

A portfolio illustrating a critical reflection of progress made on the planning and implementation of 3 pedagogical principles.

Thursday, December 12, 2019 11:30 AM

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Rhif myfyriwr/Student number: 1800888

Llwybr/Pathway: PGCE Primary

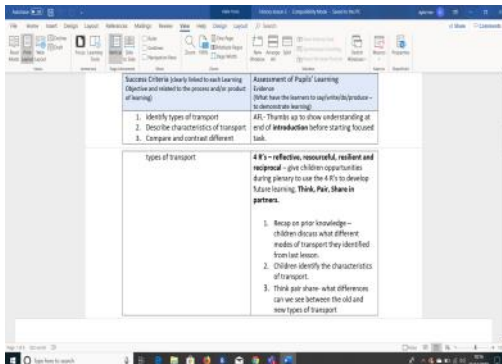
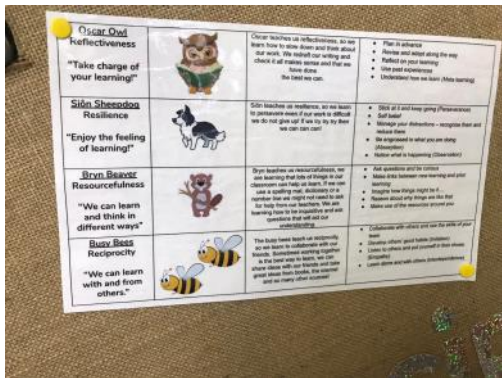
Targedau o'r aseiniad blaenorol / Targets from previous assignment:

	Target	What have I done in this assignment...
Target 1	Some of your points feel under developed. You need to ensure you have explored the breadth and depth of some of your more complex points. This will be essential when writing at level 7.	I have tried my best to develop the ability to explore points in more depth through the use of literature review.
Target 2		
Target 3		

Link to one note https://uowtsd-my.sharepoint.com/:f:/g/personal/1800888_student_uowtsd_ac_uk/Ep-Jh8sCF4VFg4GHlfHyqlABMcyRibirWrrYyDsbYulpBg?e=wxz4KU

Example One

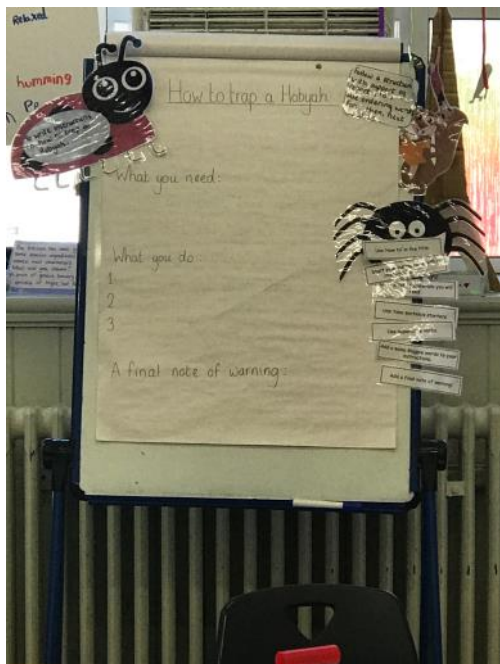
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This evidence demonstrates the use of an AFL strategy that I used whilst on PTE 1 within a year 2 class. I chose to use this because it was a familiar strategy used within the class. WAG (2014) discusses AFL as an approach to teaching and learning that creates to improve children's learning. Donaldson (2015) also described that the use of children's involvement in their learning process was paramount and from this they would gain confidence in what they were expected to learn and reflect on their prior knowledge in order to deeper their thinking and understanding. In PTE 1 the use of the 4R model worked well because the children were able to develop skills such as reflectiveness, resilience, resourcefulness and reciprocity. Throughout my experience in PTE 1 I developed the skill to plan for children to have opportunities to use these skills they had developed over the first term in year 2. This would be evidenced in my lesson planning as you can see above. Children were confident in using the display board you can see in the picture above and would often independently use the key vocabulary 'reflecting' 'resilient' whilst recording on a post it note during the plenary in each lesson. This AFL strategy was particularly beneficial to most children although I may need to consider a strategy to support the children who lack in confidence in voicing their feedback.

Example Two

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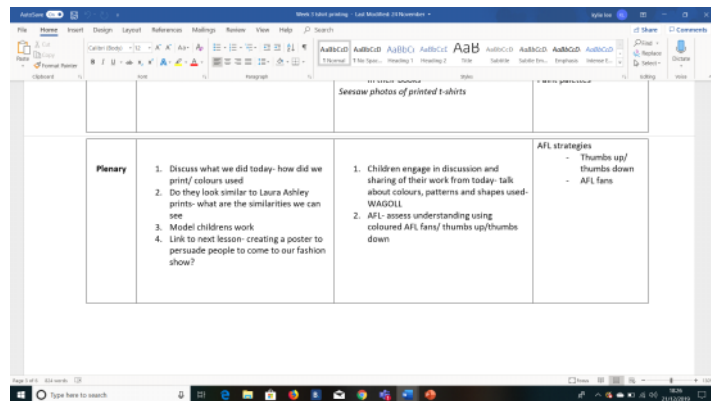
Success criteria

- To understand persuasive language
- To design a poster to persuade people to come to our fashion show
- To use persuasive adjectives on my poster
- To include all the features of a successful poster

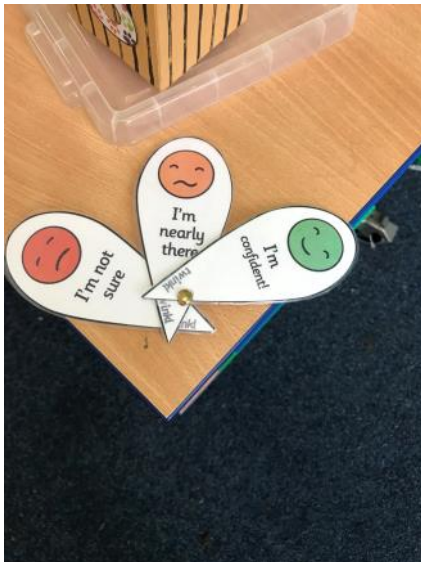
The use of success criteria was an effective tool used to ensure children knew what was expected in order to complete the lessons learning objective. In PTE 1, the success criteria were recorded as 'successful spider'. This would be displayed on the white board at the start of each lesson and placed into each child's book. My experience with the use of success criteria was a positive one and as a student teacher I used it as a set of features to set out what I wanted to see in the children's work throughout the lesson. I found that the success criteria encouraged children to carefully think about what was included in their work. One effective way in which I used success criteria as an AFL tool in PTE 1 was to include the children in ordering the success criteria to encourage the children to gain understanding of what was expected of them. The children were then able to assess their work using the success criteria. From this they could see where they had been successful or where they could improve their work, this was a beneficial strategy to all learners.

