typed 1666 Great Fire of London house, and others verbally searched using 'Alexa'. Overall I was happy with how I had included the DCF in this lesson, as it felt natural and using the iPads meant that the children were engaged from the outset and were interested in the task.

Firstly in pairs, and then as a group, the students discussed what they could see in the different pictures, and the differences between those houses, and modern houses. This kind of discussion allowed for the children to share their own ideas, followed by me in my role as teacher adding to the discussion in terms of introducing the special vocabulary needed to enhance the discussion.

One thing that I need to be mindful of in future is that the children like to look at several different pictures, before settling on one that they liked. This wasted a bit of time. Therefore in future, I would consider have QR codes ready for the children to scan.

Example One

05 January 2020 14:14

Teaching & Core Learning 3 minutes per activity.	During each activity, teacher will walk around the pupils and advise on stance, technique, try different ways of throwing, give positive feedback. After every activity, bring the attention back and have one pair show an example. 1. Instruct the children to throw the ball to each other over the hoop. 2. Instruct the children to bounce the ball doing an underarm throw to 'loop' into the hoop. 3. Instruct the children to bounce the ball doing an overarm throw to bounce down into the hoop. 4. Bring the children back and talk about how we could make it harder (stand further away from each other; see if you can make your partner move to catch it; score points)	Pupils to work in pairs. Children to put the hoop midway between each other. After every activity, one pair to volunteer to show the group. Rest of the pupils to watch and give feedback – WWW, EBI. 1. Throw the ball to each other over the hoop. Try different ways of throwing - Overarm, underarm, chest pass. 2. Bounce the ball in the hoop to each other by doing an underarm throw to 'loop' the ball into the hoop. 3. Bounce the ball into the hoop to each other by doing an overarm throw to bounce the ball down into the hoop. 4. Children to give suggestions of how to make it more challenging. And then use these suggestions with their partner.	Balls Hoops (at least 15 – enough for one between two)
--	--	--	---

In this lesson, I aimed to use the AFL elements of 'Use and quality of feedback' and 'Peer and Self-assessment' to develop my teaching practice

This example comes from a Year 2/3 PE lesson where the lesson objective was to work in pairs to develop their skills of throwing, catching and bouncing balls.

I had previously observed a PE lesson in this class, where the classroom teacher employed an AFL strategy of WWW and EBI. In my planning, therefore, I planned to continue with this strategy, as I knew that the children would respond well. The way that I employed it was to split the lesson into small activities, and after each activity I brought the whole class back together to watch one or two examples of pairs doing each task. The rest of the class then peer assesses using What Went Well and Even Better If. Each activity required a different skill, before the final activity which involved the pupils themselves deciding how to make it more challenging, using the skills they had practiced.

I found this method of stopping the children after each time was effective, as it allowed the children to develop and improve their technique as they went along. Furthermore, by having the children peer assess each other, I believe that they took more notice of the feedback that was given to them, rather than if it had just been feedback from me in my role as teacher.

Example Two

05 January 2020 14:54

To work on:
Plenaries - mini plenaries - read out
good examples - film good
examples so children can refer
to it if stuck - plenary cards at
end of day.

Based on feedback in my learning journal from my classroom mentor, I was keen to mini-plenary cards in one of my lessons. I felt that the cards were a useful AFL strategy in this lesson.

Resource – mini plenary question cards

When did the Great Fire of London start?	Who was the King at the time of the Great Fire of London?
Where did the fire start?	What did they use to put the fires out?
What is the name of the cathedral that is destroyed?	How did some people try to escape the fires?
For how many days did the fire last?	When did the fire end?
What did they use to pull the houses down?	How many people are said to have died?

This example comes from a Year 2/3 topic lesson based on the Great Fire of London, where the lesson focus was sequencing the events. The children had put the pieces of paper (which had featured the day and date, a picture and a short description) in order to sequence the events.

Following this task, I planned a mini-plenary using question cards where the children had to 'pick a card' and ask their learning partner the question. This worked well for several reasons. Firstly, the children were interested in the activity as to them it felt like a little game. Furthermore, because they were working in partners, they were able guide each other through peer-assessment. Secondly, it worked well as a form of questioning, as the children had to explain their ideas to each other, reinforcing their learning and understanding. Finally, it also gave me the chance to assess their level of understanding of the main task.

