

Portfolio illustrating a critical reflection of progress made on the planning & implementation of three pedagogical principles

Monday, December 16, 2019 8:30 AM

Name: Claire Wyatt

Student Number: 1900032

Pathway: PGCE Primary with QTS

Targets from previous assignment:

	Target	What I have done in this assignment
Target 1	Further synthesis of your reading will enhance your cognitive and intellectual development	Endeavoured to synthesise arguments and recognise links in the literature
Target 2	Consider developing counter arguments further	I have tried to present opposing views where I have found them

https://uowtsd-my.sharepoint.com/:o:/g/personal/1900032_student_uwtsd_ac_uk/EhFNQ028LN1JpmWOeOiESvMB5VsvDq_VNNswrYDbPQC_YA?e=KbytWe



Odd and
Even Nu...



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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Claire Wyatt	Class:	Year 1
AoLE or Subject	Mathematical Development	Date:	13/11/2019
Lesson Focus:	Odd and Even numbers – identify and sort		
Meaningful links to Curriculum	Recognise and understand odd and even numbers up to 20		
Meaningful links to: Cross Curricular Responsibilities	DCF – Odds and evens top marks game – coconut shy		
Personal Targets (Linked to QTS and identified in weekly review)			
Ensure all children participate in carpet session without becoming overly noisy.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Understand what is an odd number and what is an even number (pair or odd one out) Recognise which numbers are odd and even and sort them correctly, using an array or numicon layout to check. Reinforce relationship between the physical number of objects and the written number.

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)
- Oral response in group session what is odd and even - Use an array/numicon to lay out the lego blocks to count and identify odd/even and sort into correct section of book. - Form the appropriate number or identify orally when sorting	- Printed numicon images sorted into the correct sets (odd or even) with the correct number written alongside. 1 – 10 for those less confident and aim for 1-20 for those more confident. - Be able to explain how you know odd or even.

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)	- Powerpoint explaining the concept, using terms such as “can make a pair” for even and “one spare or odd one out” for odd. - Ask at end of powerpoint “so how do we know if a number is even?” “how do we know if a number is odd?”	- Watch powerpoint - Respond to “how do we know” questions	- Powerpoint on odds and evens - Possibly a few numicons to emphasise if needed
Teaching & Core Learning	10 lego bricks each. Ask children to find each number in random order and form array or numicon format to check if odd or even. They can do this either by placing the blocks on the numicon frame or on the table if they don't need the frame. Ask is it an odd or even number. - Sort into odd or even section by linking with printed numicon image and putting under right heading. - If they are able to, write/copy the correct numeral alongside. If not, orally	- Set out the number of bricks required in the array/numicon format. - Identify if this is an odd or even number - Sort into the correct section in book by linking with printed numicon image and putting under the right heading. - Write/copy the number into the book or count and give the correct number orally and confirm if even or odd. IF TIME – MORE ABLE 1-20	- Sets of prompt cards showing the arrays, some with numbers some without. - Numicon frames - Lego blocks - Pencils - Glue - Numicon images

2

Snack time book for

	give the number through counting and confirm if even or odd. - Every child to attempt 1-10, the more able can go on to 20 if the learning is secured quickly. There are additional prompt cards for this and some extra blocks. - For those who are particularly able, link to the 100 square asking them to shade the odds and evens in the first 3 rows. Can they see a pattern? Do they think this will carry on? Looking for “the numbers go odd, even, odd etc” and the “odds and evens in columns on 100 square.” This extension activity only if time permits.	IF TIME – VERY ABLE – LINK TO 100 SQUARE	
Plenary	“How do we know if a number is an odd number” How do we know if it is an even number”	Explain when asked how you can identify odd or even	

Wednesday “ Alien Even and Alien Odd”

Starter for Thursday Top Marks coconut shy game

Snack time book for Thursday – Missing Mittens

3

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Thumbs up, thumbs down was an AFL strategy I found particularly useful to see quickly whether learning had been retained, particularly with eyes closed so that they could not be influenced by peers. The children hadn't done this before but enjoyed it, particularly if they were all in agreement when they opened their eyes.

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The second starter session showed that the children had retained a lot of the learning from the first day as they could all explain odd and even numbers and how they knew. I was able to take a snapshot of the learning by using thumbs up/thumbs down with eyes closed during starter on second day to see who could identify odd or even numbers and from the responses I could see the learning had been retained. The children I then worked with in the focus tasks also demonstrated high levels of understanding both in their completion of the activity and in explaining their reasoning. They produced accurate work for their books, and could relate their learning to the online Candy Catch game I played with them with great enthusiasm, as well as the Missing Mittens book I read at breaktime. The Top Marks coconut shy game was also successful with the children able to complete accurately either individually or in pairs. This game was made available as part of enhanced provision and was well used.
Next Steps for Progress	Extend this learning further using the 100 square to illustrate the pattern with those who proved to be more able.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	This was a new experience planning a lesson to be delivered by a TA in my absence. It has made me more aware of the need for great detail in the lesson plan, in this case particularly setting out the questions and vocabulary I wanted to use in the learning. It was very pleasing to see the level of learning that had been secured on the first day. I was able to gauge this by taking the starter on the second day myself and leading the remaining focus task groups. I felt that I had pitched the activity at an appropriate level to provide some challenge but also to be accessible for all. Differentiation was built in by having the option to stretch up to 20 for those who grasped the concept.
Areas for my Development Personal Targets for Progress	I intend to add more detailed questions to my lesson plans in future. I realised that even though I have a clear idea in my head of what I am going to say during the lesson and the questions I am going to use, it will be helpful to have this greater detail available in the lesson plan to refer to, and for anybody observing my lesson.

Quality of questioning is a key part of AFL. This is set out in the initial research by Black & Wiliam (1998), but there is also consensus from many other parties including Welsh Assembly Government (WAG)(2010), McCallum (2000) and Muijs & Reynolds (2018) to name but a few. I was confident in my use of open questions, having many years of coaching experience, and asking things like "how do you know..." And "what do you think...." Come naturally to me, but planning a lesson for someone else to teach made me very aware of the need to be explicit in the questions I intended to use when creating my lesson plan in order for the learning to be undertaken as I had envisaged and to inform my planning for future learning. It was a valuable learning experience for me planning for somebody else to teach.



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Claire Wyatt	Class:	Year 1
AoLE or Subject	LLC	Date:	25.11.2019
Lesson Focus:	Child-led change to role play area and voting		
Meaningful links to Curriculum	Oracy - Express an opinion on familiar subjects, show understanding and ask questions. Writing – follow a form modelled by the teacher.		
Meaningful links to: Cross Curricular Responsibilities	Creative Development – develop understanding of planning, designing and modelling, make choices in materials and resources. KUV – democracy and voting. Maths – vote counting.		
Personal Targets (Linked to QTS and identified in weekly review)			
Listen to learners – encourage and support the children to create a shortlist of ideas and then vote to decide on the change to the role play area. Follow this through to completion to deliver on their idea.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
- Work in pairs to suggest a theme appropriate change to the role play area for Christmas - Understand majority and consensus on a very simple level - Understand what voting is and how to vote - Exercise their "right" to vote

This was the children's first experience of Think, Pair, Share

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)
- Each pair to suggest an appropriate idea - Accept without conflict if their idea does not make the shortlist - Understand what voting is - Vote for their choice	- Is the suggestion appropriate to theme. - No conflict in shortlisting - Explain what voting means - Complete a voting slip

1

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)	- Brief introduction explaining we are going to change the area for Christmas - Q – What sort of things might you like to play in that area? What makes you think of Christmas? - Explain concept of majority and how I will shortlist	- Think what they may like to play in this area, what have they already enjoyed? - Understand majority and shortlist and raise any questions when prompted. Think, Pair, Share really helped the children to develop their ideas.	Consult with Mrs P regarding available resources and ideas used before to maximise available materials and avoid repetition
Teaching & Core Learning	- Pre-determined pairs (by me) discuss any ideas already raised in group and support dialogue for pair to suggest an idea. Note any specifics that may be of use in planning. (session 1) - End of session 1, note any duplications and compile shortlist. Before lunch – orally share with group and ask for votes to reduce to 3 by show of hands. - Session 2 – group introduction reminder of the final 3. Introduce and explain voting slips. Each child to vote and place in the box.	- Think, pair, share an idea for the role play area, with teacher support as required. (session 1). Teacher to note final choice per pair. - End of session 1 – show of hands for ideas to reduce to 3. - Session 2 – complete a voting slip and put in the ballot box.	- Voting slips - Ballot Box

2

	Lollipop sticks are an AFL strategy to be used to choose a student at random to answer in order to maintain engagement as it could be anybody's turn. In this particular classroom it is regularly used as a fair means of random selection and the children are familiar with it. This is why I used it in this instance.		
Plenary	- Lollipop stick to decide "Returning Officer" to share decision with the group - Further session to be planned to look at a design with the children	- Returning Officer to share the decision with the group. - Specific resource/item input and design process ideas to be given at further session	

3

AFL in action. Think, Pair, Share – the children had very supportive discussions.