Example Three

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This evidence demonstrates the use of AFL fans. This strategy was a familiar strategy used within the year 2 class and children were independent and confident in using this form of AFL. The AFL fans were used during and after each lesson where children were able to assess their learning. This was a really good tool for whole class assessment through the use of questioning. This AFL strategy was included in my lesson planning as you can see in the pictures. Although this form of AFL was effective and quick, I found that the children often copied their peers and through observation their AFL fan did not always match their understanding observed during the lesson. This is something that I need to consider for future practice.



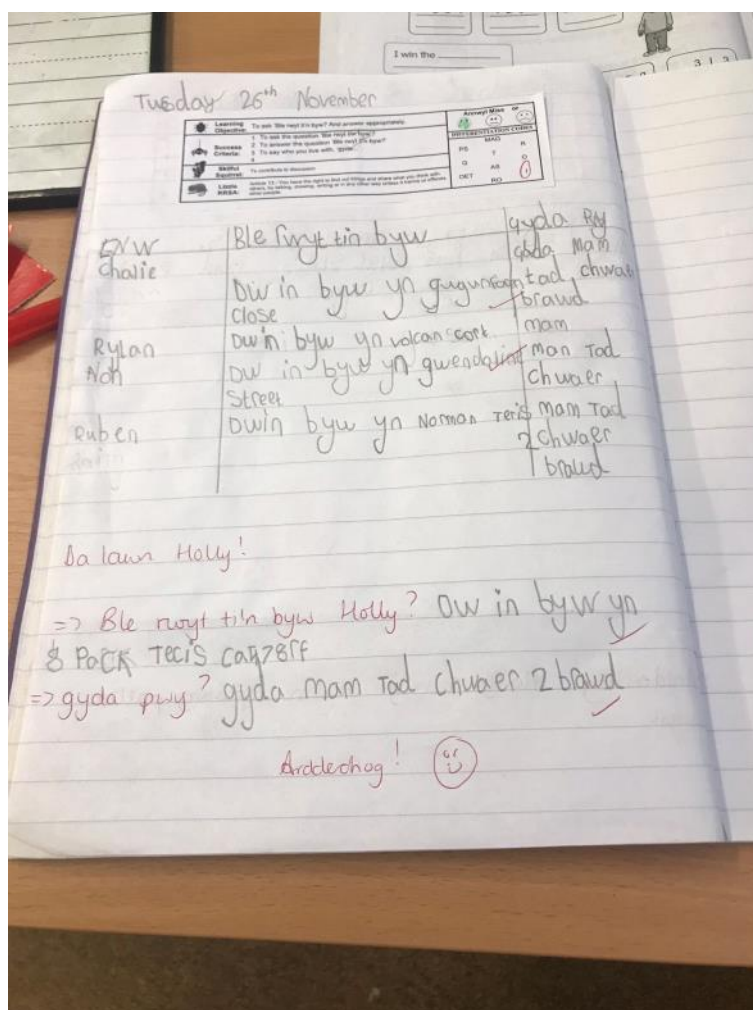
Example Four

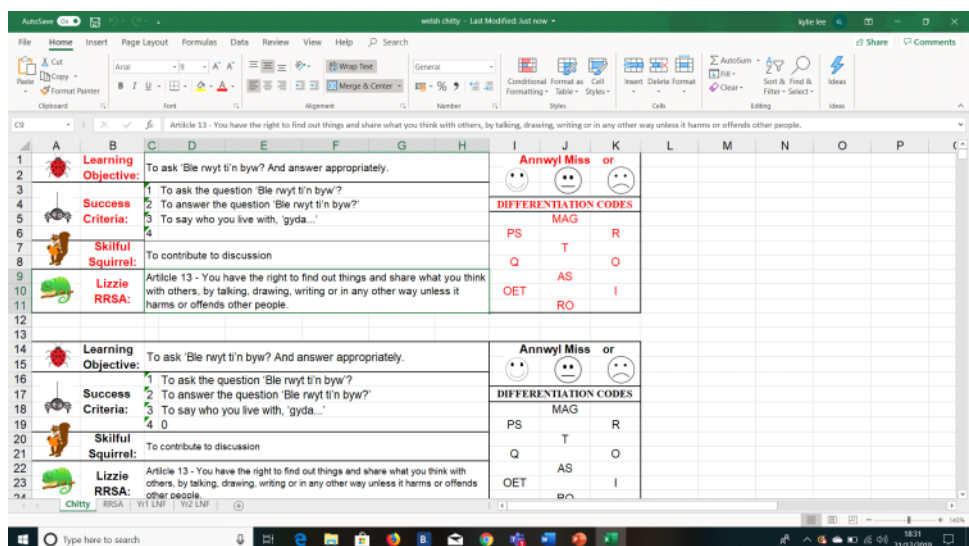
Monday, December 16, 2019 10:30 PM

PTE 1 marking policy emphasises the importance of effective marking. In order to achieve this, it focuses on many aspects such as;

- Informing future planning and individual target setting through marking.
- Feedback must be viewed by children as a positive in improving their learning.
- Teaching children about the marking process and including them in marking their own and others' work wherever possible.

Alongside all of this is the focus of a feed forward, this is a strategy used as a prompt question which requires children to respond to as soon as. This 'prompt' is designed assess the children's understanding and to move the learning forward wherever possible and could be done 'during' as well as at the 'end' of the lesson. This is demonstrated with the use of an arrow. This strategy was used effectively during PTE 1 however I did notice that on some occasions there was no time for the children to complete the feed forwards on the day and often children would have to go back and complete on a different day which resulted in children rushing to complete in order to finish.