In this particular task, I intended for the cards to be used as a sort of comprehension exercise, to ensure that the children had read the information of sequencing pictures, rather than just picking out the information needed to put them in order. As such, the questions were very much 'closed questions'. In the future, I would look to develop the quality of questioning and quality of talk further by including open ended questions on the plenary cards.

Positive - I followed [redacted] advice and used mini plenary cards. I found this really effective for assessing the pupils' learning, and also as a form of peer assessment.

The mini plenary cards worked really well and were enjoyed by the children.
A well organised task.

Example Three

05 January 2020 14:54

Opening phase (with links to prior learning) 5 – 10 minutes	Teacher to read 'Escape from the Fire' story to children (as an example of a Great Fire of London story). Teacher does not say that it is a story about the GFL before reading. Once finished, ask the children what was the story about? How do we know it was about the GFL? (Want them to pick out the vocabulary that they have learned previously, such as 'water squirt', 'fire hooks', 'King Charles II', 'River Thames'.	Children to sit on carpet to listen to the story. Children to think-pair-share with learning partner how we know that it was a story about the Great Fire of London.	
Teaching & Core Learning Total planning time – no more than 10 minutes	Explain to the children that they are going to write their own story about the GFL, and we are planning the story in today's lesson. What kinds of things do we need to make a really good story? Create the success criteria with the pupils on the whiteboard (guided by teacher). (Once children start the written task, teacher or TA can write the Success Criteria properly on board in WALT/WILF for for Yr 2, and Must/Could/Should for Yr 3) Discuss what will be the same about everybody's story. Ask for suggestions about what we could have in the story, thinking about everything we have learnt about the Great Fire of London so far.	Children to give suggestions of what to include in a Success Criteria of writing a story. Class to give consensus on what should be included in SC.	Powerpoint – Big Write Prep

In this lesson, I aimed to develop my practice of the AFL element of 'Sharing Criteria with Learners'

This example comes from a planning lesson preceding a 'Big Write' lesson nearing the end of the topic of the Great Fire of London. For this, the children were to write a story set during the Great Fire of London. In this planning lesson, the pupils and I in my role as teacher worked together to set the success criteria for writing a story. One pupil suggested something to include in the success criteria, and the rest of the class would be in consensus or not. It only happened once where the rest of the class did not agree with something, so I asked the pupil to justify why they felt it should be included, and they gave such a convincing reason, that consensus was reached.

I then was able to leave this success criteria on the board for the duration of the lesson, while the children planned their story.

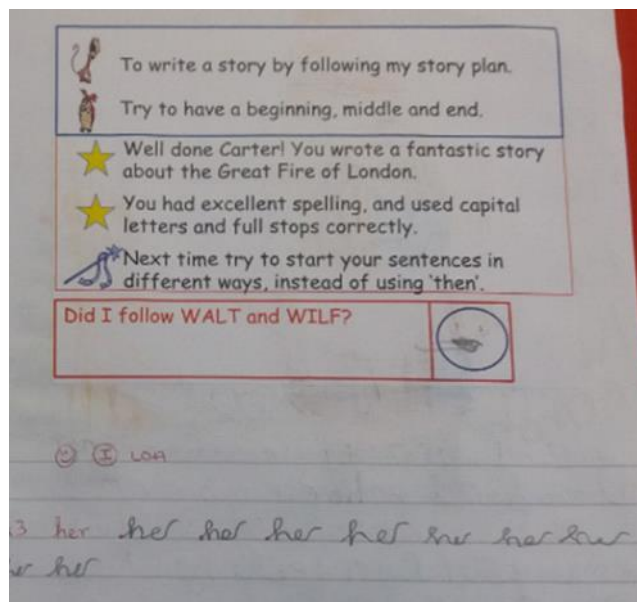
For the next lesson when it came to writing their stories, I had made and stuck in the books the slips featuring this success criteria, so the pupils were able to see this and go back to it when writing. (See pictures below)

Once the children had finished planning, and for the next lesson writing, their story, I was able to ask them 'Have you followed the Success Criteria?', and most pupils looked over their work in relation to the SC before telling me that they had finished.