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Pairing worked very well. As I hoped, the children supported each other well in building ideas and extended each other's thinking with phrases like "and we could..." Most children individually had a mental picture of how they would like the area to look and were able to explain their concept orally. The purpose of voting was clearly understood and all children were able to explain it to me using words like "fair" and "to see what everybody thinks." Similarly the idea of acting on majority was well accepted and there was no conflict when the shortlist emerged. The children enjoyed the process of casting their "secret vote" with their voting slips and the ballot box and were happy with the final outcome even if it wasn't their individual choice. There is already great excitement and a strong sense of ownership to move into the specific design stage.
Next Steps for Progress	The first stage of this lesson has been child-led as the direction we are now taking to change their role play area has been chosen by them. The next step, for this activity to continue to be child-led is to involve and support them in the specific choices for the creation of the area – materials, artwork, resources to be placed in the area etc.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Listening to Learners – the children all felt that their voices had been heard and listened to and they know that I made notes of all of the ideas they raised. Working with them in a Think, Pair, Share situation I was able to listen to their discussions and ask any questions that assisted them in conveying their ideas. I was really pleased with the activity shown by them and the way they supported each other. The area could look. It is my intention that even in the cases where there wasn't a cross over of ideas I will try and incorporate an element of something raised by each pair so that all feel included and have ownership of the new area. I feel that I must have explained the process and purpose of voting in a positive way as there was absolutely no conflict in announcing the result. I had anticipated a possible issue with two children but this didn't happen. Possibly this was helped by one of these being the "returning officer."
Areas for my Development	Ensure that as we move into the specific design and creation stage that every voice continues to be heard so that all children have a stake in the project. Identify which children would prefer to contribute artistically and which may prefer to just make some choices and provide appropriate opportunities. Establish a rota/list so that every child knows they will get an opportunity to work on the project.
Personal Targets for Progress	

Think, Pair, Share was new to the children but I felt it was appropriate in this context as it would give all children a chance to consider their own choice, build on the idea with a partner and then decide together which of the two to shortlist. In a lesson which was about pupil voice and the learning choices being made by the children this felt like a good way to get everybody's opinions and then take forward the most popular. This was exactly what happened. The pairing meant that children who don't like contributing in a large group were still heard and those who might need a bit of help in finalising an idea could receive appropriate support from a peer.



Lollipop Sticks to choose the returning officer



Domino
addition I...



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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Claire Wyatt	Class:	Year 1
AoLE or Subject	Mathematical Development	Date:	27/11/2019
Lesson Focus:	Addition to 5, 10 and 20		
Meaningful links to Curriculum	Add numbers involving up to 10 objects, use counting on strategies to add two collections, count reliably up to 20 objects		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			
Use the school emoji marking system to help children self assess a piece of work			

Self-Assessment is an important skill and something to be developed as part of AFL. The school are working on introducing self-assessment in Foundation Phase using an emoji sticker system already in use in Key Stage 2. Discussion with the class teacher suggested that this lesson would be suitable to reintroduce this, clarify the meanings attached to the different stickers and then support the children to self-assess.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Understand connection between “adding” and “counting on” - That addition works in either order - That = means the same as - Add 2 numbers up to 5, 10 or 20 as appropriate

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)
- Use a numberline to show understanding of addition as counting on starting at either number - Use the domino templates and manipulatives to complete written sum using + and =	- Use a numberline to show workings for first example on their worksheet - Write the correct numbers below the dominoes and total correctly - Be able to explain how you did this

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)	- Addition powerpoint, demonstrate the principle of addition using the key words "counting on" and "the same as" - Ask the children to repeat these terms and count on the PP numberline with you.	- Follow powerpoint and repeat key words as prompted. - Ask any questions when the opportunity is offered	- Addition Powerpoint - Large wooden domino to demonstrate dot counting
Teaching & Core Learning	- Focus group task – use wooden dominoes and numberline to demonstrate counting on and relate to the dots. - Model how to break the numbers down into each part of the sum i.e 1st and second number on domino into 1st and second space. - Ask children what = means (hopefully "how many together" or "the same as") - Give each child numberline and appropriate worksheet and support as required to complete	- Follow on own numberlines and/or domino as teacher demonstrates counting on. - Give explanation of = - Complete appropriate differentiated worksheet (3 versions to 5, 10 and 20) with numberline to support.	- Wooden dominoes - Domino worksheets - Numberlines

2

Muijs & Reynolds (2018, p.272) state the significance of Self-Assessment as a part of effective AFL and refer to McCallum's (2000) strategy for teaching the basics of the principles. This is what I did in plenary, I explained that they would be marking their own work against the emoji chart which identifies the level of independent learning, reconfirmed the meanings attached to each image and then supported the children in choosing. They were all very receptive – and very honest in their appraisal.

Plenary	- Q – what does it mean when we add? Q – Is the number we get to bigger or smaller than the number we start with? Q – What does = mean? - Reconfirm children's understanding of school emojis. - Review the work in the books individually and ask them to self assess using the stickers, guiding as necessary. Q – what did you do by yourself etc.	- Answer Qs – explain addition, that total is larger than the starting number and concept of = - Give understanding of emojis - Review work with teacher and select appropriate sticker	- Completed sheets - Emoji stickers
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Snacktime Thursday – book Albert Adds Up

3

Self-assessment in this instance was being used to appraise the level of independent work rather than as a review of learning content, but the skill being learned is the same. The children were able to honestly consider their learning experience and determine how much support they had needed or not. It was particularly encouraging that three children wanted to demonstrate their "teacher" skills and this was a good indicator for me that confidence was high, and also that they had understood the lesson well. I felt that they could build on this session with further opportunities to self-assess against success criteria. Hattie (2012 p.142) states that "when students participate in the assessment of their own learning they learn to recognize and understand main ideas, and to apply new learning in different ways and situations." I felt that this lesson started the children on this road.

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	During intro session the children orally followed the numberline and the children asked correctly predicted where we would "end up." During the focus task all but one child completed the activity sheets independently once the method of completion was explained at the outset. A few needed assistance after completion to turn around some incorrectly formed numbers but as all of the additions were correct and it was clear which numbers the children had intended I was still happy to deem this independent work and agreed with their choice of self assessment sticker as the success criteria was to understand the principle of addition and be able to explain the process – both of which they did. Conferred with the class teacher on this and we were of the same mind. The children used the school emoji stickers accurately and could recount the meanings attached to them. It was

	to deem this independent work and agreed with their choice of self assessment sticker as the success criteria was to understand the principle of addition and be able to explain the process – both of which they did. Conferred with the class teacher on this and we were of the same mind. The children used the school emoji stickers accurately and could recount the meanings attached to them. It was particularly pleasing that 3 children wanted to demonstrate they could teach a friend and had sufficient confidence in their knowledge to do this effectively.
Next Steps for Progress	Number formation is an area needing development for some children – more activities needed to secure this as it underpins so much in numeracy work. Build on the accurate use of self-assessment in this activity by using the system again in next lesson.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The activity was differentiated to three levels to make it accessible for all, but I was also able to flex this as several children proved to have a better grasp than was anticipated and were seeking greater challenge. I was able to give them additional practice. In plenary the questions I asked about the process generated vocabulary like "counting on" and "the same as" which demonstrated the children had understood well. Self assessment is a developing concept for the children and it was pleasing that they were all honest and accurate in this. The enthusiasm to demonstrate they could teach a friend and gain a sunglasses sticker was very pleasing. I feel it worked well giving them the opportunity to do this and then asking the child they had just "taught" to explain it back to me, it reinforced the learning and also demonstrated for the "Child teacher" exactly what they had passed on. It is the rudimentary introduction to peer assessment.
Areas for my Development Personal Targets for Progress	The basics of addition have been grasped and it would be beneficial to incorporate this into daily routines to build on knowledge. We count orally every day when looking at attendance, this may work as a small addition exercise. Consider how to build this in. Self assessment using the school emoji system worked well, use this again in next week's lessons as the understanding of the meanings is secure. There is an appetite for the sunglasses emoji meaning that they have taught a friend – also a good indicator for me of how much they have learned - possibly offer this as an opportunity in next week's maths on doubling. In development of peer assessment this may be adaptable in literacy session next week as we will almost have a "checklist" of success criteria – eg have you used "annwyl Sion Corn" etc and the children could use a sticker (not emoji as they are not assessing independent work) system to peer assess. Discuss this with class teacher to determine viability.

4



Self- Assessment using emoji stickers



Cross Curricular Responsibilities

Monday, December 16, 2019 8:31 AM



Odd and
Even Num...



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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

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AoLE or Subject	Mathematical Development	Date:	13/11/2019
Lesson Focus:	Odd and Even numbers – identify and sort		
Meaningful links to Curriculum	Recognise and understand odd and even numbers up to 20		
Meaningful links to: Cross Curricular Responsibilities	DCF – Odds and evens top marks game – coconut shy		
Personal Targets (Linked to QTS and identified in weekly review)			
Ensure all children participate in carpet session without becoming overly noisy.			