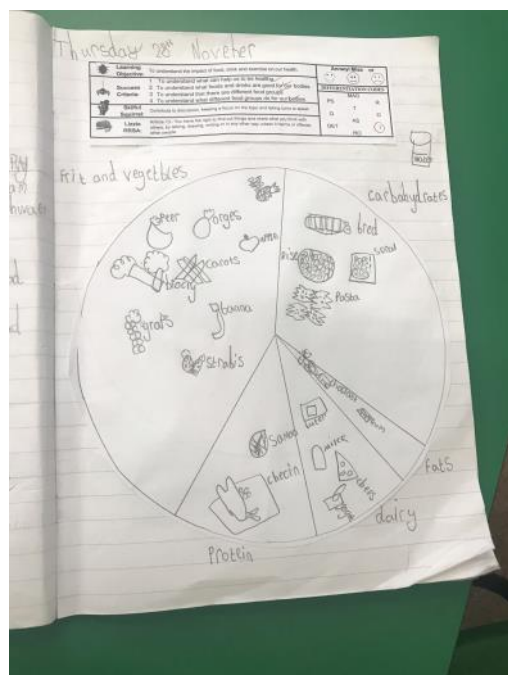


Above is a chitty that would be placed into each child's book before the start of every lesson. The chitty includes Annwyl Miss, learning objective, Successful spider, Skilful Squirrel all of which I will discuss below.

Throughout PTE 1 opportunities for children to self-assess and peer-assess wherever possible was a part of the schools marking policy. In order to adhere to this, I had to ensure children had opportunities to self-mark and set their own targets. Self and peer assessment were completed at the end of each lesson using 'Annwyl Miss' that was placed into their books before every lesson. Children would use coloured pencils to colour in the faces they felt reflected their journey in the lesson. It was an effective form of AFL that children independently completed with very little support. The success criteria for every lesson always includes an element of LNF and the revised Areas of learning/Programmes of study. In PTE 1 the LNF objective is known as 'Skilful Squirrel' and the success criteria 'Successful Spider'. The lesson plenary focussed on this process as a way of analysing the learning.

Example One

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Whilst planning and delivering during PTE 1 my ability to include the cross curricular subjects developed over time. Most lesson plans naturally included numeracy, Literacy and DCF. Below is an example of the cross curricular subjects being used during a PSE based lesson. The lesson was based around healthy eating and creating a healthy plate. The lesson included the mathematical links and the strands and elements developed were numerical reasoning and representing and communicating using a pie chart. The lesson also had literacy links throughout as the children had to discuss and contribute to decisions with their peers whilst creating their healthy plates.

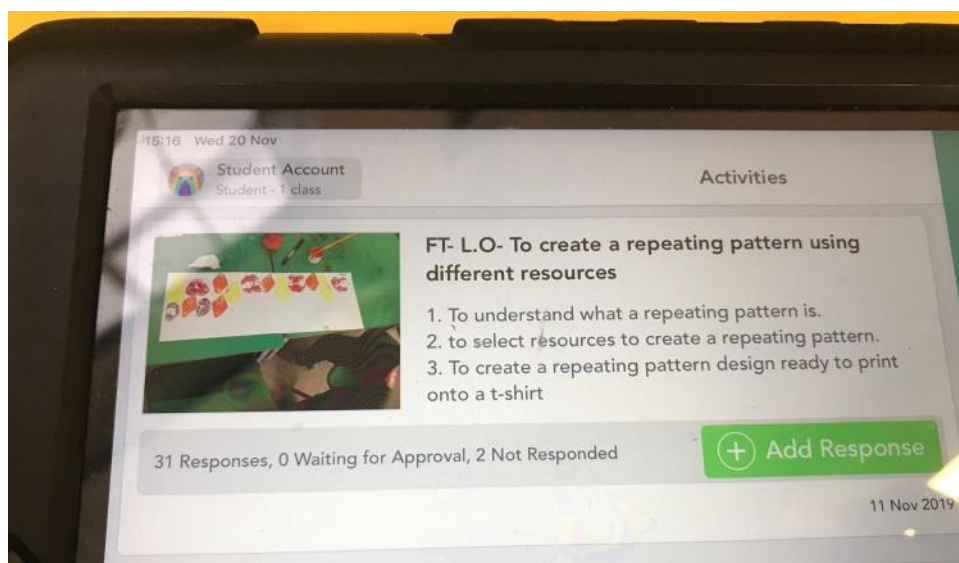
Below I have included my planning to show the cross curricular links.

Lesson Plan Phase 1			
Lesson Plan - Step 1 Cynllun Gwers - Cam 1			
Student-teacher	Kylie Lee	Class:	Year 2
AotL or Subject	Personal and Social development (PSD)	Date:	27/11/19
Lesson Focus:	Healthy eating - to understand the impact of healthy foods drinks and the effects they have on our bodies.		
Meaningful links to Curriculum	Range: activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy. Skill: develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies		
Meaningful links to: Cross Curricular	Literacy - to contribute to discussion		
Responsibilities:	Numeracy Links - present work orally, pictorially and in written form, and use a variety of ways to represent collected data		
Personal Targets (Linked to QTS and identified in weekly review)			

Example Two

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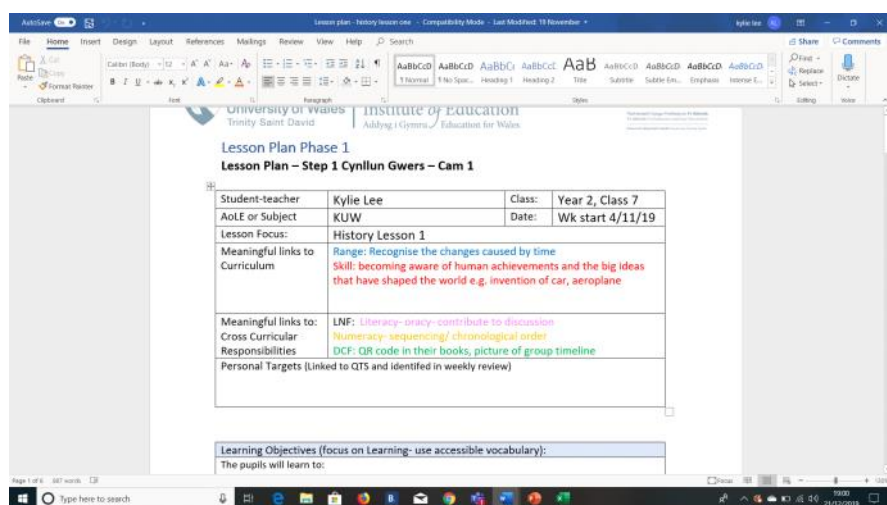
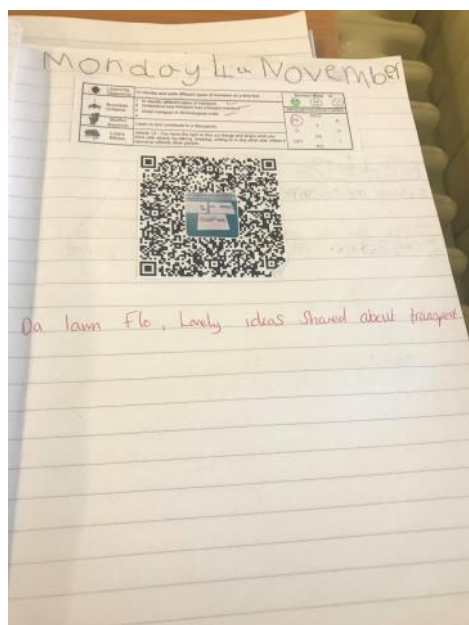
11:32 AM



During teaching practice in PTE 1 I had to plan for the AOLE areas alongside each lesson. The AOLE areas needed to be based around the topic, cross curricular links or foundation phase skills. As part of the printing lesson I created a task on see saw, an app that children can access independently on a chrome/ipad and complete the task set for them. The children were already confident in completing tasks set and were able to log in and add a response to the task set. This activity was then included within my planning as a DCF cross curricular link.