In keeping with school policy, I differentiated this for the Year 2 pupils and the Year 3 pupils. For the Year 2 pupils, the success criteria was shared in the form of WALT and WILF, and for the Year 3 pupils, it was in the form of must/should/could. However, the general SC was the same.

In the future, I would develop this further by not having full stops and capital letters as part of the success criteria. Rather, this should be something that they always do.

Learning Skill: To write a story by following my story plan			
	Self	Peer	Teacher
Must: Use capital letters and full stops.			
Must:			
Should: Follow the structure of a story: a beginning, middle and end.			
Could: Use at least 3 wow words.			
WWW: _____			
EBI: _____			



Example One

05 January 2020 14:15

AoLE or Subject	Maths and Numeracy	Date:	05/11/2019
Lesson Focus:	Geometry – 3D Shapes		
Meaningful links to Curriculum	(Maths programme of study - Year 3) Using geometry skills – Shapes: recognise 3D shapes, including prisms Prior Learning (Foundation Phase Framework) Using geometry skills – Shapes: recognise and name regular and irregular 2D and 3D shapes, understand and use the properties of shape Prior Learning (FPhF) Using geometry skills – Shapes: make increasingly more complex or accurate models with 3D shapes		

When planning this lesson, I had looked at the National Curriculum Documents for the previous year group, in order to have an understanding of what the children's knowledge base should be. I then planned a starter task to assess whether they had the appropriate level of knowledge and understanding.

Opening phase (with links to prior learning) 5 mins, with the option of increasing to up to 10 minutes	Call out names of 2D shapes, and ask children to draw them on their whiteboard. Then, either show pictures of 3D shapes or the physical blocks and ask them to write the name down on their whiteboard (doesn't matter spelling, or ask them to say it aloud) (In order to ascertain their current level of recognising 3D shapes)	Children to draw each shape on whiteboard. Show to teacher. Children to write the name of each shape/say aloud the name of the 3D shape	Whiteboards and pens (1 each)
Teaching & Core Learning 25 mins	Set out venn diagram on table using 2 hoops. Say to children, ~~all of these shapes~~ are different, but they are similar in some ways, what do I mean by that? (Depending on the level of confidence from starter task, will depend on the level of the following task.) Either start off with just 2D shapes, and sort by colour, number of sides, size. If confident, include 2D and 3D shapes and sort by colour and size, before removing the 2D and sorting by number of faces, vertices and edges. If children are confident, ask them for suggestions of how we can sort the shapes. Write the headings on the whiteboard and put ~~at the top of each hoop~~ . Ensure to explain how to put the shapes in the venn diagram (if a shape fits 2 criteria, it goes in the middle, if it fits neither, it goes outside the hoops)	Venn diagram sorting (3D and 2D) 2 groups, 2 hoops for each group Children to take in turns putting a shape in the venn diagram. Peer assessment thumbs up/thumbs down to agree/disagree. Children to suggest different ways of sorting shapes.	2 x whiteboard and pen 4 x Hoops for venn diagram Card 2D shapes 3D blocks

This example comes from a Year 2/3 maths lesson where the lesson focus was 3D shapes. This was the first lesson that I had taught in this class and as such I was not sure of the pupils' level of knowledge of the topic. Therefore, I felt that I needed a task to gauge the current level of understanding, so I planned a starter task to help me. In my planning, I allowed for lengthening of the starter task depending on the children's level of understanding.

I also planned where to take the next part of the lesson depending on the results of the starter task.

This was an effective way for me to assess the children's prior knowledge, and make effective teaching decision based on this.

As this was the first lesson I taught however, it was a flawed activity insofar as there were practical problems with regards to the efficacy of the whiteboard pens, the number of pens, the way that I had the children sitting etc. As such, the whole activity took much longer than anticipated, and led to the plenary that I had planned to be scrapped. Another time with better planning, this may have been much more successful.

