

Overview

Tuesday, December 10, 2019 2:33 PM

Name: Clare Holt

Student Number: 0800281

Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Primary with QTS

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Keep to the assignment brief so that your work is logically structured and clearly defined.	I have kept the assignment more relevant to the brief in order to make specific points.
Target 2	Remember to narrow your focus. This will help you delve deeper into a subject rather than the coverage being	I concentrated specifically on the pedagogical principles in order to delve deeper into the subjects discussed.
Target 3	Criticality must be developed rather than descriptive writing. Try to introduce different viewpoints and use fewer quotations.	I aimed to use a variety of literature in order to write more critically rather than descriptively. I also used fewer quotations within this piece of work.

Link to OneNote:

https://uowtsd-my.sharepoint.com/:o:/g/personal/0800281_student_uwtsd_ac_uk/Ep-6EEktwdpJg-N_DVcot_EBe-i_VyP2CrLbbzM4-7Pu6A?e=1M3KRg

Cross Curricular Responsibilities (1)

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Clare Holt	Class:	Year 4
AoLE or Subject	Art and design	Date:	21/11/19
Lesson Focus:	Explore artists whose work is response to music		
Meaningful links to Curriculum	Develop feelings and ideas to create art. Music: Music education enables learners to engage with music.		
Meaningful links to: Cross Curricular Responsibilities	Expressive Arts: To motivate and encourage learners to develop their creative and artistic skills. The children will describe how the different genres of music makes them feel. This will support the creativity required to meet the demands of the new curriculum. Communicate meaning through the use of music.		

In the Art and design lesson (above) with a Year 4 class, I was able to make meaningful links to the curriculum by focusing the lesson on Art, but creating a link to Music and Expressive Arts. Rose (2009) proposed that, "a mix of subject rigour...could be organised under six areas of learning" (Barnes, 2015, p.58) which includes understanding the arts.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Learners will listen to music and use their imagination to create art

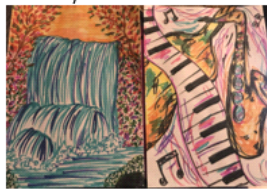
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- I can describe how different types of music make me feel - I can create a piece of art when listening to music and using my imagination	- Learners will listen to different types of music and describe how it makes them feel - While listening to music, learners will create a piece of art using pens, crayons and pencils

When asking the learners' to engage with the music to create their artwork, I found that it had a calming effect on the class and their performance was improved. However, some of the learners were distracted by the music. I chose to use instrumental Disney music which proved effective to most, as the learners were able to relate to the music; but some of the learners disliked the music as they didn't like the films which they were associated with. I was able to skip some songs in order for the learners' to continue with their artwork.



Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
	Prynhawn da pawb. Incidental Welsh to be used throughout the lesson.		Use images I created as a way to encourage the children to think



Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Prynhawn da pawb. Incidental Welsh to be used throughout the lesson. Class discussion. Show the children two images I have created. Listen to 'calming music' and 'Jazz music'.	How can we link Art and Music together? Talk about playlist, different genres of music. What music do they think I was listening to when I created the images? Ask the children to think about which image relates to which piece of music. Voting system. Why do they think this?	Use images I created as a way to encourage the children to think creatively 
Teaching & Core Learning	Listen to a variety of pieces of music i.e. African tribe music, whale sounds, classical music, Disney music, pop music. One piece of music will be played.	Learners will write down how the music makes them feel. What images could they create while listening to the music? Collaborate and share. Learners will have the opportunity to create their own piece of Art using pens, crayons and pencils.	Speakers within the classroom to play a variety of genres of music. Paper, pens, crayons and pencils.

Some of the learners within the lesson protested to participate within the Art lesson as they said they 'couldn't draw'; it was important to me to teach the learners' that they are all creative artists in their own right. By creating Art and listening to music, the learners were able to engage with their feelings and imagination. By linking Art and Music the learners are able to add to their holistic understanding of the arts.

All the learners' were able to produce a finished piece of Art at the end of the lesson. By asking the learners to respond to music through art, they were able to respond and experiment creatively and imaginatively.

Although music and art both have common skills, it was important that I was able to teach the children to develop their skills through this art lesson. The Welsh Government notes, *"importantly, the area of learning and experience will make the Expressive Arts accessible to all and through this inclusive approach expand the horizons of every learner"*. The learners' were able to expand their knowledge in Art and use their creativity while listening to music.





Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Clare Holt	Class:	Year 4
AoLE or Subject	Mathematics	Date:	18/11/19
Lesson Focus:	Money – follow up lesson on change and subtraction		
Meaningful links to Curriculum	Use money to pay for items up to £10 and calculate the change		
Meaningful links to: Cross Curricular Responsibilities	Mathematics and Numeracy: Real life contexts introduced to explore mathematical concepts. Tasks to include a shopping list and the concept of being a customer/shopkeeper in a shop		

During the Mathematics lesson focusing on money (section above) it was important to prepare the learners' for the challenges of work and further study with the need to achieve fluency and comprehension but to also develop higher-level thinking skills and build deep knowledge.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can pay for an item and calculate the change	Learners will have a shop set up on their tables. They will have differentiated shopping lists and have the opportunity to be a customer and a shopkeeper in order to calculate change

Teaching & Core Learning	Each group will have a 'shop' set up on their tables. Differentiated shopping lists will be given to each table	The learners will have the opportunity to role play being the shopkeeper and customer in order to calculate change Extra activity: create your own shopping list and challenge the other learners in your group to buy what you are selling	Shopping lists, money
			

During this lesson the learners' were able to role play in a shop situation (see section above). By linking to real-life context, the learners' had the opportunity to link Mathematics to real life situations. I used real-life contexts involving financial literacy which was differentiated for the attainment groups to teach a range of mathematical skills. The learners' were able to use a range of mathematical concepts in order to calculate the correct amount of change they needed for their shopping i.e. numberline, subtraction method.