Example Three

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Above is an example of a DCF cross curricular responsibility. This lesson was history based and the children had to order a timeline of transport as a group. From experience at PTE 1 I found that taking pictures/videos of group work and creating a QR code was a good way of evidencing their learning experience. Firstly it's a way of having some sort of recording but also a good source for children to reflect on their own learning too. The use of QR codes as a cross curricular responsibility is something I will take into future teaching practice.

Example Four

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The cross curricular links here are during a science lesson based around the topic 'flight'. Earlier on in the week during a maths lesson the children had been measuring objects around the class using a meter stick. They had been developing the skill to measure in meters and centimetres. I felt like this lesson would be a perfect opportunity to recap their understanding and further more gain confidence in using a meter stick to measure the distance their paper planes flew. This lesson was really beneficial for those children who needed to recap their measuring skills and an opportunity for observation for myself to record who understood the mathematical skill and who needed further practise.

The screenshot shows a Microsoft Word document titled "Lesson Plan Phase 1" and "Lesson Plan - Step 1 Cynllun Gwers - Cam 1". The document is a lesson plan for a science lesson on "flight". It includes a table with the following information:

Student-teacher	Kylie Lee	Class:	Dosbarth 7 /Year 2
AoE or Subject	KUW	Date:	5/11/19
Lesson Focus:	Science		
Meaningful links to Curriculum	Skills: exploring and experimenting identifying what they want to find out and how to do it		
Meaningful links to: Cross Curricular Responsibilities	LNF: Literacy: oracy- contribute to discussion Numeracy: use standard units to measure - length, height and distance- metres, half metres or centimetres DCF: video evidence on seesaw of testing out paper aeroplanes		
Personal Targets (Linked to QTS and identified in weekly review)			

Below the table, there is a section titled "End of week review" which contains a paragraph of text. The text describes the teacher's observations of the lesson and the students' performance. It mentions that the lesson was a very positive start to the placement and that the teacher has been wonderful to observe and participate in. It also notes that the students have a lovely rapport with the teacher and that they are eager to listen to her and participate in the activities. The teacher's expectations of behaviour are high and she appreciates her confidence to stop during lessons to address occasional challenging behavioural blips. The lesson is well planned and resourced - Kylie is developing the ability to differentiate activities to support and extend learning and has developed a good understanding of the application of MD and LLC skills through topic activities. Kylie is gaining confidence when delivering WLD within the classroom and is building on her personal use of Welsh language each day.

This is evidence of my weekly observation from my mentor during PTE 1. As you can see she's noted the cross curricular links throughout the lessons planned during that week.

Example one

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During PTE 1 I planned and provided many opportunities for the children to explore and experiment with real life materials to ensure that the learning was meaningful and purposeful. This links closely to one of Donaldson's pedagogical principle 'creating authentic learning'. Donaldson (2015) discusses how good teaching will allow the learning to be meaningful and authentic. He discusses how teaching should be the journey where children link their learning to the real-life world through exploring with first hand experiences.

An example of 'authentic teaching' within PTE 1 was planned within the creative development area of learning. The L.O of the lesson was for children to create a repeating pattern print using materials. The children were highly involved in their own learning and drove the learning in a direction that was not originally planned. The children decided that they would use fruit/vegetables to create a repeated pattern. The children visited a local supermarket and chose and paid for the fruit and vegetables they thought would be most suitable to use for printing. The children then prepared and created patterns on the potatoes ready for printing. The children had strips of card and created a pattern in a variety of colours with a variety of fruit and vegetables. The children enjoyed exploring and experiencing the printing with real life materials.

The lesson was planned as a single lesson to begin however during the AFL discussions at the end of the lesson the children had some great ideas and it was decided that this experience would become a project and we would print onto a t-shirt and link it to the topic of inventors and look into Laura Ashley prints. From discussion with my mentor I decided that we would plan this as a learning project and the result would be a fashion show. I felt that this would be a fantastic way for the children to show their peers and community the prints they had created. You can see the authentic journey they children experienced in the examples on the following pages.



Teaching & Core Learning	1. Show a repeated pattern- WAGOLL – create modelled version of a repeated pattern so children can see what it looks like – rotations of fruit- upside down etc 2. Children select fruit and veg they want to use – H.A and M.A choose 3 different fruit and veg to create their pattern, L.A – choose 2 –	1. Children select fruit and veg they are going to use to create their repeated pattern with 2. Select colours of paint	Resources Fruit/veg Strips of card Paint – different colours Paint brushes Aprons Newspaper Knife (adult)
	3. Children can create up 2 (L.A) or 3 (M.A and H.A) repeating patterns (in readiness to select their favourite to design on t-shirt next lesson) 4. Ensure children stick the same colours and fruits to follow the pattern	3. Paint on to fruit and vegetables and create repeating pattern print on to strips of card <i>Children can rotate fruit and veg so that it looks different</i> Picture of repeated patterns in books under the chitty and explanation of how they did it	

Example Two

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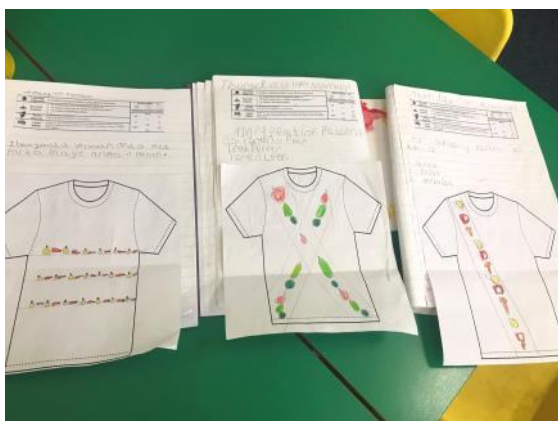
Children explored with a range of fruit and vegetables to create an individual design printed t-shirt. The idea of this project was that the children would be more likely to be interested in what they were learning, more motivated to learn new concepts and skills, and gain useful skills for later life if what they were learning mirrored real-life contexts. Authentic learning experiences equips children with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school. I feel that this learning project gave the children an opportunity to achieve all of these useful skills that they could require for everyday life.