Starter for second day using Top Marks website where children identify the odd numbered coconuts and then bowl virtual balls at the coconut shy to knock them down. This showed

Starter for second day using Top Marks website where children identify the odd numbered coconuts and then bowl virtual balls at the coconut shy to knock them down. This showed me the retained learning and also helped the children make the link with odds and evens via a different media.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
Understand what is an odd number and what is an even number (pair or odd one out)
Recognise which numbers are odd and even and sort them correctly, using an array or numicon layout to check.
Reinforce relationship between the physical number of objects and the written number.

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)
- Oral response in group session what is odd and even - Use an array/numicon to lay out the lego blocks to count and identify odd/even and sort into correct section of book. - Form the appropriate number or identify orally when sorting	- Printed numicon images sorted into the correct sets (odd or even) with the correct number written alongside. 1 – 10 for those less confident and aim for 1-20 for those more confident. - Be able to explain how you know odd or even.

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)	- Powerpoint explaining the concept, using terms such as "can make a pair" for even and "one spare or odd one out" for odd. - Ask at end of powerpoint "so how do we know if a number is even?" "how do we know if a number is odd?"	- Watch powerpoint - Respond to "how do we know" questions	- Powerpoint on odds and evens - Possibly a few numicons to emphasise if needed
Teaching & Core Learning	10 lego bricks each. Ask children to find each number in random order and form array or numicon format to check if odd or even. They can do this either by placing the blocks on the numicon frame or on the table if they don't need the frame. Ask is it an odd or even number. - Sort into odd or even section by linking with printed numicon image and putting under right heading. - If they are able to, write/copy the correct numeral alongside. If not, orally	- Set out the number of bricks required in the array/numicon format. - Identify if this is an odd or even number - Sort into the correct section in book by linking with printed numicon image and putting under the right heading. - Write/copy the number into the book or count and give the correct number orally and confirm if even or odd. IF TIME – MORE ABLE 1-20	- Sets of prompt cards showing the arrays, some with numbers some without. - Numicon frames - Lego blocks - Pencils - Glue - Numicon images

2

	give the number through counting and confirm if even or odd. - Every child to attempt 1-10, the more able can go on to 20 if the learning is secured quickly. There are additional prompt cards for this and some extra blocks. - For those who are particularly able, link to the 100 square asking them to shade the odds and evens in the first 3 rows. Can they see a pattern? Do they think this will carry on? Looking for "the numbers go odd, even, odd etc" and the "odds and evens in columns on 100 square." This extension activity only if time permits.	IF TIME – VERY ABLE – LINK TO 100 SQUARE	
Plenary	"How do we know if a number is an odd number" How do we know if it is an even number"	Explain when asked how you can identify odd or even	

Wednesday "Alien Even and Alien Odd"

Starter for Thursday Top Marks coconut shy game
Snack time book for Thursday – Missing Mittens

3

The ICT related activity brought odds and evens to life for the children and their engaged response supports Kerry's (2015, p.225) suggestion that "almost all children respond to ICT in a positive way and are motivated by the inclusion of ICT-related activities during lessons." I explored other DCF links with numeracy following this lesson. I was introduced to the mathsthroughstories.org website through a university lecture and used one, sometimes two books to support each maths lesson that I taught. This helped the children to see the application of the learning we had been undertaking in a different way as most of the stories involve the concept being used in a practical way. The learning was being extended but through the enjoyable format of a shared story. It was consolidating almost unconsciously, but I felt it also encouraged the children to see the mathematical language and concept beyond the boundary of a numeracy lesson.

the stories involve the concept being used in a practical way. The learning was being extended but through the enjoyable format of a shared story. It was consolidating almost unconsciously, but I felt it also encouraged the children to see the mathematical language and concept beyond the boundary of a numeracy lesson.

Lesson Plan – Phase 1
Evaluation of the Learning Experience
 (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The second starter session showed that the children had retained a lot of the learning from the first day as they could all explain odd and even numbers and how they knew. I was able to take a snapshot of the learning by using thumbs up/thumbs down with eyes closed during starter on second day to see who could identify odd or even numbers and from the responses I could see the learning had been retained. The children I then worked with in the focus tasks also demonstrated high levels of understanding both in their completion of the activity and in explaining their reasoning. They produced accurate work for their books, and could relate their learning to the online Candy Catch game I played with them with great enthusiasm, as well as the Missing Mittens book I read at breaktime. The Top Marks coconut shy game was also successful with the children able to complete accurately either individually or in pairs. This game was made available as part of enhanced provision and was well used.
Next Steps for Progress	Extend this learning further using the 100 square to illustrate the pattern with those who proved to be more able.

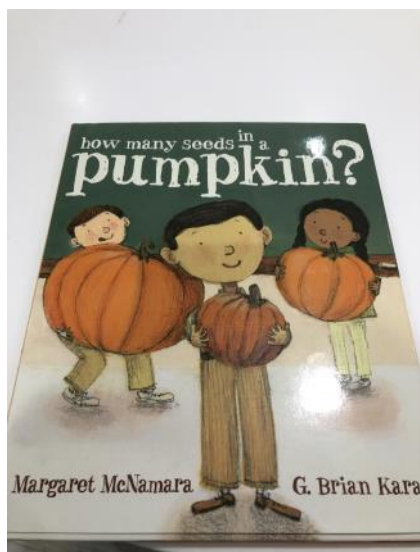
The learning was extended by two web-based games and two stories all of which the children found enjoyable. It allowed me to see that learning had been retained but also gave them the opportunity to see the concept in other settings and to develop their knowledge through independent experiential learning.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	This was a new experience planning a lesson to be delivered by a TA in my absence. It has made me more aware of the need for great detail in the lesson plan, in this case particularly setting out the questions and vocabulary I wanted to use in the learning. It was very pleasing to see the level of learning that had been secured on the first day. I was able to gauge this by taking the starter on the second day myself and leading the remaining focus task groups. I felt that I had pitched the activity at an appropriate level to provide some challenge but also to be accessible for all. Differentiation was built in by having the option to stretch up to 20 for those who grasped the concept.
Areas for my Development	I intend to add more detailed questions to my lesson plans in future. I realised that even though I have a clear idea in my head of what I am going to say during the lesson and the questions I am going to use, it will be helpful to have this greater detail available in the lesson plan to refer to, and for anybody observing my lesson.
Personal Targets for Progress	

5



Books for snacktime relating to the lesson themes – these were just some of the books I used



As part of my enhanced provision planning for literacy I made a Christmas themed Bee-Bot mat where the children had to read the letters to Santa and then programme the Bee-Bot to get to the corresponding items on the mat. This built literacy and DCF skills and let the children see the link between them.



I created a giant snakes and ladders game for Children in Need day where the dice was enormous and the children were the counters. The children responded very well to counting and moving the required number of places and by the time we had played a few games were doing basic addition to pre-determine where they would end up. This made the link between the Physical Development curriculum of understanding rules and being able to play simple games and the Mathematical Development curriculum of counting and addition. I was really impressed by the counting and addition skills on show as well as the turn-taking – but I'm sure if the children had been asked about it they would have just said they had fun playing a game!



Lesson Plan Phase 1 Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Claire Wyatt	Class:	Year 1
AoLE or Subject	Welsh Language Development	Date:	11/11/2019
Lesson Focus:	Names of clothes and colours		
Meaningful links to Curriculum	Presenting simple information orally using the correct language. Read simple words in context to build knowledge and communicate in short written sentences.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – writing skills. Write words/simple sentences and read back. Oracy – extend ideas with relevant vocabulary. Reading – identify words relating to a topic. DCF – inclusion of clothes “pairs” game in enhanced provision.		
Personal Targets (Linked to QTS and identified in weekly review)			

These basic skills are the same in English and Welsh and I repeatedly made the links between the two.

Practising literacy skills – writing, reading and oral, regardless of the language being used. ICT link extended the learning via a different media format.

Personal Targets (Linked to QTS and identified in weekly review)
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language being used. ICT link extended the learning via a different media format.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Identify and name items of clothing orally in Welsh Use Welsh colours as adjectives in relation to the clothes Follow instructions to colour items correctly Write in Welsh either in label or simple sentence form

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 learner to say/write/do/produce – to demonstrate learning)
Oral – group session name items of clothes and their colour, colour in the	Starter session repetition with teacher of vocabulary from items on

1

correct item on the washing line in the correct colour when asked. Written form – Discuss in focus task group type of clothes and colour and either label or write/copy simple sentence depending on level of literacy.	the washing line including item name and colour. Focus Task – Colour the items correctly. Label picture of washing line in book/write 2/3 simple sentences describing the same. E.g Dw i'n gwisgo het goch.
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2

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)	- Clothes line with individual items in carpet area. Name labels attached to each and an A3 sock with the colours in Welsh written on it. Group repetition of names and colours combined. - Matching sheet to be filled in draw a line between the item and the colour relating to clothes on the line - Introduce focus task	- Oral responses as a group when prompted to practice sound of the word and enhance recognition. - Individual responses to question "beth yw hwn?" or "Pa liw?" - Complete matching sheet by drawing lines from correct item to correct colour	- Clothes Line - Pegs - Clothes - Matching Sheets - Laminated labels for clothes - A3 laminated sock with colours

3

Teaching & Core Learning	- Picture of washing line in the books - Discuss the picture, asking children to name the items and colour. - Ask the children to colour certain items in certain colours eg "llywch yr het goch" and check accuracy - Photograph of them to be added to the page. Beth dwi'n gwisgo? 3 levels of written outcome. Labels of the items, 2 sentences "Dwi'n gwisgo....." or 3 sentences "Dwi'n gwisgo....." underneath the picture. Sentences & vocab to be modelled on prompt cards	- Name the items and colours, follow instructions "llywch yr het goch etc" - Write the descriptions in Welsh either in label form, or in 2 or 3 simple sentences, appropriate to ability and or grasp of the concept.	Pictures of the line to put in the books. Crayons Model answers on prompt cards to hang on small line Yellow pen for lines to write over as needed Photographs of the children to add to the books
Plenary	- Are the children able to read back what they have written? - Point to various items – can they name them accurately?	- Read back the labels/sentences you have written - Can you name what is being pointed to?	