		£1.50	HAPPY BIRTHDAY		80p
		12 Orange juices			6 Fibersa cartons
		8 Milk cartons			6 Water bottles
		6 (6 slices)			12 Pack of crisps
		12 Chicken nuggets			1 Birthday cake (12 slices)
		4 Lemon cakes			1 Chocolate chip biscuit
		6 Small packet of sweets			12 Lollipop



Alongside using real life contexts i.e. money resources, I also used a shop that was familiar to learners' everyday lives. Which proved effective at instigating mathematical discussions.



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Clare Holt	Class:	Year 4
AoLE or Subject	Literacy	Date:	4/12/19
Lesson Focus:	Explanation writing		
Meaningful links to Curriculum	Learners will write an introduction, develop a series of ideas and a conclusion.		
Meaningful links to: Cross Curricular Responsibilities	LLC: I can develop my ideas and organise my writing. Science and Technology: I can evaluate methods and working practices to suggest improvements.		
Personal Targets (Linked to QTS and identified in weekly review) Ensure to keep up the pace when teaching			

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- I can evaluate my findings from a Science experiment - I can write an evaluation	<i>Learners will evaluate their findings from an experiment (Science booklet)</i> <i>Learners will write an explanation from their Science experiment</i>

During my Literacy lesson (section above) I was able to link to Science and Technology as a Cross-Curricular Responsibility.

Teaching & Core Learning	<i>Learners will be asked to discuss with their partner what happened during the experiment and what they thought was going to happen.</i> <i>Learners will be asked to refer to the 'writers toolkit'. How will they structure their explanation? What words will they include i.e. connectives.</i>	Partner talk will encourage discussion about an explanation regarding the experiment. This will enable the learners to come up with ideas when writing an explanation. Learners will be given a differentiated worksheet in order to have a better understanding of explanation writing. They will peer assess in order to encourage discussion. Extra activity: Start thinking about what words they will include in their writing.	Ideas will be written on the board with key words. Differentiated worksheets.
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In order to support learners' literacy skills it was important to refer to the schools 'Talk for Writing' (writers toolkit as seen above) scheme in order to promote explanation writing. This was linked to Science and Technology as the learners' were able to discuss what happened during a Science experiment, in order to plan for explanation writing. This worked well as the learners' were able to use their prior knowledge on the experiment in order to plan for explanation writing. This kept the learners' interested and engaged with their piece of writing, as they enjoyed the Science experiment and were keen to share their findings.

AfL (1)

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Opening phase (with links to prior learning)	Bore da pawb. Incidental Welsh to be used throughout. Recap on punctuation. Warm up activity to read through a piece of work and use the gestures we have learnt to point out the grammar and punctuation.	Learners will stand up and use the gestures we have learnt to point out the punctuation and grammar within a piece of text to recap what we have learnt. This will help the learners check their profile work to ensure they have included the correct punctuation and grammar.	PowerPoint to show a piece of text.
Teaching & Core Learning	I will show an example of a finished profile on J2E. We will read what is in the profile and discuss what we could add using the as a source internet.	The learners will have the opportunity to add videos and images onto their finished profiles on J2E.	Use of devices, and PowerPoint presentation to show examples.
Plenary	The learners will use a success criteria to check their work to ensure their final draft is complete.	They will have the opportunity to share their work with their classmates.	Learners to present their work to their peers.

During a Literacy lesson on profile writing, the learners' were able to use the Assessment for Learning (AfL) strategy where they could self-assess.