Teacher's Role - including key teaching points, differentiation strategies and key questions		Plural role - including differentiation, engagement in formative assessment and homework	(including Health and Safety requirement)
Opening phase (with links to prior learning)	1. Discuss with children - recap what a repeating pattern is - just powerpoint - different L.O. 2. Use quiz what is a pattern on ppt to start lesson- assess/ recap prior learning 3. Show examples of work what can you see, what colours have they used- wellsh?	1. Children engage in discussion what they did last lesson- how they printed, what did they use- colours etc	Examples of work
	1. Explain that they have experienced the stages of selecting veg, designing a tshirt and now it is time to decide what their favourite pattern is to print on t-shirt as part of an Authentic learning process.	1. Children decide their favourite pattern from last lesson 2. Use same resources to print on to t-shirts 3. Evaluation- what they did/ why they chose that fruit/veg/ colours - sentence in their books Show photos of printed t-shirts	White T-shirts Fruit/veg - with shapes cut in Paint Paintbrushes Patterns from last lesson Paint palettes

Example Three

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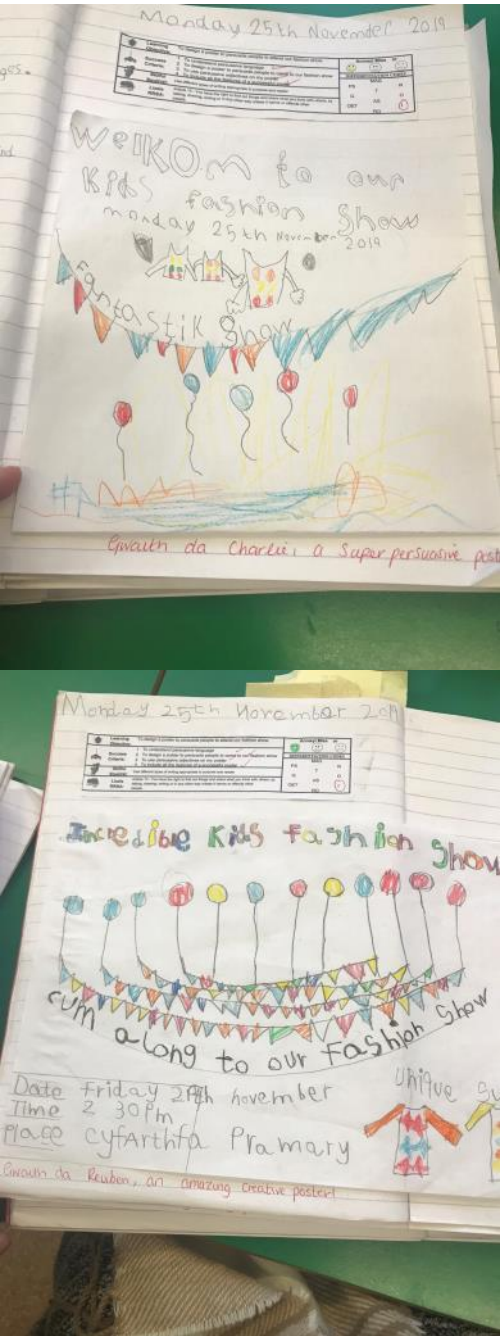


Before the printing stage took place the children designed a t-shirt template and planned what they would need to complete their final print. In a journal on authentic learning by Audrey Rule (2006) she explores the importance of children driving their own learning through authentic projects and the lifelong skills they develop through the planning process. Throughout this teaching experience

Lesson Plan			
Phase	Learning Objectives	Activities	Resources
phase (links back to prior learning)	(WAGOLL)	2. Discuss what their repeating pattern looks like from previous lesson (Think, pair, share)	
Teaching & Core Learning	1. Explain that they have to choose one repeating pattern and create a 'design' ready to print onto their t-shirt templates. 2. Discuss with the children reasons for them choosing their final repeating pattern.	1. Children to reflect on previous lesson of repeating patterns and choose a final design. 2. Children to draw their chosen repeating pattern onto a t-shirt template, ready for the t-shirt printing in next lesson. 3. Reflection/Evaluation- children to discuss and record how they have created their repeating pattern into a sentence.	T-shirt template Pencils Childrens repeating pattern designs from previous lesson Childrens books
		Children to include why they have chosen their final repeating design. (favourite colour, shape etc)	

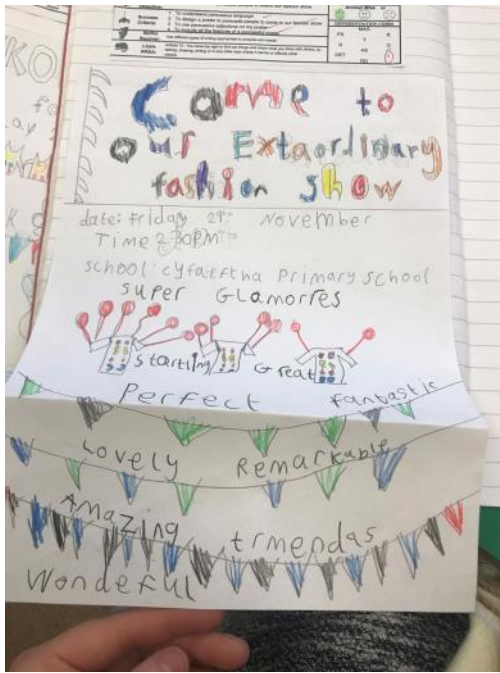
Example Four

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The next step of the learning journey was to create a persuasive poster to persuade the local community to come and join our fashion show. The children were very eager and excelled in their ability to use persuasive language a skill that is a part of the language literacy and communication area within the current curriculum. I strongly believe that the children were engaged and grasped by the authentic learning and enjoyed being in control of their own learning. The children worked as a class to plan and prepare for their fashion show developing skills such as problem solving, critical thinking and collaboration.

