

A portfolio to reflect on the planning process which includes pedagogical principles.

09 December 2019 09:18

Hayley Gubb

1602131

Primary PGCE

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	Target	What have you done in this assignment?
Target 1	To use literature throughout to support my discussions.	Made link to my practice and supported with literature.
Target 2	Need to structure my assignment into manageable paragraphs.	Broken down the assignment into more paragraphs.

Good teaching and learning means employing assessment for learning principles

09 December 2019 09:47

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 discussing what an advert is and how it plays a role within hotels and holidays. Showing the features used within an advert e.g. persuasive language - Show difference in a bad advert and good advert to show what they are expected to produce. - Discuss Student Assessment Sheet for the children to refer back to while working to improve their work	- To discuss as a class what an advert is and what it is used for - To watch the video of an advert and explain the features and show an understanding of the persuasive language used in order to make it catchy and inviting - To look at the difference between a poor advert and an exciting one, identifying the language used e.g. adjectives, alliteration. - To identify features of a bug hotel	- Advert PowerPoint - Student Assessment Sheet
Teaching & Core Learning	- To ensure class management - To provide support to ensure everyone stays on task - To encourage pupils to use their imagination - To ensure the pupil's work including appropriate language for the task e.g. adjectives, persuasion and alliteration	- Individually plan their bug hotel advert using a planning sheet and referring to their homework of designing/ making a bug hotel - To ensure their adverts are exciting by using a range of language techniques - To use a thesaurus to find adjectives and alliteration words	- Example of a good review- Hard copy and from the PowerPoint on screen 'Hotel advert' plan sheet - Previous homework- Design/make a bug hotel - Thesauruses
Plenary	- Ask for volunteers to show their work - Talk about good examples of work I have seen while walking around and observing. This can be done throughout the lesson as well as at the end - Explain what is expected of their peer feedback using the student assessment guide sheet e.g. 'used a range of effective persuasive language throughout the text' or 'more interesting words needed'	- To listen to volunteers trying to sell their hotels using their advert - To read another child's plan. Give positive feedback on the plan and how they can improve ready for final draft (2 stars and a wish). They can use the student assessment guide sheet to compare the work and find improvements	- Finished plans - Student Assessment Guide Sheet

During the 'bug hotel' lesson the AFL that I used was the peer marking. The children were familiar with this method and would use this method during daily lessons. The children have been using this method throughout Key Stage 2 and are confident in it. The Welsh Government (2010) explain that using peer assessment can encourage dialogue between students and encourage progress of learning. This can support both the student who is giving the feedback and the student who's work is being marked as this will give the children the opportunity to see other levels of work and open the children's mind to new ways of working. The children were also aware for the need of this feedback which was to improve on their current piece ready for the final draft. The children were also given clear success criteria in which they could base their feedback on. I felt this would support the children in making appropriate feedback and can support further learning. I felt this method of feedback was well suited to this activity and one I could use again. I also feel that the level of planning on this could be more detailed as when referring back to the planning it would be difficult to re-teach this lesson.

Good teaching and learning means employing assessment for learning principles

10 December 2019 22:16

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)	- Teacher to have a number problem on the board (division and multiplication) and ask the children to think, pair, share ways to solve it and look for links between them both (Inverse) 6040 Divided by 10 604 times by 10. - Teacher to outline this session's focus and share the independent task and the challenge task with the class	Pupils to engage in a think, pair, share activity in order to activate prior knowledge of how division and multiplication are linked and to assess children's current understanding.	- Whiteboard - Pen - Rubber
Teaching & Core Learning	- Teacher to explain one example of worksheet. E.g. Must start with question in the middle, questions on the edge can be done in any order. - To explain they need to figure out which method to use for questions. - To explain task is independent however children allowed to work in pairs.	- Higher- Purple sheet. To use addition and subtraction to problem solve money questions - Middle- Blue sheet. To use problem solving skills in order to answer questions on three digit numbers. - Lower- Red sheet. To use problem solving skills to complete word problems (addition and subtraction only).	Differentiated Worksheets
Plenary	To ask the children to evaluate the task using a traffic light system.	- Once completed, children to use answer sheet to evaluate their answers. If answers are incorrect to try again using different method (e.g. subtraction instead of addition). - Stick in work to maths book	- Completed work - Work books - Answer sheet