Success Criteria

LO: I can create sentences for profile writing

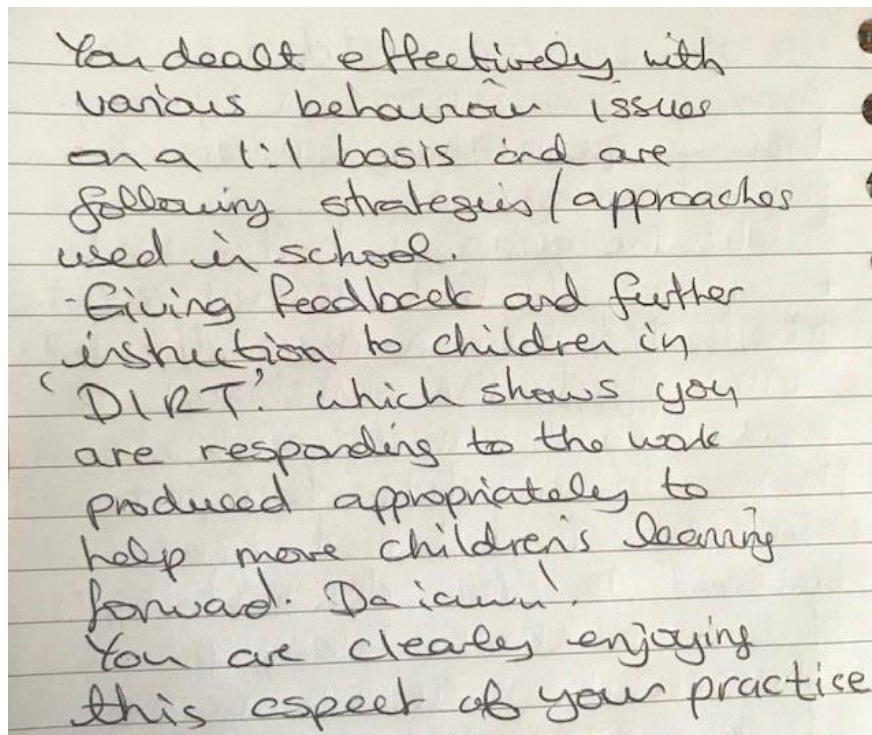
	Self assessment	Peer	Teacher
Did I turn my notes into sentences?	☐	☐	☐
Have I put them in time order?	☐	☐	☐
Have I written interesting facts?	☐	☐	☐
Did I write a 'wow' fact?	☐	☐	☐
Have I used paragraphs?	☐	☐	☐
Have I included all the facts from my mind map?	☐	☐	☐
Have I structured my sentences correctly?	☐	☐	☐






By using a success criteria the learners were able to have a sense of ownership over their work. It also helped the learners to understand what they needed to achieve in order to complete their work. I found that when I used the success criteria (as shown above) I wasn't very clear with what I had asked the learners' to complete. Some of the learners were not sure what would qualify as a 'wow' fact within their profiles; this made marking their work more difficult as I had to give feedback orally to every child to explain which one of their facts could be their 'wow' fact. I was also unaware that the class teacher had yet to teach the learners how to write paragraphs. Some of the learners were able to write paragraphs but had not yet been made aware of the syntax of the writing. To

build on this in the future, I will ensure to make the success criteria more simple and clear in order to avoid confusion. I will also check it with my class mentor to ensure we are able to work collaboratively with the class.



Handwritten notes on lined paper:

You dealt effectively with various behaviour issues on a 1:1 basis and are following strategies / approaches used in school.

- Giving Feedback and further instruction to children in 'DIRT' which shows you are responding to the work produced appropriately to help move children's learning forward. Da'amm!

You are clearly enjoying this aspect of your practise

During the lesson I was able to give feedback to the learners work during Directed, Independent, Reflective, Time (D.I.R.T) - as noted above by my class mentor. This time enabled me to respond to the learners work in relation to the success criteria grid I created.

AfL (2)

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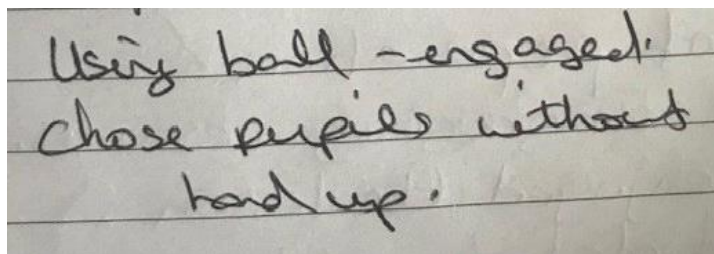
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Prynhawn Da Pawb. Incidental Welsh to be used throughout. Re cap on previous lesson. L.O and success criteria will be discussed. Hearing sounds.	The learners will be asked to name parts of the ear. My turn, your turn. Can the learners describe the parts of the ear?	PowerPoint with an ear diagram. Name pencils to be used as an AfL strategy.

During a Science lesson on sound (as seen above) I was able to use a variety of AfL strategies in order to include all the learners with their learning. I ensured to discuss the learning objective and success criteria in order for the learners to know what the learning intentions are.

I also used the strategy 'My Turn, Your Turn' which gave all the learners an opportunity to repeat the parts of the ear. By asking the children to repeat the words and clap out the syllables, they were able to remember the words better.



I created name cards (as seen above) as a 'lollipop strategy' in order to involve all the learners with classroom discussion. These worked well and the learners enjoyed getting involved with picking a name out of the box. It encouraged classroom discussion and I ensured to use other strategies like 'ask a friend' if the learners weren't comfortable with answering a question. 'Think-pair-share' was also a strategy I used throughout in lessons. I found that learners worked well collaboratively; especially if they were sat in mixed attainment groups, as I found the learners of higher attainment worked well scaffolding their partner.



I also used the 'basketball strategy' where I threw a soft ball to a learner in order to encourage class discussion. This worked well as the learners were keen to catch the ball and be involved in class discussion. It gave the learners' another focus, and not to think about whether their answer to my question could be 'wrong'. It was important to use this strategy to encourage learners' to join in with class discussion and not to keep asking the more confident, vocal learners questions all the time.