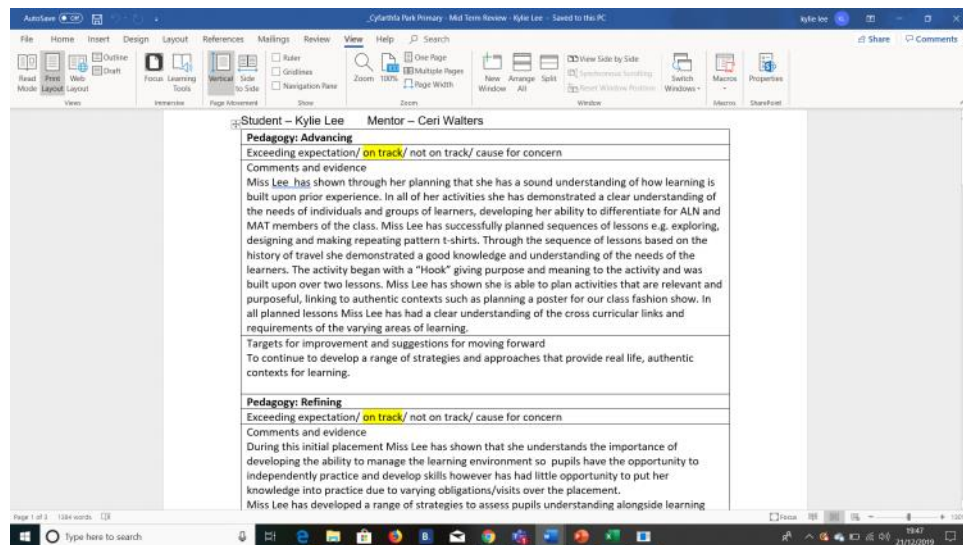




Example Five

Saturday, December 21, 2019

7:48 PM



Mid-term review completed by my PTE 1 mentor demonstrating my ability to plan and deliver lessons through an authentic context.

A portfolio illustrating a critical reflection of progress made on the planning and implementation of 3 pedagogical principles.

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A substantial body of evidence exists to suggest that an individual's teaching ability has a direct effect on the learner's outcomes. Teachers need to consider the implications of pedagogy in order for the impact on teaching and learning to be positive (Donaldson, 2015).

Pedagogy is a study of theory and practice within education. It can be seen as an underlying value and principle that influences teaching approaches to learning and assessments (Waring, 2015). Pedagogy is considered by Beetham (2007) as guidance to learn. Moon (2008) explores how pedagogy is known as the science of teaching and he describes teachers as 'excellent' if they become intellectually curious about pedagogy.

Critical reflection in education yields many benefits for both learners and teachers alike, including developing a better understanding of others and encouraging creative thinking and self-awareness (Mohammed, 2016). Reflection in teaching is closely linked to the concept of learning through experience and evaluating what you would do differently next time to improve future outcomes (Moon, 1999 and Schon, 1987).

The professional teaching experience (PTE) part 1 took place in a primary school located in the South Wales Valleys. The school was formed in September 2014 when both Infant and junior schools amalgamated. PTE 1 has a population of ninety pupils on roll at the school, ranging ages three to eleven. (Estyn 2015) For the purpose of this essay the author has chosen to explore three of the pedagogical principles from the newly formed 2015 curriculum 'Successful Futures' (Donaldson 2015). Throughout this essay, the author will discuss current literature surrounding the pedagogical principles in education and critically reflect on the implementation of these principles within PTE 1. Recommendations for further development will also be discussed.

The author will review the available literature collected through the use of Google Scholar. The search term 'Pedagogical principles' was used to yield appropriate literature. Donaldson (2015) discusses how successfully embedding the review of the proposed curriculum will depend ultimately on what happens in classrooms. Evans Et al (2014), states that pedagogy is more than just 'teaching, but is a body of knowledge and skills that define us as professionals. Similarly, Pearce (2012) discusses how selecting the right balance of pedagogy, practical knowledge and skills is at the heart of creating an enriched environment and an excellent teacher. Barnes (2018) agrees that the chosen curriculum, along with teachers chosen pedagogy can have a significant impact on learners' success.

Good teaching and learning means employing assessment for learning, Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them and finally Good teaching and learning creates authentic contexts for learning were the three principles implemented in PTE 1.

Arg (2002), defines assessment for learning (AFL) as a process in which teachers and learners gather evidence in order to identify where the learner is in their learning, where they need to go next and how they are going to get there. Wiliam (2006) emphasises how AFL is also known as 'formative assessment' within the classroom when both the teacher and the learner use assessments to develop the learning experience. McCallum (2008) agrees that assessment is known as formative when both the teacher and the learner make judgements of the learners work and learning strategies against learning objectives. Similarly, Donaldson (2015) discusses how good teaching and learning requires both the teacher and the learner to give feedback about what is successful and then the teacher takes the lead (as a more knowledgeable other) in deciding what strategy is needed to close the gap.

McCallum (2008) indicates how in classroom practice formative assessment is a mixture of activities that involve pedagogical styles, self-reflection, teacher and learner interaction and a variety of assessments. Similarly, Welsh Government (2010) discusses how AFL strategies/tools can be categorised into three main assessments within the classroom environment; questioning, quality of feed back and peer and self-assessment.

A vast amount of research has been carried out to determine the benefits of employing practises that focus on assessment for learning. In 2008, the Welsh Assembly Government ran a programme focusing on its implementation. There were numerous outcomes that outlined the improvements AFL had for teachers and learners; the learners performances were seen to have higher quality outcomes, a rise in learners becoming more engaged in their own learning, learners were observed to be reflecting, monitoring and self-evaluating their own progress and learners were observed transferring their learning across contexts and making connections independently (WAG 2008).

However, William (2008) emphasises the limitations in delivering effective AFL strategies within the classroom and discusses how teachers are stretched for time when planning lesson structures and often don't plan enough time for the learners to use the formative assessments to develop their learning experience further. A recent report carried out by Estyn (2015) concluded that schools are faced with implications surrounding assessment for learning. The report summarised the implications it placed both on the teacher and the learner and how action taken by the learner to close the gap was not always used effectively. Additionally, it outlined that the learners were not always given enough time to respond to their feedback and then this form of assessment was not then formative to moving their learning forward. The barriers faced whilst implementing this pedagogical principle will be explored alongside the strategies used to implement the pedagogical principles within PTE 1 in more detail in the implementation and critical reflection section of this essay.