During this maths session, the AFL strategy used was a think, pair, share activity at the start of the lesson. I chose this method for two reasons. The first was that the children were familiar with it and the second was that I wanted to see if the children managed to spot the patterns on the board by discussing with a partner and observing the discussions had. This was an opportunity for me to see how the children worked together to solve and spot problems. This session took place after a break, so I made sure the questions were on the board for the children to see when they first come back in. The children were asked what links the found and one child in particular had trouble articulating what he meant. I ask him to come up and write the answers on the whiteboard. This was not in the lesson plan, but something that I felt supported this child. Using questioning in the classroom can support learning of many children as this can encourage children to discuss possible solutions to problems, including new methods to try, building on previous knowledge. The Welsh Government (2010) explain that when asking questions, they need to be meaningful and lead to learning. The questions at the start of this session were linked to the learning outcome for the lesson and supported children's learning.

Good teaching and learning means employing assessment for learning principles

10 December 2019 22:17

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	This session was an independent task for a group of children during a carousel session. During the session I would check on the progress of the children. It was necessary to remind the children of how I wanted the work set out in their books. It was also appropriate to stop to see how many questions the children had answered. Before the session my teacher and I decided that we would change the way the children were introduced to the worksheets. I gave them the choice of the level of work they completed but reinforced that if they found it easy, to challenge themselves with the next level. During these checks I was also able to ensure that the children were being challenged. The children's work was briefly looked at during the session, with the opportunity the children to ask me some of the joke and tell me answers that the children had worked out. The children's books would be marked at the end.
Next Steps for Progress	All children engaged well with this activity and on the whole most children told the jokes correctly. These sessions were topical to Christmas as the children were creating Christmas cards during this carousel. From seeing how the children engaged with this type of activity this is something that could be adapted for future lessons.

This session was a maths lesson. The children were all working on differentiated worksheets and worked at different speeds. With me being accessible to offer formative assessment to the children can support their learning. Ensuring the children are coping at the level and are able to succeed can ensure the children can have the confidence to tackle more difficult problems, therefore increasing their learning. Black and William (2005) report a increase in learning when formative assessment is active as learning can adapted to suit children. In this case, one child selected a worksheet that was too easy. I quickly noticed this and was able to change it for the next higher level. As well as letting the children chose what level of work they completed it was also important for them to be challenged. Making sure that I am available to approach in class is one thing that is important to me as I want the children to be able to feel comfortable to ask questions when needed. Although it is also important to ensure the children become independent learners and do not ask for help straight away.

Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them

09 December 2019 09:48

Student-teacher	Hayley Gubb	Class:	Year 5 - 31 pupils
AoLE or Subject	Design and Technology	Date:	28.11.19
Lesson Focus:	Healthy Bug Snacks		
Meaningful links to Curriculum	Design and Technology- - choose appropriate materials, ingredients, equipment, tools/utensils and techniques, from a range made available to them - plan and carry out a broad range of practical food preparation tasks safely and hygienically - apply current healthy eating messages and consider nutritional needs when undertaking food preparation tasks		
Meaningful links to: Cross Curricular Responsibilities	Education for Sustainable Development and Global Citizenship (ESDGC)- - Health- nutritious and sources of food, the relationship between health and quality of life. Language, Literacy and Communication- - listen to others, asking questions and responding to both the content and the speakers' viewpoints - build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas. Health and Wellbeing: - I have developed an appreciation of the importance of a balanced diet, sleep and rest on my developing body and mind. - I have developed an understanding of the specific impact diet has on our capacity to thrive and how an appropriate energy balance is achieved through diet and physical activity.		
Personal Targets (Linked to QTS and identified in weekly review) My mentor and I have decided, that my target for this week will continue from last week which is to develop my understanding of what levels of work to expect from the children in this class. This is linked to Pedagogy: Influencing, under the challenge and expectations section. We have also decided to include differentiation as this is an area that will support the previously mentioned target. This is found in the Pedagogy: refining - differentiation section of the QTS standards.			