4

	• EXTENSION – For those who have written the sentences can they respond in a sentence if asked the question about themselves?	• EXTENSION – Can they respond in a sentence?	
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As an opener for the recap session on Tuesday – look at the pairs online game as well as the Tedi Twt Dillad book to reinforce the language pattern used.

5

This online activity in Welsh managed to link the LLC Oracy, Welsh Language Development and DCF elements. We did this as a group initially and then the children asked for it to be included in enhanced provision so that they could access it independently. The Welsh word was reinforced verbally to aid pronunciation and for the children to hear it repeated. Tedi Twt book again reinforced the vocabulary and sentence patterns from the first session and enabled the children to see this written down again as I asked them to spot words in the book as we shared it.

6

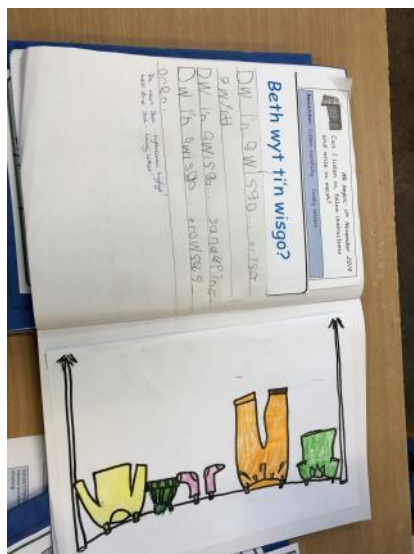
Lesson Plan – Phase 1
Evaluation of the Learning Experience
 (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The recap starter on the second day of this lesson showed a pleasing level of vocabulary retained from the introduction session. The children were able to apply this to the different starter activity using the book "dillad Tedi Twt." All children accessed the focus task and all except 2 wrote in sentences, including three who do not usually enjoy writing tasks, rather than labels which was pleasing. The benefit of using an actual line of clothes rather than pictures to provide an authentic context for learning was apparent as the discussions with the children showed they were recalling and visualising the items seen to apply this to the focus task. Retained knowledge and application thereof was greater than anticipated which was very positive.
Next Steps for Progress	Build Welsh reading skills as the opening matching activity proved too difficult. Literacy focus sessions in the future could include becoming more familiar with Welsh texts.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I was very pleased with the retained learning that the children could transfer to a different stimuli. Oral responses in starter session showed high levels of engagement and good pronunciation. The visual learning context of the line in the classroom was effective and was a feature of the childrens' memory of the vocabulary. The focus task was accessible for all and generated a lot of enthusiasm in the children, some who normally dislike writing tasks were challenging themselves to write more. Some of the Welsh writing was of a good standard. Nearly all children could respond in an accurate and appropriate sentence when asked "Beth wyt t'in wisgo?" and the most able could read back what they had written with some support.
Areas for my Development Personal Targets for Progress	The group opening task was not accessible enough for all. I had thought that it would be more of a matching activity in that the labels were on the clothes and that the children would be able to match this on their sheets. In reality literacy levels made this more difficult and it would have worked more effectively if I had included colour or clothes clues on the sheets to help with matching. On the positive side, two children were confident enough to help their peers which showed that with greater literacy skills the knowledge gained in the session was sufficient to complete the activity. I could also run a similar activity with pairs or small groups to support literacy and would consider this in future.

Although this was a Welsh lesson the basic skills required for literacy are the same and I felt that this lesson offered the chance to build all skills even though the vocabulary and sentence patterns were in Welsh in this instance. Different parts of the activity called for Oral, Reading, Writing and Understanding Skills and I was really pleased with how this lesson developed. The children's enthusiasm for building on their knowledge using the pairs online game and using and responding to the Tedi Twt book suggests confidence in the knowledge they had gained.

7



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Blend of Approaches Including Direct Teaching

Monday, December 16, 2019 8:31 AM



Domino
addition I...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Claire Wyatt	Class:	Year 1
AoLE or Subject	Mathematical Development	Date:	27/11/2019
Lesson Focus:	Addition to 5, 10 and 20		
Meaningful links to Curriculum	Add numbers involving up to 10 objects, use counting on strategies to add two collections, count reliably up to 20 objects		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review) Use the school emoji marking system to help children self assess a piece of work.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Understand connection between "adding" and "counting on" - That addition works in either order - That = means the same as - Add 2 numbers up to 5, 10 or 20 as appropriate

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)
- Use a numberline to show understanding of addition as counting on starting at either number - Use the domino templates and manipulatives to complete written sum using + and =	- Use a numberline to show workings for first example on their worksheet - Write the correct numbers below the dominoes and total correctly - Be able to explain how you did this

1

Initial part of the lesson is whole class direct teaching using powerpoint to introduce the concept and large manipulative to illustrate and relate to the later activity. This is done as part of "carpet time" at the start of the day and is quite informal. Opportunity to ask any questions before proceeding to small focus task group.

Time	Activities/Methodology/Key Concepts (Teachers 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)	- Addition powerpoint, demonstrate the principle of addition using the key words "counting on" and "the same as" - Ask the children to repeat these terms and count on the PP numberline with you.	- Follow powerpoint and repeat key words as prompted. - Ask any questions when the opportunity is offered	- Addition Powerpoint - Large wooden domino to demonstrate dot counting

phase (with links to prior learning)	Ask the children to repeat these terms and count on the PP numberline with you.	Ask any questions when the opportunity is offered	Large wooden domino to demonstrate dot counting
Teaching & Core Learning	- Focus group task – use wooden dominoes and numberline to demonstrate counting on and relate to the dots. - Model how to break the numbers down into each part of the sum i.e 1st and second number on domino into 1st and second space. - Ask children what = means (hopefully “how many together” or “the same as”) - Give each child numberline and appropriate worksheet and support as required to complete	- Follow on own numberlines and/or domino as teacher demonstrates counting on. - Give explanation of = - Complete appropriate differentiated worksheet (3 versions to 5, 10 and 20) with numberline to support.	- Wooden dominoes - Domino worksheets - Numberlines

2

Focus task is then in groups of 3 or 4 children with the teacher. Further discussion of initial teaching, modelling and demonstration by teacher and then activity to be completed. In this instance 3 levels of differentiation by task. Children not undertaking focus task will be taking part in numeracy themed enhanced provision activities (see below) at this time until it is their turn for focus task.

Plenary	- Q – what does it mean when we add? Q – Is the number we get to bigger or smaller than the number we start with? Q – What does = mean? - Reconfirm children’s understanding of school emojis. - Review the work in the books individually and ask them to self assess using the stickers, guiding as necessary. - Q – what did you do by yourself etc.	- Answer Qs – explain addition, that total is larger than the starting number and concept of = - Give understanding of emojis - Review work with teacher and select appropriate sticker	- Completed sheets - Emoji stickers
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Snacktime Thursday – book Albert Adds Up

Cross- curricular link to literacy with mathematical themed stories at snacktime to reinforce learning.

Plenary is conducted at the end of focus task in this example with oral responses individually from each child. In this particular session the children were also self-assessing levels of independent work using emoji system, so there was quite a lot of questioning and feedback. Levels of understanding were high.