Example Two

05 January 2020 14:54

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning) 3 mins of PP 5 mins of "peer teaching"	Powerpoint Presentation on IWB. Allow the pictures to flash up one at a time, and ask for hands up to show who knows what the image shows. (Ensure to wait at least 3 seconds) The pictures are clues to lead to announcing the topic of the Great Fire of London, allow the children to deduce this. Instruct the children that they have a very important job, - they are becoming teachers and they to tell their year 2 partner a new piece of information. Teacher to write these information on the whiteboard for all pupils to see. End with Samuel Pepys slide before moving on to next part of lesson.	Pupils to raise hands to give answers. Year 3 pupils to be paired with year 2 pupils. Year 3 pupils to tell their partner, one thing that they can remember about the Great Fire of London. Year 2 Pupils picked at random to share their partners answer	Powerpoint (05.11 L2 Samuel Pepys)

This example comes from an introductory lesson to the topic of the Great Fire of London. Since the class that I was teaching was a Year 2/3 class, the Year 3 pupils had already had some teaching of the topic last year, whereas the Year 2 pupils were starting from scratch. In approaching this, I used the starter task to establish what the year 3 pupils already knew and what they did not yet know. I did this through a form of "peer teaching" where I asked the Year 3 pupils to tell the Year 2 pupils something they knew about the Great Fire of London, and then asked the Year 2 pupils to share this information with the rest of the class.

I found this an effective way of providing me with the information I needed to plan my future lessons, so that I would be building on the Year 3 pupils' prior knowledge, rather than just repeating what they had learned last year.

I found it was also an effective way of getting pupil responses, because the Year 2 pupils were more confident in sharing as it was not their own response that they were volunteering.

Example Three

05 January 2020 14:54

Resource - Question Prompts, Word Bank, Success Criteria and Assessment Slip

Story Planner
Escape from the Fire!

Beginning Who are the characters in your story? Where does your story start?	My Great Fire of London Story Word Bank Roaring. The flames were roaring. Destruction. There was destruction all around. 	<table border="1" style="width: 100%; border-collapse: collapse;"><tr><th colspan="4">Learning Skill: To write a story by following my story plan</th></tr><tr><th></th><th>Self</th><th>Peer</th><th>Teacher</th></tr><tr><td>Must: Use capital letters and full stops.</td><td></td><td></td><td></td></tr><tr><td>Must:</td><td></td><td></td><td></td></tr><tr><td>Should: Follow the structure of a story: a beginning, middle and end.</td><td></td><td></td><td></td></tr><tr><td>Could: Use at least 3 wow words.</td><td></td><td></td><td></td></tr><tr><td>WWW:</td><td colspan="3"></td></tr><tr><td>EBT:</td><td colspan="3"></td></tr></table>	Learning Skill: To write a story by following my story plan					Self	Peer	Teacher	Must: Use capital letters and full stops.				Must:				Should: Follow the structure of a story: a beginning, middle and end.				Could: Use at least 3 wow words.				WWW:				EBT:			
Learning Skill: To write a story by following my story plan																																		
	Self	Peer	Teacher																															
Must: Use capital letters and full stops.																																		
Must:																																		
Should: Follow the structure of a story: a beginning, middle and end.																																		
Could: Use at least 3 wow words.																																		
WWW:																																		
EBT:																																		

This example comes from a planning lesson for 'Big Write' lesson where the pupils were writing a story about the Great Fire of London. For the starter of the lesson, without telling the children what the lesson was about, I read a short story set in the fire of London, and asked the children what the story was about. When they answered, I asked them 'how do you know', and encouraged them to pick out clues, such as special vocabulary like 'water squirt', 'River Thames', 'King Charles II' etc.

This was to encourage them when it came to planning their story, to include everything that they had learned about the Great Fire of London, and in our discussion prior to the written task, I encouraged the children to recall this information.

So, I printed out word mats and question prompts sheets to help them think about the information to include, and I made word bank sheets for them to fill out with the special vocabulary that they had learned previously and wanted to include in their story.

I found that this task was an effective way of bringing together all of the information that the children had learned regarding the topic so far, and they were able to use it in a creative and interesting way. However, in future, I would also need to remind them of what not to include, to avoid another appearance of a Lamborghini car in a story set in 1666!