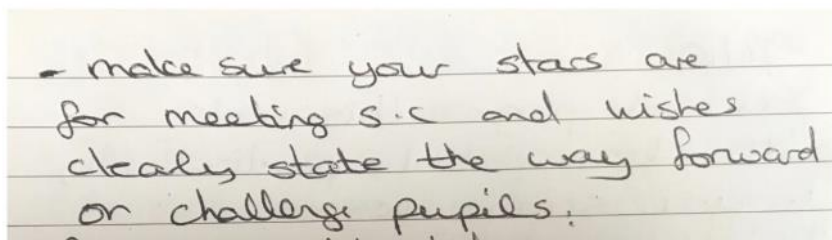
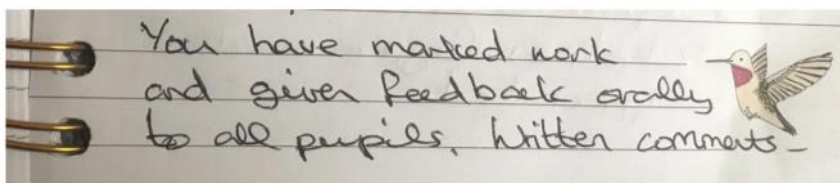
AfL (3)

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Plenary	The learners will peer mark their work in order to check understanding of the task. Discuss their answers in their groups Two stars and a wish: What did the learners learn? What did they find easy/difficult?	The groups will peer mark using pink pens and discuss their answers Whole class will discuss 'two stars and a wish' in order to check understanding of lesson	Marking in pink pen (school's marking policy). Available on tables 
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During a Mathematics lesson, I encouraged the learners to peer mark their work using pink pens (following the school's marking policy). This strategy worked well to encourage collaborative working. The learners were able to compare their work and have a discussion of they had a different answer. By peer marking the learners are able to engage and reflect on each other's work; by doing this they are able to come up with ideas on how they can improve their work.



I was able to mark the learners work and found that the peer marking was successful. I was able to use '2 stars and a wish' (following the school's marking policy). My class mentor noted (as seen above) that I needed to ensure that my 'stars' were for meeting the success criteria and my 'wishes' were a way forward in order to challenge the learners further. I will ensure to develop this during the next part of PTE.

Resources (1)

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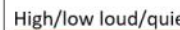
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduction to new topic. Open with PowerPoint: 'What is Sound'? Ask the class to close their eyes and listen. 'Think, Pair, Share'; what do they think sound is. Write key words on mini white boards. Discuss key vocabulary. Build on prior knowledge. What do they know? What would they like to learn? Discussion on what sound is; lesson objective, to explore ways of producing sound.	Learners to sit in mixed ability groups in order to scaffold learning. Discuss and share thoughts.	PowerPoint presentation. Mini whiteboards

During a Science lesson on sound (as seen above) I asked the learners to build on their prior knowledge as a starting point to the lesson. This enabled me to see what the learners' already know about the subject which I was going to teach. By getting feedback from the learners, I was able to plan more lessons in a 'block' instead of 'stand-alone' lessons in order to build on the learners prior knowledge and challenge them further.

Teaching & Core Learning	Ask the learners to close their eyes and listen carefully. What sounds can they hear? What direction is it coming from? Is it loud/quiet, high/low?	Learners to discuss in pairs what they can hear. Note down key words on whiteboards.	
	Discuss vocabulary that can be used to create sound. Did anyone have these words?	Learners to listen and watch. They will be given a variety of musical instruments and be asked to use them to create sounds. Can they help each other in groups? Can they change the pitch of the sound? Can they write down which sounds are high, low, loud, quiet?	Use the PowerPoint to show the video and to explain how sounds are created. Resources used: musical instruments and worksheets to write down which sounds are high, low, loud and quiet.
	Show a video about how sounds are created.		

During this lesson I used a variety of resources in order to engage learners interest. The learners were keen to use the musical instruments provided. They worked collaboratively in order to complete the learning objective, which was to describe the sound that the musical instrument made (as seen in 'teaching and core learning' section above).



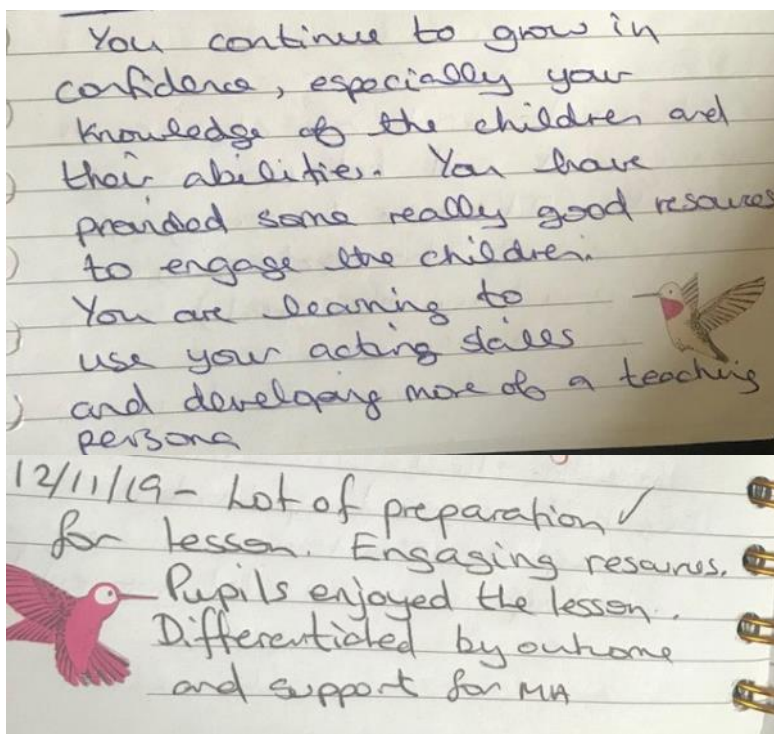
Plenary	Describing sounds. Can the learners use the worksheet to describe the sound the objects make using the key words discussed earlier? Play sounds using the laptop and whiteboard.	Worksheet (examples shown in PTE folder)
	Ask the children to hold up cards to answer, high or low sound to check understanding of lesson.	High/low loud/quiet cards 