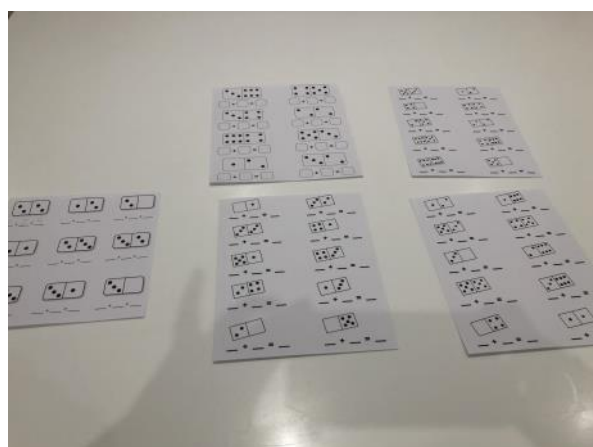
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Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

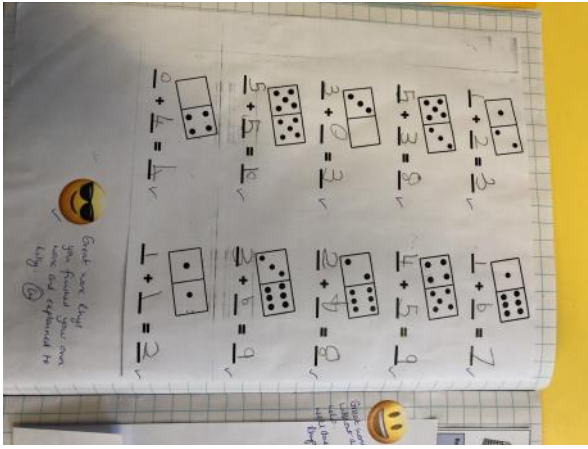
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	During intro session the children orally followed the numberline and the children asked correctly predicted where we would "end up." During the focus task all but one child completed the activity sheets independently once the method of completion was explained at the outset. A few needed assistance after completion to turn around some incorrectly formed numbers but as all of the additions were correct and it was clear which numbers the children had intended I was still happy to deem this independent work and agreed with their choice of self assessment sticker as the success criteria was to understand the principle of addition and be able to explain the process – both of which they did. Conferred with the class teacher on this and we were of the same mind. The children used the school emoji stickers accurately and could recount the meanings attached to them. It was particularly pleasing that 3 children wanted to demonstrate they could teach a friend and had sufficient confidence in their knowledge to do this effectively.
Next Steps for Progress	Number formation is an area needing development for some children – more activities needed to secure this as it underpins so much in numeracy work. Build on the accurate use of self-assessment in this activity by using the system again in next lesson.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The activity was differentiated to three levels to make it accessible for all, but I was also able to flex this as several children proved to have a better grasp than was anticipated and were seeking greater challenge. I was able to give them additional practice. In plenary the questions I asked about the process generated vocabulary like "counting on" and "the same as" which demonstrated the children had understood well. Self assessment is a developing concept for the children and it was pleasing that they were all honest and accurate in this. The enthusiasm to demonstrate they could teach a friend and gain a sunglasses sticker was very pleasing. I feel it worked well giving them the opportunity to do this and then asking the child they had just "taught" to explain it back to me, it reinforced the learning and also demonstrated for the "Child teacher" exactly what they had passed on. It is the rudimentary introduction to peer assessment.
Areas for my Development Personal Targets for Progress	The basics of addition have been grasped and it would be beneficial to incorporate this into daily routines to build on knowledge. We count orally every day when looking at attendance, this may work as a small addition exercise. Consider how to build this in. Self assessment using the school emoji system worked well, use this again in next week's lessons as the understanding of the meanings is secure. There is an appetite for the sunglasses emoji meaning that they have taught a friend – also a good indicator for me of how much they have learned – possibly offer this as an opportunity in next week's maths on doubling. In development of peer assessment this may be adaptable in literacy session next week as we will almost have a "checklist" of success criteria – eg have you used "annwy! Sion Corn" etc and the children could use a sticker (not emoji as they are not assessing independent work) system to peer assess. Discuss this with class teacher to determine viability.

4



Focus task sheets, prepared and completed



pdf
Addition
Dominoes...

Adding



Whole class direct teaching
powerpoint to introduce the
concept



1

Counting On



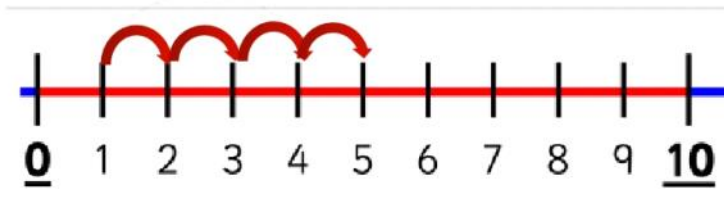
- When we talk about adding we are really talking about counting on.
- We start with one number, then we add or count on by another number.



- This takes us to or "equals" another number which is bigger.



For example, if we have 1 and we are adding 4

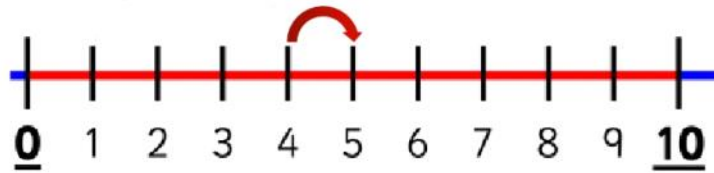


All we are doing is starting at 1 and counting on 4 places. This takes us to or "equals" 5.



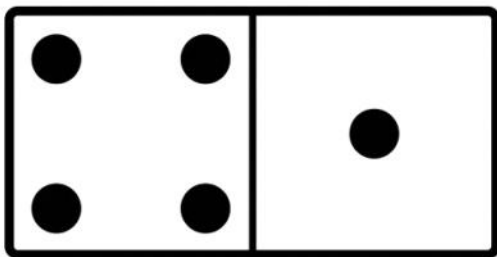
It also works....

We get to the same place if we start with the 4 and add or count on the 1. The answer is still 5.



When we add it doesn't matter which number we put first we will always get to the same place.

Equals



- We often see this sign = when we are adding
- This is called the equals sign which means "the same as."

If we add the dots on this domino we are saying

4 add 1 is the same as 5 or
 $4 + 1 = 5$



Children not completing focus task would be selecting from a range of numeracy-based



Children not completing focus task would be selecting from a range of numeracy-based enhanced provision activities. One of these I specifically made to complement the focus task learning. The children had to count the dots on the dominoes and then 'park' them in the correct numbered space in the domino car park. I felt that this helped the children to connect the counting and addition work we did together with their independent activity as it continued on a theme.



Welsh
Lesson Dil...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Claire Wyatt	Class:	Year 1
AoLE or Subject	Welsh Language Development	Date:	11/11/2019
Lesson Focus:	Names of clothes and colours		
Meaningful links to Curriculum	Presenting simple information orally using the correct language. Read simple words in context to build knowledge and communicate in short written sentences.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – writing skills. Write words/simple sentences and read back. Oracy – extend ideas with relevant vocabulary. Reading – identify words relating to a topic. DCF – inclusion of clothes “pairs” game in enhanced provision.		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Identify and name items of clothing orally in Welsh - Use Welsh colours as adjectives in relation to the clothes - Follow instructions to colour items correctly - Write in Welsh either in label or simple sentence form

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)
Oral – group session name items of clothes and their colour, colour in the	Starter session repetition with teacher of vocabulary from items on

1

Blend of teaching approaches – whole class direct teaching to start with an emphasis on oral response from the children. In this instance the session was supported by a physical washing line in the classroom to give real-life context. The children loved this idea. Focus task for groups of 3 or 4 building on from this which required listening skills to colour the correct item in the colour asked. There was also a written activity in this focus task session.

correct item on the washing line in the correct colour when asked. Written form – Discuss in focus task group type of clothes and colour and either label or write/copy simple sentence depending on level of literacy.	the washing line including item name and colour. Focus Task – Colour the items correctly. Label picture of washing line in book/write 2/3 simple sentences describing the same. E.g Dw i'n gwisgo het goch.
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2

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)	- Clothes line with individual items in carpet area. Name labels attached to each and an A3 sock with the colours in Welsh written on it. Group repetition of names and colours combined. - Matching sheet to be filled in draw a line between the item and the colour relating to clothes on the line - Introduce focus task	- Oral responses as a group when prompted to practice sound of the word and enhance recognition. - Individual responses to question "beth yw hwn?" or "Pa liw?" - Complete matching sheet by drawing lines from correct item to correct colour	- Clothes Line - Pegs - Clothes - Matching Sheets - Laminated labels for clothes - A3 laminated sock with colours

3

Teaching & Core Learning	- Picture of washing line in the books - Discuss the picture, asking children to name the items and colour. - Ask the children to colour certain items in certain colours eg "lliwich yr het goch" and check accuracy - Photograph of them to be added to the page. Beth dwi'n gwisgo? 3 levels of written outcome. Labels of the items, 2 sentences "Dwi'n gwisgo....." or 3 sentences "Dwi'n gwisgo....." underneath the picture. Sentences & vocab to be modelled on prompt cards	- Name the items and colours, follow instructions "lliwiwch yr het goch etc" - Write the descriptions in Welsh either in label form, or in 2 or 3 simple sentences, appropriate to ability and or grasp of the concept.	Pictures of the line to put in the books. Crayons Model answers on prompt cards to hang on small line Yellow pen for lines to write over as needed Photographs of the children to add to the books
Plenary	- Are the children able to read back what they have written? - Point to various items – can they name them accurately?	- Read back the labels/sentences you have written - Can you name what is being pointed to?	

4

I had several things planned for plenary depending on anticipated attainment. These ranged from identifying objects I named orally to reading back in Welsh the sentences they had written and finally responding in a verbal sentence to a question I posed using the written form we had been practising. I was genuinely pleased with the learning secured in this lesson, which was further demonstrated in the starter the following day which used an online Welsh pairs game and a Welsh clothes book. I think the mixture of whole class and focus task teaching works particularly well for Foundation Phase aged children (this class is Year 1) as it enables the children to benefit from both a broader introduction which can be enhanced by peer contribution, and then a small group for focus task work which can enable the teacher to identify and support any additional help required and provide further explanation in a more individually tailored manner. I also felt that incorporating real-life items the children could relate to particularly helped this lesson as the children could relate the Welsh vocabulary to items they recognised rather than a picture which can be open to many interpretations.