Introduction

05 January 2020 14:15

In *Successful Futures*, Professor Graham Donaldson describes good teaching as including:

...subject and methodological expertise; sound classroom craft skills; an understanding of the social and psychological factors that influence learning; and the ability to excite and inspire children to want to learn and to be able to learn independently. (Donaldson, 2015)

Professional Teaching Experience for student teachers provides opportunities to combine pedagogical theories with practical teaching, in order to develop these factors that Donaldson describes, and to become a knowledgeable, skilled and confident teacher.

As all schools and all pupils have their own unique needs, contexts and experiences, a good teacher also needs to be adaptable. This is why it is necessary for a student teacher to be placed in several schools, in order to have experiences of a variety of school environments.

Donaldson discusses twelve pedagogical principles which should inform decisions taken by teachers in their planning, which directly relate to the four core purposes of the new curriculum for Wales.

In this portfolio I will look particularly at three of the twelve pedagogical principles. I will first discuss each principle with regards to theorists and literature before reflect on the ways in which I have sought to implement the principle in my own teaching practice. In this reflection, I will refer to the evidence from my teaching placement that I have provided in this document. Finally I will consider how I can improve my implementation of these principles.

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them (Donaldson, 2015)

05 January 2020 17:28

The Welsh Assembly Government (2015) states that the three Cross-Curriculum Responsibilities named in this pedagogical principle are the basis for the majority of teaching and learning, and are vital for being a successful, confident and valuable member of society in the modern world. As such, Donaldson recommends that these skills be embedded throughout the new curriculum.

A well-established and popular method of implementing cross-curricular learning is through topic or theme teaching. Such a method allows for opportunities to implement cross-curriculum responsibilities, since the teacher is able to plan activities and tasks without feeling the constraint that it must be under the heading of 'Geography' or 'English'. However, the challenge with such an approach lies in the risk of losing focus and coherence. Price and Woodhouse (2015) describe that often, tasks are chosen based on their connection to the theme, rather than because they lead to a progression in learning. As such, topic work can often only lead to surface learning, rather than deep learning.

For teachers, a key consideration is to ensure that these skills are embedded in a meaningful and natural way. It is the responsibility of the teacher when planning a lesson to ensure that including literacy, numeracy or digital competency in the lesson or activity does indeed enhance the learning, and is not simply included as a tick-box exercise.

During my Professional Teaching Experience, the way that I approached implementing this pedagogical principle when planning my lessons, was to consider where I could fit literacy, numeracy or digital skills in my lessons in a natural way. I made use of the online National Framework tools in order to assist me in locating the specific skills that I could include in my lessons, with the aim of enhancing the pupils learning. The examples that I have provided give evidence of how I have implemented this pedagogical principle in my teaching practice.

Through verbal and written feedback from my classroom mentor, one suggestion was to improve my implementation of digital competency in my lessons. Initially, I was not taking advantage of the iPads that were available to me for use in my lessons. As my placement went on therefore, I made a concerted effort to include them in my lessons, where it was appropriate to do so. The third example shows an occasion where I employed their use to good effect. The pupils were required to search and locate information on the internet, which was needed to complete another task later in the lesson.

I chose the first example, because it comes from a mathematics lesson, where, of course, numeracy is at the heart of the subject. In planning this lesson, I considered where I could address the responsibility of literacy. In this case, I chose to include an oracy task as not only did it involve the pupils using mathematical vocabulary and describing mathematical concepts, it also involved them relating the 3D blocks to their real-world experience, as they were required to give examples of the objects that were the same shape as the block. In this case, I felt that I approached the implementation of this cross-curriculum responsibility in an effective manner. Again, in the second example of the ICT lesson, I found that the literacy tasks that I included in the lesson (the group discussion, the writing task and the interviewing using the iPads task) were effective ways to relate the theme of the lesson to the pupils' personal experiences, and in a way that engaged them. I found it much easier to include literacy skills throughout my lessons, particularly oracy skills, as it felt more natural to include such activities in ways that enhanced the lessons. In the future, I will aim to put as much emphasis on developing reading and writing skills throughout my lessons, as it is important to develop all aspects of literacy.