I used 'high/low' 'loud/quiet' cards as a strategy during this lesson in order to show understanding and keep the children engaged. They proved effective as the learners were keen to use them. They also helped me to have a discussion with the learners about why they think their answers did/did not match.



Continuing with the Science lessons, I ensured to use a variety of resources in order to keep building on the learners' prior knowledge and to continue to learn about 'sound'. I found that the glass bottles filled with different amounts of water proved very effective in order to teach 'pitch'. The resources kept the learners engaged. My class mentor noted (below) that I had used a variety of resources in order to engage the children.



Resources (2)

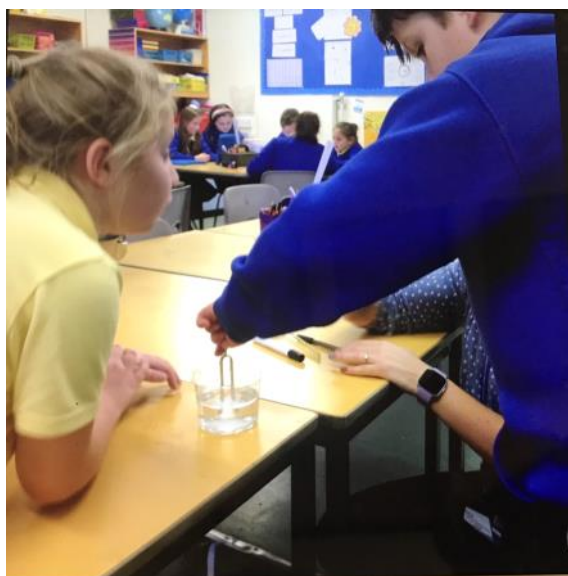
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Teaching & Core Learning	Discussion on vibrations. Loud and quiet: the louder the sound, the bigger the vibrations. Discussion on sound waves. Video clip on BBC bitesize explaining vibrations. Can sound travel through water?	The learners will have a drum and rice on their tables. Can they describe what is happening to the rice when they bang the drum gentle, medium and hard? Is there a link between the loudness of the sound and the size of the vibrations? Experiment with tuning fork and water.	Drum, rice. PowerPoint on interactive whiteboard, BBC bitesize. Tuning fork, water.
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During a Science lesson (as seen above) I was able to use a variety of resources in order to build on learners' prior knowledge about sound and learn more about vibrations and sound waves.



I planned to teach the practical part of the lesson (drums, rice, water and a tuning fork to show vibrations- seen above) as a whole class. After a discussion with my class mentor prior to the lesson beginning, we decided it would be a good idea to use the resources with small groups in order for the learners to get the most out of what I was teaching. This proved effective and I was able to get a lot more discussion out of the learners in small groups rather than as a whole class. The learners really enjoyed the activity and were able to use Scientific language in order to describe to me what was happening to create the vibrations. The resources proved very effective and I will ensure to plan in smaller groups in future lessons.

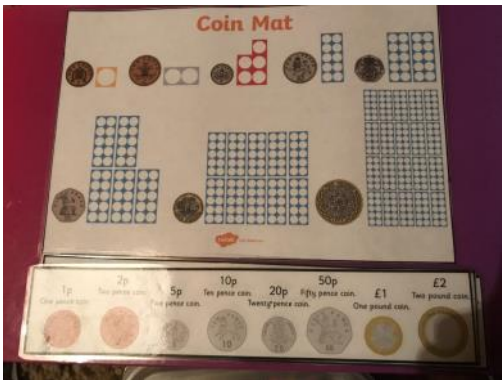


Resources (3)

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SumDog Maths will be used on iPads with half of the lower ability group. A shopping list game will be used Differentiated worksheets will be given to each ability group. I will work alongside half of the lower ability group while they complete the task	By halving the lower ability group, I will have a chance to work alongside the other half while they complete the worksheets. I will give half of them iPads to complete a shopping game then they will swap over. A variety of Maths resources will be available while the learners complete the worksheets	iPads will be given to some of the learners who will be on Sumdog, which is a website used by the school  to help with mathematics The learners will be able to use, money, numberlines and numicon while completing the task. They will be encouraged to use '3 b4 me' while completing the task in order to ensure I have time with the lower ability group during the task
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During the Mathematics lesson on Money (as seen above) I ensured to have a variety of resources available to help the learners' to complete the task set. At the beginning of PTE I found that I spent a lot of time creating resources for each lesson I taught (see images below). The resources did prove effective, however, I found that some of the time the learners were distracted by the amount of resources available. As I progressed and developed during PTE, I found it better to keep the resources simple, in order to build on the learners prior knowledge and to help them problem solve effectively.