	EXTENSION – For those who have	EXTENSION – Can they respond in a	
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relate to particularly helped this lesson as the children could relate the Welsh vocabulary to items they recognised rather than a picture which can be open to many interpretations.

	• EXTENSION – For those who have written the sentences can they respond in a sentence if asked the question about themselves?	• EXTENSION – Can they respond in a sentence?	
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As an opener for the recap session on Tuesday – look at the pairs online game as well as the Tedi Twt Dillad book to reinforce the language pattern used.

5

6

Lesson Plan – Phase 1 **Evaluation of the Learning Experience** **(include references to QTS)**

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The recap starter on the second day of this lesson showed a pleasing level of vocabulary retained from the introduction session. The children were able to apply this to the different starter activity using the book "dillad Tedi Twt." All children accessed the focus task and all except 2 wrote in sentences, including three who do not usually enjoy writing tasks, rather than labels which was pleasing. The benefit of using an actual line of clothes rather than pictures to provide an authentic context for learning was apparent as the discussions with the children showed they were recalling and visualising the items seen to apply this to the focus task. Retained knowledge and application thereof was greater than anticipated which was very positive.
Next Steps for Progress	Build Welsh reading skills as the opening matching activity proved too difficult. Literacy focussed sessions in the future could include becoming more familiar with Welsh texts.

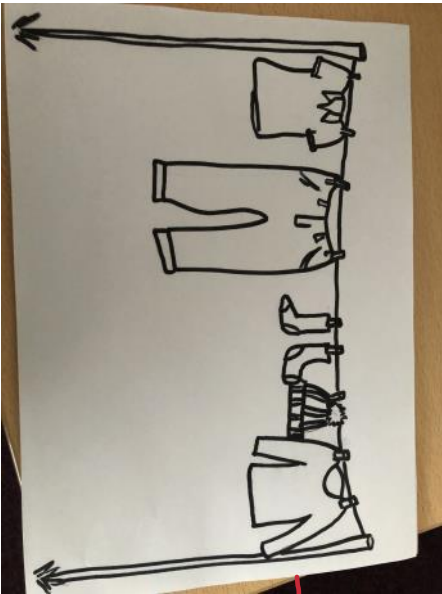
Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I was very pleased with the retained learning that the children could transfer to a different stimuli. Oral responses in starter session showed high levels of engagement and good pronunciation. The visual learning context of the line in the classroom was effective and was a feature of the childrens' memory of the vocabulary. The focus task was accessible for all and generated a lot of enthusiasm in the children, some who normally dislike writing tasks were challenging themselves to write more. Some of the Welsh writing was of a good standard. Nearly all children could respond in an accurate and appropriate sentence when asked "Beth wyt t' in wisgo?" and the most able could read back what they had written with some support.
Areas for my Development Personal Targets for Progress	The group opening task was not accessible enough for all. I had thought that it would be more of a matching activity in that the labels were on the clothes and that the children would be able to match this on their sheets. In reality literacy levels made this more difficult and it would have worked more effectively if I had included colour or clothes clues on the sheets to help with matching. On the positive side, two children were confident enough to help their peers which showed that with greater literacy skills the knowledge gained in the session was sufficient to complete the activity. I could also run a similar activity with pairs or small groups to support literacy and would consider this in future.

I felt this lesson was successful in blending direct teaching and small group focus tasks plus incorporating a highly visual real-life approach to maximise engagement and learning. The matching task I included in the opening was not accessible enough due to the literacy level it required and on reflection I could have made this more effective with the inclusion of colour clues on the matching sheets.

7



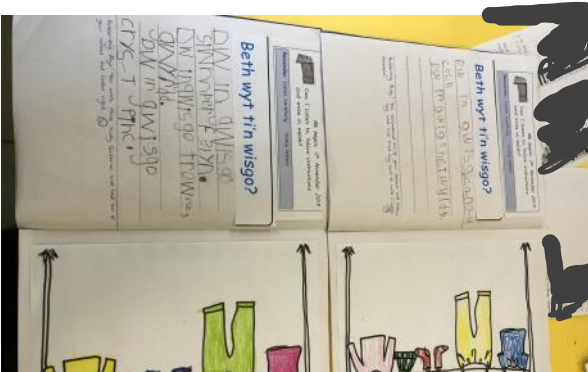
Whole class direct teaching for this lesson involved a washing line full of labelled clothes to give an authentic real-life context to the learning. The children were very engaged by this and referred back to the items they had seen on the line when completing their focus task work. This showed me the benefit of using something visual and every-day to underline what I am trying to teach.

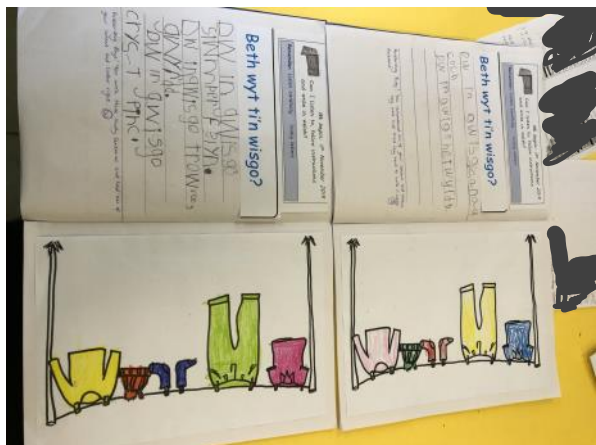


This then related to the focus task activity where I asked the children in Welsh to colour a particular item in a particular colour using the vocabulary we had learned. I was really delighted with the outcomes.



The next part of the focus task asked the children to write a few sentences to describe their coloured items.





The children really stretched themselves to write some great sentences. They were building their key literacy skills of listening, writing and reading but through the medium of Welsh.



Literacy
Role Play ...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Claire Wyatt	Class:	Year 1
AoLE or Subject	LLC	Date:	25.11.2019
Lesson Focus:	Child-led change to role play area and voting		
Meaningful links to Curriculum	Oracy - Express an opinion on familiar subjects, show understanding and ask questions. Writing – follow a form modelled by the teacher.		
Meaningful links to: Cross Curricular Responsibilities	Creative Development – develop understanding of planning, designing and modelling, make choices in materials and resources. KUW – democracy and voting. Maths – vote counting.		
Personal Targets (Linked to QTS and identified in weekly review)			
Listen to learners – encourage and support the children to create a shortlist of ideas and then vote to decide on the change to the role play area. Follow this through to completion to deliver on their idea.			

This session was child-led learning. The idea was a makeover of the classroom's role play corner to reflect a Christmas theme but with the children having control of the decisions. This would boost confidence and give them experience of expressing opinions, voting and making choices about the direction we would take in an activity. I also felt it would give them greater ownership of the area.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Work in pairs to suggest a theme appropriate change to the role play area for Christmas - Understand majority and consensus on a very simple level - Understand what voting is and how to vote - Exercise their "right" to vote

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)
- Each pair to suggest an appropriate idea - Accept without conflict if their idea does not make the shortlist - Understand what voting is - Vote for their choice	- Is the suggestion appropriate to theme. - No conflict in shortlisting - Explain what voting means - Complete a voting slip

I introduced the concept, process and the pairs I had decided on (with a view to who would collaborate well) and then facilitated think, pair, share with each set of two children. They had some great ideas and the quality of discussion between the partners was high, with both parties extending the other's thinking. Each pair was able to come to an agreement about which idea they wished to shortlist.

I introduced the concept, process and the pairs I had decided on (with a view to who would collaborate well) and then facilitated think, pair, share with each set of two children. They had some great ideas and the quality of discussion between the partners was high, with both parties extending the other's thinking. Each pair was able to come to an agreement about which idea they wished to shortlist.

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)	- Brief introduction explaining we are going to change the area for Christmas - Q – What sort of things might you like to play in that area? What makes you think of Christmas? - Explain concept of majority and how I will shortlist	- Think what they may like to play in this area, what have they already enjoyed? - Understand majority and shortlist and raise any questions when prompted.	Consult with Mrs P regarding available resources and ideas used before to maximise available materials and avoid repetition
Teaching & Core Learning	- Pre-determined pairs (by me) discuss any ideas already raised in group and support dialogue for pair to suggest an idea. Note any specifics that may be of use in planning. (session 1) - End of session 1, note any duplications and compile shortlist. Before lunch – orally share with group and ask for votes to reduce to 3 by show of hands. - Session 2 – group introduction reminder of the final 3. Introduce and explain voting slips. Each child to vote and place in the box.	- Think, pair, share an idea for the role play area, with teacher support as required. (session 1). Teacher to note final choice per pair. - End of session 1 – show of hands for ideas to reduce to 3. - Session 2 – complete a voting slip and put in the ballot box.	- Voting slips - Ballot Box

2

Plenary	- Lollipop stick to decide "Returning Officer" to share decision with the group - Further session to be planned to look at a design with the children	- Returning Officer to share the decision with the group. - Specific resource/item input and design process ideas to be given at further session	

Having spent some time discussing the voting process with the children and ensuring they understood majority it felt like a natural progression for there to be a "returning officer" to complete the process rather than me just tell the children the result. I felt the children genuinely took the lead in the whole process, and feedback from them and the class teacher suggested that they felt this too.