In contrast, I found it much more challenging to implement numeracy skills outside of a maths lesson. I was very mindful that I did not want to force numeracy into my lesson if it did not improve the learning at all. Therefore one of my personal targets for future development is to improve the way in which I approach this. In order to do this, I will research examples of good practice, for example through Estyn reports, and I will also make better use of the Draft Curriculum for Wales 2022 documents, which give advice and examples of how to include each of the cross-curriculum responsibilities in every Area of Learning and Experience.

In conclusion, in my experience so far, I have found that these cross-curriculum responsibilities can be implemented in ways that enhance a lesson and can enrich a child's learning by making a lesson more interesting, engaging and relatable.

Good teaching and learning means employing assessment for learning principles (Donaldson, 2015)

05 January 2020 17:39

One definition of assessment for learning, or formative assessment, is:

the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in the their learning, where they need to go and how best to get there (Assessment Reform Group, 2002)

There has been extensive research concerning assessment for learning over recent years, and general consensus states that effective assessment for learning practice leads to an improvement in students' performance and engagement, their ability to transfer skills, and increased enjoyment for both teacher and learner (WAG, 2010).

William and Leahy highlight the importance of formative assessment for the teacher. They note that "examining the relationship between 'What did I do as a teacher?' and 'What did my students learn?' is always the most powerful focus for reflecting on your practice" (2015, p. 9). This is perhaps the reason for which Donaldson includes assessment for learning as a pedagogical principle – because it is the mark of a good teacher to alter their practice in order to get the best out of their students. We can therefore see how assessment for learning is as important for teachers as it is for learners.

As with embedding cross-curriculum responsibilities without it feeling forced and added-on, implementing assessment for learning strategies in the classroom must also be a natural, coherent and consistent practice, and must be used in a way that informs teaching decisions.

David Didau, however, raises serious concerns about the effectiveness of assessment for learning:

The assumption that you can assess what pupils have learned in an individual lesson, and then adjust future teaching based on this assumption, is flawed: there's no meaningful way to assess what pupils have learned during the lesson in which they are supposed to be learning it" (Didau, 2015, p.277).

One of the main problems he sees is that although a pupil may display understanding in one lesson, there is nothing to say that the pupil will retain the information or concept at the next lesson, or be able to transfer their new knowledge or skills in another context. However, perhaps this only serves to highlight the importance of revisiting previous learning during lessons, a concept that is covered in the next pedagogical principle that I will discuss.

It is important to note that Didau acknowledges that many assessment for learning strategies can be effective for pupils' progress, as long as teachers carefully consider the purpose of the strategies, and they do not rely on formative assessment as the sole indicator of pupil learning.

At the beginning of my placement, I observed that my placement school and classroom mentor had already adopted many assessment for learning strategies into their practice. Where possible I sought to continue using these in order to ensure coherence for the pupils, and because I had observed their effectiveness. One of my personal goals was to ensure that I was included all aspects of AFL, that is to say the aspects of: sharing criteria with learners; quality of questions; use and quality of feedback; and peer and self-assessment.

According to William and Leahy "...peer feedback may be more effective than teacher feedback because students are more likely to act on feedback from their peers than they would on feedback from a teacher" (2015, p. 144). In keeping with this observation, I found 'What Went Well/Even Better If' (WWW and EBI) to be an effective strategy of peer assessment, and example one shows how I used this in a manner that directly informed the students' performance over a lesson.

Throughout my placement, I have come to understand the role that effective questioning plays in encouraging students to become active participants in the learning process. When planning a lesson, I would plan exactly the questions that I would ask in a lesson, so that I was constantly aware of how to move discussion, and the lesson, along. Example two shows how I used question cards to reinforce the students' learning and understanding of the topic, by asking them to explain to each other their ideas. In order to improve my approach to questioning as an element of assessment for learning, I will employ Bloom's Taxonomy when planning lessons to ensure that I ask a variety of question types which will allow the learner to improve.

With regards to use and quality of feedback, I tended to follow school policy. For example, as shown in example three, I used 2 Stars and a Wish and an assessment slip, which helped to inform the pupils' development for the next lesson. Following feedback from my classroom mentor, I also ensured that I included time at the beginning of the lesson for the pupils to act on the written feedback in their books.