Barnes (2015) discusses how cross curriculum learning occurs when skills, knowledge and attitudes are developed through interconnecting topics. He emphasises that teachers need to have the ability to creatively plan lessons across the curriculum to increase children's motivation and engagement within their learning. A recent study by Kerry (2015) explored how cross curriculum experiences are essential within primary schools in order for children to develop into creative, confident and imaginative learners. Donaldson's (2015) review of the newly formed curriculum agrees of the importance of these experiences as it places the cross curriculum Literacy, Numeracy and Digital Competence responsibility at the centre of the curriculum. The review of the curriculum (WAG, 2015) published the importance of the role of cross curriculum responsibilities and indicated that they are skills which are foundations for all learners to develop into confident, creative, ambitious and healthy learners in the modern world. Donaldson (2015) discusses how the curriculum structure needs to ensure that children and young people experience high levels of the cross circular responsibilities aspects and have frequent opportunities to develop, extend and apply them across the curriculum and not develop them as standalone subjects.

Similarly, to that of the United Kingdom, the Australian curriculum (QCCA, 2018) outlines that when children are given opportunities to develop cross curriculum experiences; they are developing richness in learning and adding depth to their knowledge. QCCA (2018) deliberates how cross curricular learning improves children's knowledge, skills and understanding while motivating them to learn through stimulating interconnected topics.

Through reviewing the literature, very few negative impacts of using AFL strategies within the classroom were found, suggesting to the author that AFL is a sound teaching technique. However, a recent study carried out by Pedder (2015) discussed how teachers need more guidance in developing the cross curricular approach and that they are faced with the challenge of maintaining the focus on these responsibilities within teaching and learning so that their application becomes natural and authentic rather than an add-on. The study concluded that teachers faced the limitation of 'time' to collaborate with colleagues and children whilst planning the delivery of cross curricular teaching. This contraries research discussed by Lynch (2012) who indicates that cross curricular teaching is a form of collaboration for learners and teachers and it requires teachers to work closely together to design a multi-layered plan that will develop the learners in becoming critical thinkers whom develop skills to interact with their peers as they dig deeper into their learning. With this in mind it is fundamental that a well planned structured curriculum is required in order for cross curricular teaching to be effective.

Lambardi (2007) defines authentic learning as a meaningful, worthwhile task that will support the learner to understand and develop skills that can be used in the real world. Authentic learning can be defined as a task given to learners where they can build upon prior knowledge and develop deeper thinking that is of interest to them. Similarly, Barnes (2012) indicates that authentic learning context provides opportunities for the learner to construct

their own learning in a way that's purposeful to them.

A recent study carried out by Estyn (2013) outlined the need for children's learning to become richer and have experiences in imaginary worlds. The study indicated that delivering learning through an authentic context would help develop the achievements of our learners in Wales.

This is now mirrored in the newly proposed 2015 curriculum which explores the steps that will reinforce the need to make learning authentic and meaningful. It outlines the importance of children seeing relevance in their learning beyond the school gates and that teachers have the responsibility to forge links to that world. Donaldson (2015) emphasises the need for children to be involved in their own learning and the role of the teacher is to incorporate 'pupil voice' in directing their learning that is purposeful to them.

Rule (2006) explores how authentic learning can be supported by four themes; learners directing their own learning, learners are to engage with their peers, learners are to develop thinking skills and open ended inquiry and finally the task must involve real life problems that will mimic the work beyond the classrooms. The article outlines how these four themes are found repeatedly through the implementation of authentic learning. Likewise, Herrington (2013) discusses the four components in successfully implementing authentic learning in a recent journal article. He outlines how children need real- world problems where they can become stake holders and change the problem that exists outside of the classroom. He continues to discuss how opportunities for children to connect with real life resources such as bus schedules, recipes, food and diaries will develop the children's level of thinking deeper. Reeves (2013) agrees that children should learn through discovery, inquiry and induction. He indicates that a community of learners working together to unravel a problem will develop skills such as sharing, critiquing and direct communication. Like Rule, Reeves (2013) believes that authentic learning must be student-directed and teachers as educators have a role to provide information so that individuals can make informed choices.

Bilings & Hamstead (2012) explores the disadvantages that teachers are faced with whilst using the authentic teaching approach. They discuss how authentic learning needs a well-structured plan as it may be too time consuming or expensive to maintain on a regular basis. Moffet (2012) agrees that teachers and learners are faced with time constraints, inadequate resources and a lack of funding in order to deliver authentic context on a regular basis.

At the beginning of professional teaching experience (PTE) part 1, assessment for learning (AFL) was something I struggled with because I found there were a range of AFL strategies that could be used and I often found myself questioning which strategy would be more beneficial for the learners. Welsh Government (2010) discusses how AFL strategies/tools can be categorised into three main areas; questioning, quality of feed back and peer and self-assessment, although it is essential that a range of strategies are used throughout a structured day. However, reflecting back on my implementation examples on one note, it is evident that the AFL strategies that I implemented fit under the umbrella of these three areas. Some examples that were implemented were the use of AFL fans and effective feed back. Another example of AFL implemented was peer and self-assessment through the use of the 4R model. In PTE 1 the use of the 4R model was successful and provided opportunities for children to develop skills such as reflection, resilience, resourcefulness and reciprocity during peer and self-assessment. The 4R model was part of PTE 1 policy and was used as an AFL strategy to include pupil voice during assessment. UNCRC Act article 12 (1989) is the main rationale behind schools underpinning children's 'right to have a say' and 'pupil voice' in education. Estyn (2015) discusses the benefits of pupil voice through AFL and indicates that through observation it is seen to improve pupil engagement, behaviour and learning.

The use of 4r model was beneficial for me during my experience in PTE 1 as I was able to observe my mentor implement this strategy and develop the skill to plan for children to have opportunities to build on these skills. As you can see on one note, I would evidence opportunities to use these examples of AFL in my lesson planning under the AFL column. As placement developed I created a 4R display board where children were able to record their self/peer assessments. Children were seen to be confident and independent in using the key vocabulary 'reflecting' and 'resilient' whilst recording their individual feedback on a post it note during the plenary in each lesson and were eager to share their ideas with peers. This AFL strategy was particularly beneficial to most children although, I can now see that I may need to consider a strategy to support the children who lack in confidence in voicing their feedback and of those who may need support in recording their self- assessment.