3

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Pairing worked very well. As I hoped, the children supported each other well in building ideas and extended each other's thinking with phrases like "and we could..." Most children individually had a mental picture of how they would like the area to look and were able to explain their concept orally. The purpose of voting was clearly understood and all children were able to explain it to me using words like "fair" and "to see what everybody thinks." Similarly the idea of acting on majority was well accepted and there was no conflict when the shortlist emerged. The children enjoyed the process of casting their "secret vote" with their voting slips and the ballot box and were happy with the final outcome even if it wasn't their individual choice. There is already great excitement and a strong sense of ownership to move into the specific design stage.
Next Steps for Progress	The first stage of this lesson has been child-led as the direction we are now taking to change their role play area has been chosen by them. The next step, for this activity to continue to be child-led is to involve and support them in the specific choices for the creation of the area – materials, artwork, resources to be placed in the area etc.

I continued with the child-led process and all of the artistic/design choices in terms of colours, materials and items to be included were made by them. They were also the creators and artists as we moved into delivery.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Listening to Learners – the children all felt that their voices had been heard and listened to and they know that I made notes of all of the ideas they raised. Working with them in a Think, Pair, Share situation I was able to listen to their discussions and ask any questions that assisted them in conveying their ideas. I was really pleased with the creativity shown by all, and the ability to envisage how the area could look. It is my intention that even in the cases where there wasn't a cross over of ideas I will try and incorporate an element of something raised by each pair so that all feel included and have ownership of the new area. I feel that I must have explained the process and purpose of voting in a positive way as there was absolutely no conflict in announcing the result. I had anticipated a possible issue with two children but this didn't happen. Possibly this was helped by one of these being the "returning officer."
Areas for my Development	Ensure that as we move into the specific design and creation stage that every voice continues to be heard so that all children have a stake in the project. Identify which children would prefer to contribute artistically and which may prefer to just make some choices and provide appropriate opportunities. Establish a rota/list so that every child knows they will get an opportunity to work on the project.

4



Democracy in action



Creative process underway with all choices made by the children





I was very impressed with what the children came up with



They all loved it too



Critical Reflection

Monday, December 16, 2019 8:31 AM



Pedagogy

Pedagogy “lies at the heart of what it means to be an excellent teacher,” (Donaldson, 2015, p63), and it is striving for this excellence that has been the driving force throughout my first Professional Teaching Experience placement. The placement school is an English-medium Primary school located on the outskirts of a city in South Wales. In accordance with BERA (2018) guidelines the school will be referred to as ‘School X’ for the purposes of this study to preserve privacy and confidentiality, and no pupil at the school is named or even referred to individually. Where photographs of the children have been used as part of an illustrative example appropriate written consent has been obtained from the school. The placement was in a Year One class with children aged five and six, and this assignment will consider the experience gained in placement in the context of recognised educational and pedagogical research with a view to enriching future practice.

The definition of effective teaching and how to identify it is the subject of countless books, articles and journals. Ko and Sammons (2013) and Coe et al (2014) amongst others wrestle with this through the evaluation of a wealth of global research from many sources, and acknowledge the complexities and limitations associated with trying to arrive at a definitive conclusion. There appears to be some consensus across much of the literature that effectiveness may be measured in relation to student outcomes, but Ko and Sammons (2013) with reference to Campbell et al (2004) and Stufflebeam & Shinkfield (1995) make the point that at any given time or in any given country the desired outcomes for students will be influenced by the objectives and aspirations of the prevailing education system. Consequentially, considerations of teacher effectiveness could be influenced by changing priorities which may not produce an accurate or consistent appraisal. The significance of teacher contribution to student achievement is recognised by Ko and Sammons (2013, p25) as their summary of eleven other pieces of research finds that “while schools can make a difference to student achievement, the most substantial portion of that difference may be attributed to teachers.” With that in mind, the pedagogical choices made by teachers every day take on even greater significance. While there is some difficulty in pinpointing exactly what constitutes effective teaching, much of the research concurs that those perceived to be good or great teachers often display many of the same pedagogical behaviours. However, Coe et al (2014, p8) drawing on the study of Strong et al (2011) indicate that there may also be some variance in the perception of effective pedagogy and highlight the need to synthesise knowledge on the subject to avoid perpetuating ineffective practices.

Donaldson’s twelve proposed pedagogical principles (2015, pp64-71) not only underpin the core Four Purposes of the review but also echo a substantial part of the findings of Hattie (2012). Hattie discusses several models of “self-concept” (2012 p. 44), many of which could be considered to be reflected in Donaldson’s principles, and reassuringly Donaldson’s proposals appear to be aspiring to an environment which provides the appropriate support. For example, it is easy to see in Hattie’s “Self-efficacy” model (p.45) that those students with high self-efficacy would be very likely to engage with Donaldson’s second principle of striving to attain a challenging task. There is also a close link between this principle and Hattie’s self-motivation model (p.47) where an intrinsic satisfaction in learning is desirable. By way of contrast, those with lower self-efficacy, as defined by Hattie, would probably benefit from the type of teaching and learning proposed in principle four which promotes problem solving, as they may find reassurance in the process of discovery where it is acceptable and an important part of learning to make a mistake en-route to the desired outcome. (2015, p.65) Hattie returns many times to the importance of learning being anchored to the relevant curriculum which is resonant of Donaldson’s first principle. but he also repeatedly stresses the vital importance

an important part of learning to make a mistake en-route to the desired outcome. (2015, p.65) Hattie returns many times to the importance of learning being anchored to the relevant curriculum which is resonant of Donaldson's first principle, but he also repeatedly stresses the vital importance of teacher and pupil sharing a common vision of the success criteria for any given learning. This is a foundation pillar of the Assessment for Learning approach, which Donaldson also champions in his seventh principle. (2015, p.67) Swaffield (2011) emphasises the importance of recognising the specific characteristics of Assessment for Learning (AfL) and that this is not simply an all-

encompassing term for formative assessment or a phrase to be annexed to an initiative. This article underlines the key components of AfL as they were originally conceived: "sharing criteria with learners, developing classroom talk and questioning, giving appropriate feedback and peer and self-assessment," (p.443) and makes the distinction that AfL is "a learning process in itself, while formative assessment provides information to guide future learning." Reviewing Donaldson's principles in the context of the wider review of 'Successful Futures' suggests that he shares Swaffield's view of AfL as a valuable process with particular features to enhance classroom learning, rather than applying a general recommendation for formative assessment. There are many other advocates for AfL as a strategy. Mujis & Reynolds (2018) bring together some research supporting the various elements, in particular referencing McCallum (2000) - which also examines convergent and divergent assessment - on questioning and self and peer assessment, and Black and Wiliam's (1998) original work on the benefits of good quality feedback rather than marks. It may also be said that Hattie in his description of confidence (2012, p59) essentially identifies all of the elements of AfL as factors in building confidence, he just does not assign the name AfL to the practices he discusses. Even Bennett (2011) whose article at first glance appears to be sceptical of the value of AfL is ultimately proposing greater empirical research to support any claims of effect size, and that teachers may need training and support to be truly proficient in implementing the key elements of AfL to maximise the benefits to students. The article does not really dispute that the fundamental principles of AfL can be valuable teaching and learning tools. It is interesting that this article appears at times to regard formative assessment and AfL as synonymous, something that Swaffield (2011) cautions against, rather than recognising AfL as a type of formative assessment with specific characteristics. There would appear to be consensus across much of the available literature on the subject that AfL is a valuable part of an effective teaching toolkit, even where this is qualified with reservations about skill in implementation or empirical evidence. It is therefore no surprise that Donaldson considers it important enough to be included as one of the twelve pedagogical principles in 'Successful Futures.' (2015)

'Successful Futures' (Donaldson, 2015) is equally clear on the importance of strengthening the core skills of literacy, numeracy and digital competence through their appropriate inclusion across all areas of the curriculum. The vital role that these skills play in progression of learning has long been recognised, Creemers (1999, cited in Ko and Sammons, 2013, p.5) asserts these as a constant priority despite changes in education policy over time, and Rose's (2009) proposals for the English education system which ultimately did not come into being also emphasised the need for focus on these key areas (p.11) while championing the benefits of cross-curricular teaching (p.15). Barnes, (2015, p.260) makes the almost poetic observation that "the world beyond the classroom is cross-curricular," and that we do not interpret our daily lives in terms of single subjects or disciplines, making cross-curricular teaching a natural choice for the classroom. Barnes goes on to illustrate how cross-curricular learning can drive creative thinking in both teachers and learners, which would support Donaldson's aspirations for "enterprising, creative contributors who connect and apply their knowledge." (2015, p.29) Whilst Barnes has written extensively in support of cross-curricular teaching he frequently stresses the need for this approach to have the genuine intention of furthering learning in more than one subject to be an authentic cross-curricular experience. If this is not the case there is a risk of "token connectivity" (Barnes, 2018, p.23) and simply an attempt to

teaching he frequently stresses the need for this approach to have the genuine intention of furthering learning in more than one subject to be an authentic cross-curricular experience. If this is not the case there is a risk of "token connectivity" (Barnes, 2018, p.23) and simply an attempt to "add colour (p.24)" to one subject in isolation. He argues for parity across the curriculum and recognises that a "hierarchical relationship (p.24)" can exist where the addition of a second subject really serves only to enhance what is perceived to be the more important subject or area of learning without any real progress being made in the less important subject. Barnes' support for cross-curricular teaching is evident but he does not necessarily concur with Donaldson's priority for

numeracy, literacy and digital competence above other areas of learning, and advocates more for valid connections.