To improve my approach to use and quality of feedback, my classroom mentor encouraged me to use mini-

plenaries part way through a lesson, rather than just at the end. Hattie also emphasized the effectiveness of providing feedback throughout a lesson: "Rapid formative assessments used throughout lessons also helps students to 'see' their progress, and monitor their investment and confidence in learning" (2012, p. 46). I found this strategy improved my teaching practice, as I was able to assess the students' work and provide immediate verbal feedback to guide further work.

I found it much more challenging to include the aspect of 'sharing criteria with learners' in my teaching. With regards to a learning objective, for example, I was very aware of the risk of falling into the trap of getting the students to copy out the learning objective, without really understanding what it meant. According to Hattie (2012), the more clear the teacher makes the learning objectives and success criteria, the more likely a student is to be engaged in the task, and they will have a better understanding of how to be successful in the task. As such, I was keen to develop the way that I shared the success criteria with the students, and furthermore, I was keen to include the students in identifying what success in a given task looked like. Example three shows one of the ways in which I approached this.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest (Donaldson, 2015)

05 January 2020 17:59

This final pedagogical principle that I will discuss seems to work well with the principle concerning assessment for learning. The latter involves thinking about where learners are in their current learning, and how to get them to where they need to be, while the former principle goes alongside this and recognises that all learners are different, and have a different knowledge base which the teacher must be aware of when planning lessons and activities. Donaldson's review emphasises the importance of building a learner's knowledge bases step-by-step through interesting, engaging and relevant experiences.

Furthermore, it is important to uncover and address a student's previous knowledge and experience, in order to confront any misconceptions that may have been learned outside of the classroom, as such misconceptions could create obstacles to new learning (Husbands and Pearce, 2012).

The constructivist educational theory also highlights the role of previous knowledge in constructing new meaning.

Constructivists view learning as the result of mental construction. That is, learning takes place when new information is built into and added onto an individual's current structure of knowledge, understanding and skills (Pritchard, 2014, p. 18).

Furthermore, Lev Vygotsky, a key figure in the social-constructivist school of thought, devised the concept of the Zone of Proximal Development (ZPD), which further supports the importance of building on previous learning. He states that a child can build upon their current knowledge base and what they can only achieve with help at first, for example through interaction with a more knowledgeable other, they will then be able to achieve without help. The student will move from the ZPD to the Zone of Actual Development (ZAD), their ZAD will have grown, and the process of building upon their previous knowledge must begin again. Ketterer notes that Vygotsky and the notion of the ZPD, describe the role of educators as to keep learners in their ZPDs as much as possible by engaging them through interesting and culturally meaningful tasks that are challenging to the learner and build on their prior knowledge (Ketterer, paraphrased in Shabani et al. 2010).

One of the ways I implemented this principle was by looking at national curriculum documents for the previous year group, rather than just for the year group that I was teaching, in order to understand what the students should have already learned. However, as Pearson (2012) states, such resources, though useful, are not sure indicators of the students' current knowledge base, as different primary school, and within a school the different teachers, may have devoted varying amounts of time to a subject. Therefore, I was aware that I needed another way of assessing the students' prior knowledge.

Particularly at the start of my placement, because I did not know the students' knowledge base, I was keen to ensure that the students had the necessary knowledge before moving on. As such when planning my lessons, I used starter tasks as a way of gauging their level of understanding of a topic. Example one shows how I did this for a maths lesson at the beginning of my teaching placement, and how I planned for the lesson to go one of two ways depending on how the students performed in the starter task.

One of the biggest challenges throughout my placement was planning cross-phase to be appropriate for Year 2 and Year 3 pupils. Pearson states that, "As teachers, we should think about beginning with an exploration of what they already know and can do rather than assuming no knowledge or assuming too much" (2015, p. 191). Example two shows how I used a starter task at the beginning of the topic to establish the knowledge base, which I then used in my future planning.

Barak Rosenshine (2012) also highlights the importance of reviewing previous learning at the start of the lesson. Specifically, he suggests spending between 5 and 8 minutes at the start of the lesson reviewing previous covered material in order to strengthen a learner's knowledge base and to improve the ability to recall information or concepts. I have found this to be an effective method of ensuring that a learner has the knowledge and understanding that are necessary before moving on to new information.