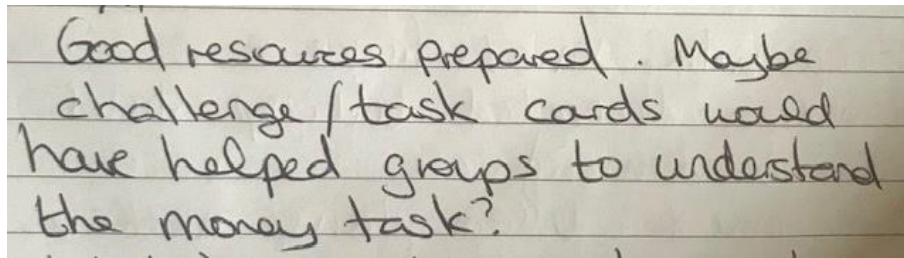


The learners worked well collaboratively and enjoyed using the money In order to problem solve. The money and numicon resources proved very effective; building on this, I was able to teach the learners to problem solve using other strategies i.e. using mental maths, addition, subtraction and the numberline method. Although resources work well as a tool to scaffold the learners', it was important for the learners not to rely on using resources and learn new skills.



I ensured to have a variety of resources available during the lesson to ensure all learners could

problem solve. My class mentor noted that I had prepared good resources (see below) however, she encouraged me to use challenge cards, in order for the learners' to have a clear idea of what they need to do in order to complete the task set. By using challenge cards, the learners have a clear learning objective and are able to complete the task more effectively.



Good resources prepared. Maybe challenge / task cards would have helped groups to understand the money task?

Critical Reflection

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Within this assignment a written critical reflection on progress in planning and implementing the pedagogical principles, with focus on three, during Professional Teaching Experience (PTE) part one will be discussed. In order to succeed on PTE, it was important to consider the twelve pedagogical principles (Donaldson, 2015) in order to practice as an effective teacher. Donaldson (2015) notes the importance of effective teaching and learning when discussing pedagogy; indicating that pedagogy is more than teaching, combining theoretical and practical knowledge and skills to promote effective learning. In order to promote effective learning, it is important to ascertain where a learner is in their learning in order to help them progress. Assessment for Learning (AfL) is a strategy which can be used in order to achieve this. ARG (2002) defines AfL as, *"a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there"*. Another factor which could be considered is sustained shared thinking. This method involves *"both the child's awareness of what is to be learned and the adult's assessment of what is 'required' for the child to succeed"* (Smidt, 2015, p.38). By ensuring that the teacher is aware of what each child needs in order to succeed with their learning, effective teaching and effective learning can take place. AfL strategies give the learners the opportunity to take control of their learning. Hymer and Gershon (2014) note the importance of challenge and effort and how they operate in harmony with feedback; ensuring learners begin to see their skills and understand and develop in real time. While looking into the research done by Canter and Canter (2001), it 'has identified a number of principles that can facilitate learning, for example, the use of quick corrective feedback' (Kyriacou, 2009). AfL strategies could facilitate this. Strategies such as 'Think-pair-share' could encourage learners' to discuss a task with a peer and get some feedback for the task. Both Vygotsky and Piaget researched peer collaboration and believed that this would only be effective if the transfer of knowledge is from a more knowledgeable peer; Vygotsky was more concerned with the social learning taking place rather than the learning (Gray and MacBlain, 2015, p.104). Social interaction within the classroom can benefit a child's learning. To promote effective teaching, encouraging learning strategies like self-assessment within the classroom will be beneficial. *"pupils can only assess themselves when they have a sufficiently clear picture of the targets that their learning is meant to attain"* (Black and Wiliam, 1998, p.10). Effective teaching will include the learners within their learning. *"Bruner suggested that children could in practice, be very involved in their own learning forward by undertaking more demanding and challenging tasks..."* (Gray and MacBlain, 2015, p.140). Research suggests that there are a variety of views of learning theory. In order to become an effective teacher, it is important to realise that individuals learn at different stages to develop and process information to construct meaning of the world around them. Learning requires careful consideration and reflection; by using assessment strategies, teachers are likely to enhance students' learning and be given time and support to embed it in their practice (Coe et al, 2018).

Donaldson (2015) suggests that good teaching and learning regularly reinforces Cross-Curriculum Responsibilities and provides opportunities to practice them. Kyriacou (2009) indicate that effective teaching involves having a sound understanding of how and why certain activities lead to learning. By teaching cross-curricular, learners have the opportunity to widen and develop their skills across the curriculum. Kerry (2010) notes the importance of cross-curricular teaching as it makes the place of the learner central, rather than the content. Cross-curricular learning puts the child at the centre of their learning; which is also known as a thematic approach. Classroom experience has shown that learners' prior learning and experiences are important to ensure they have a 'voice' within the classroom. Learners' have the opportunity to engage in theme-based lessons, making choices of what they would like to learn across the curriculum. This notion will help learners to forge meaningful links between their learning and expanding their experiences (Burge, 2011). By teaching cross-curricular and breaking traditional boundaries, teachers can raise standards with their teaching, keeping the learners at the heart of what they are teaching. The Rose review (2009) suggests that effective learning could occur within mixtures of subjects, however, individual subjects must be improved and separately taught (Burge, 2011). It is important to note that cross-curricular planning has both positive and negative aspects; teachers must

find a balance between subjects, ensuring that teaching cross-curricular enables the learners to learn more in depth, not less. Rowley and Cooper (2009) note that teaching cross-curricular provides a wealth of opportunities and promotes enquiring minds.