Donaldson (2015) emphasises that the use of children's involvement in their learning process was paramount and from this they would gain confidence in what they were expected to learn and reflect on their prior knowledge in order to deepen their thinking and understanding. This was seen through the implementation of another form of AFL known as 'success criteria' during PTE 1. Clarke (2008) defines success criteria as a set of features that a teacher uses to guide children to know what is expected of them. Similarly, Hattie (2008) discusses how children use success criteria to maximise their potential. He explores a variety of ways in which success criteria benefits the learners. During PTE 1 the use of success criteria (S.C) was an effective tool used to implement AFL. Success criteria were used to ensure children knew what was expected in order to complete the lessons learning objective. In PTE 1, the success criteria were recorded as 'successful spider'. This would be displayed on the white board at the start of each lesson and placed into each child's book. My experience with the use of success criteria was a positive one and as a student teacher I used it as a set of features to set out what I wanted to see in the children's work throughout the lesson. I found that the success criteria encouraged children to carefully think about what was included in their work. One effective way in which I used success criteria as an AFL tool in PTE 1 was to include the children in ordering the success criteria to encourage the children to gain understanding of what was expected of them. The children were then able to assess their work using the success criteria. From this they could see where they had been successful or where they could improve their work; this was a beneficial strategy to all learners. Although, this strategy was successful I feel that not all learners were able to benefit from this strategy as some of the lower ability children were not able to read the success criteria. To overcome this in PTE part 2 I will ensure to adapt the success criteria to the ability of each group. From further reading on Hattie (2008) he discusses the importance of planning a well structured lesson to ensure that AFL is included and outlines the possible ideas in which formative assessments can be included such as questioning during plenary, circle time activities where children discuss what they were successful at and teachers demonstrating a WAGOLL. I recognise that there are many other ways in which AFL could be used and understand that further research will develop my understanding of AFL. I will take this and Hattie (2008) ideas into consideration for PTE part 2.

I can now also see that if I had considered the guidance from the WG and other literature I would have understood that a range of AFL strategies would have been more beneficial for my learners. For PTE part 2, I identify that I have good experience with implementing AFL strategies but need to remember that a range of AFL strategies can be used during one lesson and can be more beneficial for all learners. I will aim to plan and include AFL strategies for all abilities of learners and to ensure I gain good understanding of which AFL strategies work best for the learners I will carry out observation of the learners beforehand.

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities is another of the pedagogical principles I have implemented in PTE 1. At the beginning of PTE 1 cross curricular teaching was something I lacked confidence in due to my lack of knowledge of the approach. As discussed in the Literature review, Lynch (2012) indicates that cross curricular teaching requires teachers to work closely together to design a multi-layered plan. I feel that this may have been an implication in developing my confidence in delivering the cross curricular approach at the start of PTE 1, as time was often difficult to find for collaboration with my mentor, due to her being acting head. However, I overcame this by discussing my concern with my mentor and we decided that I would plan and collaborate with the other Year 2 class teacher. This provided me with an opportunity to observe and gain a better understanding of the cross curricular approach and I was then able to implement some successful lessons and build on my confidence in planning for this approach. As noted in the illustrative example on one note for this principle you will see as the placement developed, I became more familiar with planning effectively for this approach; comments made by my mentor in my weekly reflection reflected this. As my confidence grew most lesson plans naturally included the three cross curricular responsibilities; numeracy, Literacy and Digital Competence Framework (DCF). According to Donaldson (2015) the challenge for teaching posed by the Cross-curriculum responsibilities will be to maintain the focus on these responsibilities within teaching and learning so that their application becomes natural and authentic rather than an add-on. I feel that this is a skill I am beginning to develop and will continue to develop in order to further my ability to deliver this cross curricular approach in PTE part 2. The illustrated examples on one note demonstrate the cross curricular approach implemented. They include a PSE based lesson with literacy and mathematical

links, a DCF link from a creative based lesson and finally a science lesson with mathematical links.

The final pedagogical principle implemented in PTE 1 'good teaching and learning creates authentic contexts for learning' was the principle I felt most confident with implementing. Within the illustrative examples for this principle it is evident that the authentic context became a project and not just a single experience. The original lesson was planned as a printing experience, however during the AFL discussions at the end of the lesson the children had some great ideas and it was decided that this experience would become a project. We would firstly explore printing, choose a design and then print onto a t-shirt. We explored fashion designers relating to the topic 'inventors' and eventually created a t-shirt print that the children would show in a fashion show to their peers and family. Coe (2014) discusses the importance of pupil voice and the influences it has on the learning. He notes that children become more engaged and involved in their learning when they influence the decisions. Likewise, Herrington (2013) discusses how children need opportunities to connect with real life experiences. Like Coe, Reeves (2013) believes that authentic learning must be student-directed and teachers as educators have a role to provide information so that individuals can make informed choices.

This was mirrored within the project as the children became confidently engaged as they experienced the real life journey. The children explored and investigated printing using fruit and vegetables and they developed deeper knowledge of the role of a fashion designer such as Laura Ashley. They were also given opportunities to visit the local super market to discover the real world outside of the classroom. Donaldson (2015) stated children need to experience life outside of the classroom walls to effectively deepen their knowledge.

Feedback from my mentor noted that this project was very successful, she commented on how the engagement and confidence of the children improved through the process of the project. She was overwhelmed with the opportunities children had to discover real life experiences. Further discussion with my mentor, led to the decision, that this would be a fantastic way for the children to invite their peers and family along to demonstrate their t-shirt prints. In order to attend the fashion show the children decided that they would create a poster, as you can see on the illustrative example a cross curricular approach was used, as the poster became a 'persuasive poster' encouraging learners to develop literacy skills to persuade their families to attend the fashion show.

As mentioned in the literature review Rule (2006) explores the importance of community connections and the importance of children gaining an understanding of the community around them. I feel that all of Rules (2006) four themes were implemented and repeated throughout the project, particularly the student direct learning.

Although implementing authentic learning was successful with PTE 1, it has become evident that delivering authentic learning projects are time consuming and I often found that the experiences would run over and play/lunch times were used to complete the tasks, which resulted in the experience being rushed or overtaking another subject to get the experience completed. Another implication was cost, purchasing the t-shirts/ fruit and vegetables for 30 children was costly and the school budget didn't have the facility to finance the project. With these implications in mind, I recognise the need to explore funding routes for these experiences to continue. I will aim to make this a goal of mine within PTE part 2 and will collaborate with my mentor of the possible routes of involving the community in supporting us.

Furthermore, from the knowledge gained through the research of this essay, the author will now take forward the importance of a well balanced curriculum alongside with pedagogy and practical skills in order to become an excellent teacher that will create an enriched environment. Barnes (2018) states in order for teachers to have a successful impact on learners success there needs to be a balance of the teachers chosen pedagogy with a well balanced curriculum. The author has gained a fond understanding of the pedagogical principles and the effect they have on children's learning experiences. With this in mind the author will plan and implement enriched, cross curricular and real life experiences that allow collaboration and assessment opportunities for the children to become confident, creative thinkers that are ready to explore the world around them.

The author will also take into consideration that it is evident that being a reflective practitioner is essential in improving future practice and the author will continue to set clear aims for further professional development.

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