Example three shows how the children needed to use all of their prior knowledge of a topic in order to be successful in a task. In this case, I had built up the students' knowledge base over a series of lessons, which

culminated in them having to bring together everything that they had learned to write an interesting and accurate story about the topic. I found that this method of step-by-step progression was extremely effective as the students were pleased to bring together

One of the ways in which I aim to develop my practice concerning this pedagogical principle is by getting to know my students' personal interests. This would allow me to relate the teaching of new concepts to their experiences in order to encourage engagement and interest in the task.

Conclusion

05 January 2020 19:57

By analysing Donaldson's pedagogical principles with regards to literature, I have a greater understanding of the evidence behind the principles, and the effect that Donaldson intends that the principles have on teaching and learning. Through discussion of the ways I have used these principles in my own teaching practice, I have been able to reflect on the ways in which I am currently performing well, and the ways in which I can develop.

In order to improve my teaching practice and professional development, I aim to research example of best practice relating to these three pedagogical principles, in addition to the remaining nine principles. As I develop in my career, I aim for a deeper familiarity and understanding of curriculum documents and frameworks to inform my planning and teaching.

Furthermore, I plan to use Donaldson's pedagogical principles to improve my practice by ensuring that my planning and teaching directly relate to the four core purposes of the new curriculum. Such an innovative curriculum requires that teachers strive to be just as innovative, as well as skilled and confident. Therefore, I aim to become a high-quality teacher who puts all of these principles into practice.

Reference List

05 January 2020 14:16

Broadfoot, P. et al. (2002). *Assessment for Learning: 10 Principles* (Online) Available at: https://www.researchgate.net/publication/271849158_Assessment_for_Learning_10_Principles_Research-based_principles_to_guide_classroom_practice_Assessment_for_Learning [Accessed 2 January 2020]

Didau, D. (2016). *What if everything you knew about education was wrong?* Carmarthen: Crown House Publishing Limited

Donaldson, G. (2015). *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. (Online) Available at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> [Accessed 29 December 2019]

Hattie, J. (2012). *Visible learning for teachers: maximizing impact on learning*. London: Routledge

Husbands, C. and Pearce, J. (2012). *What makes great pedagogy? Nine claims from research* (Online) Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf [Accessed 30 December 2019]

Ketterer, J. (2008). 'Zone of proximal development', in Salkind, N (ed.), *Encyclopedia of Educational Psychology*. (Online) California: SAGE Available at: <https://sk.sagepub.com/reference/educationalpsychology/n282.xml> [Accessed 29 December 2019]

Pearson, J. (2015). 'Approaches to Teaching and Learning 2: Planning, Progression and Sequence' in Denby, N. (ed.), *Training to Teach: A Guide for Students* 3rd Ed. California: SAGE

Price, J. and Woodhouse, F. (2015). 'Cross-Curricular Teaching Issues', in Denby, N. (ed.), *Training to Teach: A Guide for Students* 3rd Ed. California: SAGE

Pritchard, A. (2014). *Ways of learning: learning theories and learning styles in the classroom*. 3rd Ed. London: Routledge

Rosenshine, B. (2012). 'Principles of Instruction', in *American Educator* v36 n1 p12-19, 39. (Online) Available at:

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf> [Accessed 29 December 2019]

Shabani, K. et al. (2010). 'Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development', in *English Language Teaching*, Vol.3(4), pp. 237-248 (Online) Available at: <https://files.eric.ed.gov/fulltext/EJ1081990.pdf> [Accessed 02 January 2020]

Welsh Assembly Government (2015). *A curriculum for Wales – a curriculum for life*. (Online) Available at: https://dera.ioe.ac.uk/24680/1/151021-a-curriculum-for-wales-a-curriculum-for-life-en_Redacted.pdf [Accessed 30 December 2019]

Welsh Assembly Government (2010). *Why develop thinking and assessment for learning in the classroom?* (Online) Available at: <https://hwb.gov.wales/storage/2d2b99cd-5431-421e-ac8b-8608fe0edf05/why-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf> [Accessed 30 December 2019]

William, D. and Leahy, S. (2015). *Embedding Formative Assessment*. West Palm Beach, FL: Learning Sciences International