Donaldson is explicit that not only should the curriculum be broad and wide-ranging but the approaches used by teachers should also reflect this. (2015, p.65) He is alert to the possible assumption that any curriculum review may be interpreted as promoting a particular teaching method or style, at varying times a movement towards or away from the more "traditional" approach known as direct teaching or direct instruction. In his third principle he favours a blend of approach which includes direct teaching alongside more experiential learning. There is, he argues, a place for both in the required "broad repertoire of teaching and learning experiences (p.65)" that would bring the vision of 'Successful Futures' into fruition. There is sometimes an almost negative connotation to the concept of direct teaching which as Donaldson states can be "caricatured as didactic" (2015, p.65) and as Morrison (2014 p.1) illustrates there has been a conscious shift in the perception of the teacher's role from "sage on the stage" to "guide on the side" (so much so he deems the very phrases clichés), with the former to be rebuked and the latter revered. Christodoulou (2014) also testifies to this received understanding, providing evidence that in a sample of Ofsted reports the lessons rated most highly were those with the least teacher talk or direct explanation. Morrison and Christodoulou discuss that part of the adverse perception regarding direct teaching is that it casts the learner as simply a passive receiver of information to be retrieved at a later date. Morrison qualifies this by suggesting that at the heart of the issue is what flows from the teacher is knowledge, which is desirable to be gained, but it is received as information by the student and that is the source of any passivity. The article supports the transition from sage to guide and does not overtly endorse direct instruction but is also careful to underline that there is an implied change in role and responsibility for students who need to become more of a participant in their guided learning for sage to guide to be fully effective. Christodoulou is characteristically more forthright in support of direct teaching "teacher instruction is vitally necessary to become an independent learner(2014,p.36)" and that "it is a baffling overreaction to move from legitimate criticism of mindless rote learning to the complete denial of any kind of teacher-led learning." (2014, p.38) In essence, she is of the same mind as Donaldson that both direct teaching and exploratory learning have a place in an effective classroom, and that for experiential or discovery learning to be truly enriching and result in some learning taking place some previously taught knowledge needs to form the base from which the learner operates. It is significant that both Christodoulou (2014 p.40) and Donaldson (2015, p.65) quote the same section of Hattie (2009, p. 206) which while it is a description of direct instruction could also be considered a definition of pure AfL in action, and justifies Donaldson's inclusion of direct teaching as an important part of a teacher's repertoire.

Building that repertoire has been a constant focus during my first Professional Teaching Experience (PTE). Reflecting on the whole of my first PTE alongside considering the relevant literature appears to support my initial opinion on reading 'Successful Futures' (2015), that although the pedagogical principles are listed separately, in practice they are inevitably and naturally linked. This was underlined for me when I selected items for my illustrative examples, as I realised that I wanted to use the same lesson plans in some cases to demonstrate the implementation of different principles,

principles are listed separately, in practice they are inevitably and naturally linked. This was underlined for me when I selected items for my illustrative examples, as I realised that I wanted to use the same lesson plans in some cases to demonstrate the implementation of different principles, thereby implying I had applied some of the principles collaboratively. For example, I have included a lesson plan related to teaching odd and even numbers. Initially this was to discuss my use of questioning as a part of AfL. I was confident in my ability to use appropriate questions with the children as I have considerable coaching experience and I feel I have a good grasp of open and closed questions etc. This was supported by positive feedback from the class mentor. However, this lesson made me aware of the significance of using specific questions for formative assessment as it was the

first lesson I planned to be taught by another adult when I attended a bridging day. I had a clear vision of the questions and language I wanted to use for this learning, and planning for someone else ensured I explicitly included these in my lesson plan and communicated this to the other teacher. I was conscious of the assertion that “questioning is the driving force” of AfL (WAG, 2010, p.16), a view shared across the research I have read, and have included my intended questions in each lesson plan since. I also employed the AfL strategy of “thumbs up, thumbs down (p.85)” for this lesson when I returned to school to assess the children’s learning in my absence which showed me clearly that they had retained the learning from the day before. This was an effective choice with children of this age as it is a concept they understand and they are then able to concentrate on providing the feedback. I also included this lesson plan as evidence of cross-curricular teaching as I used an online odds and evens game for the children to secure their knowledge on this topic. We initially did this as an activity as a group with children taking turns but it proved so popular with them that this was included in enhanced provision for the children to use independently. This reaction would seem to support Kerry’s (2015 p.225) claim that ICT activities are generally well received by pupils within a lesson, and this became something I did with each maths topic. The pupils gained confidence in both their mathematical and digital skills by being able to revisit the learning through a different media. I had also made reference on this lesson plan to my use of related stories at snack-time, again with a cross-curricular view. I read stories to the children each day which related to the maths topic we had covered and allowed them to make links to this through a different context or seeing the maths concept in action. This was more than Barnes’ (2018) token nod to cross-curricular links as the children were able to read some of the stories themselves again and build their reading skills whilst also reinforcing their maths learning. Where they were unable to do this, they followed the books with me as shared reading and orally repeated some of the vocabulary, thereby incorporating these words into their daily language.

I also included a Welsh lesson plan on clothes more than once in this portfolio, again to demonstrate different principles. This lesson was to build literacy skills as the children were reading, writing, listening and responding orally in this lesson, which are the same skills regardless of the language used. I had included it as a cross-curricular lesson as in addition to linking Welsh and English I was also able to use ICT to extend the learning in the form of an online Welsh clothes pairs game. The ICT link added another dimension to the lesson and allowed further practice, and my reflection was similar to that above. In this instance I had also included this lesson to demonstrate a blend of approaches used. The initial learning was a whole class direct teaching session where I set up a real washing line with clothes in the classroom and taught the initial vocabulary. This was followed by an activity in small groups asking the children to use this learning. I feel that in a Foundation Phase setting this blend of approach works well as it allows the children to engage in learning in different contexts and sits comfortably alongside enhanced provision to provide several opportunities to deepen learning. In this particular lesson, the use of a highly visual authentic ‘prop’ in the clothes line also proved valuable as the children referred back to what they had seen when undertaking their activity.

Again, a lesson included twice, was a child-led activity to choose a Christmas themed makeover for

their activity.

Again, a lesson included twice, was a child-led activity to choose a Christmas themed makeover for the role-play corner. I included this as I was able to trial some AfL strategies – “Think, Pair, Share,” (WAG, 2010, p.85) and the lollipop stick concept (WAG, 2010, p.76). The former was successful as I pre-selected the pairs based on who I thought would work well together to get the right balance of those who would talk freely and those who would need encouragement to ensure everybody was heard. I sat with each pair to facilitate as needed but I was really pleased with how the children extended each other’s thinking in discussion to arrive at a shared idea. The lollipop sticks were an established fair practice for random selection in the class that the children were familiar with, so it

was a natural choice for me to use this to choose a returning officer, and again it worked well. This lesson was also a different approach for me as it was learner-led. The children came up with ideas in pairs, shortlisted, voted and then made all the creative choices and undertook the creative activity. I provided facilitation and guidance but it was fascinating to watch them take ownership of the process and the much-loved end result. It is no coincidence perhaps, that just as this lesson links together two of the principles, I felt it also demonstrated the children to be well on the way to being both “ambitious, capable learners” and “enterprising creative contributors” as envisaged by Donaldson (2015, p.29)

I am conscious that I have included a few other items in my portfolio that I have not discussed in the body of this study. This is partly due to the desire to be economical but also, on reflection I felt that instances where the principles overlapped were more representative of my PTE and also the multi-dimensional role of the teacher I will be in the future. It is human to be self-critical and I feel that I probably have some way to go in developing my cross-curricular planning. I recognise that I felt somewhat constrained by the timetable structure which distinctly divided numeracy and literacy into separate days and only ventured into science and humanities in dedicated focus ‘weeks,’ both of which occurred outside the placement period. The pre-planning session for my key stage two placement has already shown me there is a more cross-curricular climate in operation so I am hopeful of greater experience in this area in the coming weeks. In the interest of balance, I gained valuable experience in implementing AfL strategies and was able to experiment with a range of teaching approaches. I feel that what I did, I did well and the feedback from the class mentor, and to an extent the children, supports this. My first PTE has given me the opportunity to establish the foundation stones for my continuing development, and I look forward to building on these in the placements still to come.

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