In order to achieve student progress, it is important to set tasks and select resources which build on learners' prior knowledge and engage interest (Donaldson, 2015). Prior to preparing a lesson, it is important for the teacher to have clear learning intentions. Hattie (2012) notes the importance of engagement in the learning task and creating a 'hook' in order to grab the student's attention and ensure understanding in order to be successful. *"Bruner did not view learning as something that happens to individuals but more as a process in which the individual is actively engaged"* (Gray and MacBlain, 2015, p.133). This active learning process is child centred, which begins with the learner's current understanding and experience, which will help build on their knowledge. Piaget (1975) notes that the teacher's role here is identifying the child's current state of development in order to set up appropriate learning activities for the learners to actively engage (Moore, 2000). For this to take place, it is important for the learning to be an active process. In order to ensure all learners can learn at the same rate scaffolding can be used. *"...scaffolding – adjusting the support offered during a teaching session to fit the child's current level of performance"* (Berk, 2009, p.266). The teacher can actively support a learner's progress throughout a task in order to support them. Vygotsky believed that in order to scaffold well for children, teachers need to be keen observers (Mooney, 2000). By observing and scaffolding the learners', the teacher can ensure that they are all challenged within the classroom to ensure student progress. Hattie (2012) researched the presence of challenging learning intentions and the consequences they may have. He stated, *"pupils can be induced to invest greater effort, and invest more of their capacity than under low demand conditions"* (Hymer and Gershon, 2014, p.30). Using well thought out resources can keep learners engaged but also ensure they invest greater effort. Classroom experience has shown that learners are more actively engaged with their learning if they have resources which engage their interest and challenge them. Coe et al (2018) notes the importance of teachers need to understand why and how an approach will enhance students' learning.

At the beginning of PTE part one, I tried to ensure I created detailed lesson plans with a variety of AfL principles embedded to ensure I planned for good, effective teaching. Hayes (as quoted in Skinner, 2010, p.5) states, *"effective teaching means that expectations are achieved, or indeed exceeded."* To ensure that expectations were achieved during my PTE, I felt it was important to use AfL strategies in my teaching. Within the document Successful Futures, Donaldson (2015) indicates the importance of effective teacher assessment where he states, *"Dylan Wiliam has suggested that effective teacher assessment can 'double' the rate of learning."* With this in mind, I was keen to ensure I planned to use a variety of AfL strategies during my lessons. As a student teacher, I had yet to use AfL strategies within a classroom; I had little understanding of the learners' and how they would react to the use of the strategies. The Welsh Government notes the weaknesses in its assessment framework and understand that the AfL approaches are not always well understood and embedded within the classroom; I wanted to ensure I used the strategies effectively. I began my teaching by using the strategies I had observed the class teacher using as I knew the learners were familiar with them. Think-pair-share was one of the strategies I used; I found the collaborative learning strategy to be effective, however, the lower attaining group struggled to share ideas that related to the topic to their peers. To develop quality talk including all learners, I chose to ask the learners to sit with their 'reading buddies'; the reading buddies were of a mixed level of attainment chosen by the class teacher. I used this because it is a familiar strategy with the class. I found that Think-pair-share worked well when the learners were sat in mixed attainment groups as the children discussed their ideas with each other more effectively. It was particularly beneficial to involve all groups at the end of the lesson in gathering their responses for feedback as it seemed to develop a sense of collaboration. I had to consider my strategies for getting feedback after a Think-pair-share activity as I found that the most vocal or confident learners would put their hands up to answer questions. Skinner (2010) notes the importance of questioning as it removes the idea of one right answer. For the learners to take responsibility for their learning and for my questioning to be successful, I used the 'lollipop strategy' (as seen in illustrative example 2 for this principle). This strategy had both positive and negative aspects; the strategy proved effective as it included all learners in their learning. However, Black and Wiliam (1998) suggest that teachers need to raise standards with the use of AfL strategies; they recommend that learners have more time to think and construct answers to questions. The

success of AfL depends upon how willing the learners are to contribute and how capable they feel of succeeding; some of the learners within the classroom did not like to be involved in classroom discussion. This strategy ensured I could involve them, however, some of the learners did not want to be chosen to join in with the class discussion. In order to raise standards with the use of this strategy, I needed to ensure that I asked open ended questions and I gave enough thinking time to the learners. Coe et al (2018) indicate that some teaching approaches are supported by their effectiveness; which includes asking many questions and checking the responses of all students. Another approach I found effective during my PTE part one was 'thumbs up for understanding'. This approach gave me an opportunity to see if all the learners understood what I was teaching, without having to ask them questions. I was then able to support the learners who may need extra help. I also made sure to be diligent when marking the learners work ensuring to use the schools AfL policy to ensure I gave feedback in order to help learners progress with their work. I also used directed, independent, reflective time to give oral feedback and encouraged children to actively participate in their learning. This gave me the opportunity to feedback and to reflect on what the learners' have learnt. I ensured to use '2 stars and a wish' in line with the school's AfL policy, however, I need to make sure that all of my comments are specific and related to the success criteria in order to help the learners identify what they have done well and where they could improve. When marking, I will develop my comments in order to set further challenges for the learners who have met the success criteria. I developed my use of AfL strategies throughout my PTE by ensuring I incorporated AfL strategies such as Success Criteria grids (noted in illustrated in example 1 for this principle) and self and peer assessment into my practice in order to develop my teaching further. I found the use of these strategies to be effective. To develop the success criteria grid I created, I will ensure to keep the comments clearer and to the point in order to avoid confusion when the learners are marking their work. I found that some of the learners were unsure whether they had met the target in the work. This will be developed further in PTE part 2.

I found that, at the beginning of the placement, I tended to plan 'stand-alone' lessons which proved difficult when ensuring to reinforce Cross-Curriculum Responsibilities throughout a sequence of lessons. I started to develop a better understanding of the needs of the class which enabled me to plan a sequence of lessons which gave an opportunity to practice Cross-Curriculum responsibilities effectively. This has been most apparent in my Mathematics lessons on Money (noted in illustrative example 2 for this principle) where I observed how skills taught in my lessons can be used for cross-curricular financial literacy work to encourage Enterprising Creative Contributors. I also demonstrated an understanding of the need for real-life context to teach money with shop role-play activities. I used real life contexts involving financial literacy in order to teach the learners a range of mathematical concepts. This proved effective as the learners could relate to the shopping activity which kept them engaged and involved with their learning. I was able to develop this further by planning a sequence of mathematic lessons, marking the learners work, to ensure I continued to build on their prior knowledge and continue to challenge them further. I found the resources to be very helpful, however as my maths lessons continued, I felt it was best to move away from the use of the resources as I wanted to teach the children more mathematical skills; for instance, mental mathematics, addition, subtraction and the number line strategy in order to calculate change. By doing this I was ensuring to follow the guidelines from the Welsh Government in order to ensure consistency in teacher assessment. I was also able to make meaningful links to the curriculum by linking art and design with Expressive Arts, focusing on Music. Rose (2009) proposed that, "*a mix of subject rigour...could be organised under six areas of learning*" (Barnes, 2015, p.58) which includes understanding the arts. Although Art and Music are closely linked within the curriculum, I felt it was a good opportunity to link the two subjects' together in order to challenge the learners' creativity further. This enabled them to create artwork and engage with music. This lesson proved effective; I found that the 'calming' music had a positive effect on how the learners' worked and they all were able to create a piece of art by the end of the lesson. I have also been able to show I can link Cross-Curricular Responsibilities during my literacy lessons for writing a profile. I was able to realise the importance of 'Talk for Writing' and the need for modelling good examples to support learners' literacy skills. I also started to introduce literacy as a cross-curricular skill through a fair test investigation, which will lead to more extended explanation writing.

While planning my lessons, I ensured to set tasks and create resources which would build on the learners' previous knowledge and engage interest. I ensured that all my lesson

planning began with *“a deep understanding of what each student already knows and can do”* (Hattie 2012, p. 42). I found this difficult at the beginning of placement as I didn't have a wide range of knowledge of what the learners were capable of. I felt confident and prepared with my resources, however, I found that I was not always clear with what I needed the learners to do in order to get the most out of the task set. I recognised that I needed to challenge learners further and consider differentiation through the mixed attainment groups. For example, during a mathematics lesson, I created differentiated shopping lists and set tasks for the learners to complete within their attainment groups; however, after marking their work, I found that some of the learners did not fully understand the outcome of the task and spent more time writing the shopping list in their workbooks, rather than completing the mathematical problems I had set for them to complete. I was advised by my class mentor to complete 'challenge cards' (as noted in illustrative example 3 for this principle) for the learners to get the most out of their learning. Coe et al (2018) notes the importance of challenging students to identify why an activity is taking place in the lesson; by completing challenge cards, the learners were able to identify what they needed to do in order to progress with their learning. As the placement developed, I was able to build on learners' prior experience and learning and could plan for progress. I found this most apparent during my Science lessons on 'sound'. During the first Science lesson I was able to ask the learners about their current knowledge on sound. By doing this, I was able to ensure I could build on their knowledge by planning a sequence of lessons. I used a variety of well-planned resources (see illustrative example 2 for this principle) in order to keep the learners engaged and to teach a variety of aspects on sound. I was able to teach the learners about sound waves, vibrations and pitch by using the resources. As my PTE developed, I found it easier to teach practical lessons and realised that teaching in smaller groups was more effective as I could have better discussion with the learners on the outcome of the task.

While learning about teaching, it is apparent that learning is a process which is unique to each student. The role of the teacher is quite clearly to identify what a learner is capable of and ensuring they can actively engage with their learning. In order to succeed on PTE part 2, I recognise that I need to ensure I challenge learners further, but also set clear learning objectives for the learners to succeed with their learning.

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