The focus for this session was mainly design and technology although there were many aspects of other subjects. This lesson lent itself well to a cross-curricular activity as to focus on one alone would be very difficult. Estyn (no date) report that ensuring lessons are cross-curricular can support the children's development of key skills by incorporating different area into one lesson. Children are able to use skills from other areas when lessons are cross curricular, embedding the learning deeper. I did find it quite difficult to plan cross curricular lesson on a regular basis in Key Stage 2 and from what I saw it was not something that the class done as daily routine.

Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them

10 December 2019 22:22

Student-teacher	Hayley Gubb	Class:	Year 5 – groups of 10
AoLE or Subject	PSE	Date:	15/11/19
Lesson Focus:	Celebrating difference		
Meaningful links to Curriculum	• develop respect for themselves and others • feel positive about themselves and be sensitive towards the feelings of others • manage different emotions and develop strategies to resolve conflict and deal with bullying		
Meaningful links to: Cross Curricular Responsibilities	Oracy – • build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas • speak and listen individually, in pairs, in groups and as members of a class • use appropriate vocabulary suitable for the situation or purpose ESDGC – • Ask questions, listen and respond to others • ask relevant questions • begin to build on existing skills, knowledge and understanding for the task • Take different perspectives to inform opinions and decisions • Link the learning to similar situations, within and outside school		

The main focus for this lesson was PSE, although there were aspects from the oracy strand and areas of the ESDGC obvious throughout. This Jigsaw lesson that was delivered proved to be a successful cross-curricular lesson. The areas that we linked for this we found from the discussions that the children would have during this session. Children would develop their skills through combining the highlighted areas during one session and this something that Donaldson (2015) strived for in the new curriculum.

Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them

01 January 2020 18:27

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Hayley Gubb	Class:	Year 5 – 31 pupils
AoLE or Subject	Mathematics	Date:	20.11.19
Lesson Focus:	To explore and identify links between multiplying and dividing 10, 100 and 1000.		
Meaningful links to Curriculum	Mathematics- • identify the appropriate steps and information needed to complete the task or reach a solution • select appropriate mathematics and techniques to use • multiply and divide numbers and decimals by 10 and 100 • identify multiples of 2, 3, 4, 5, 6, 8 and 10; use the terms multiple and factor		
Meaningful links to: Cross Curricular Responsibilities	Oracy- • speak and listen individually, in pairs, in groups and as members of a class ESDGC - • Explain patterns and relationships and identify uncertainties • Record and present data in a variety of formats		

Although this lesson was a maths lesson, there were still small links to cross curricular responsibilities. When planning a lesson, it is important I to try to make links to other areas to support this pedagogical principle as Estyn (no date) states how this cross curricular approach can support the development of children's key skills. This lesson was introduced to the whole class, although due to it taking part in a carousel session, only one of the groups would complete it a day. Although the importance of this cross curricular learning has been highlighted, there appeared to be a limited use of blended learning in the class I was placed in, most of the lessons were taught individually.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

09 December 2019 09:50

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)	- Welsh Drillio- go over key words for activity. E.g. Days, time (o'clock), activities. - Explain where children can find Welsh vocabulary if needed- dictionaries, Welsh vocabulary sheet. - Introduce plan. - Give example of what vocabulary is required for each box e.g. activity box-pel droed.	Welsh drillio- to recall previous information about using Welsh for daily routines	- Welsh dictionaries - Welsh Vocabulary Sheet
Teaching & Core Learning	- Sit children in their ability groups. This way they are all working on the same sheets together. This is beneficial for them to help each other if needed and also for teacher to know the LO for each table to ensure all information is included. - Explain to children this is a plan and is important for the next lesson. - Ensure all children complete plan to their own LO's.	- Lower ability- to write in first person. To include information about their daily routine including day, time (O'gloch/hanner awr wedi only) and activity. - Middle ability- to write in first person. To include information about their daily routine including day, time (including all four times), activity and who with. - Higher ability- to write in first person or third person. To include information about their daily routine including day, time (including all four times), activity and who with.	- Welsh Dictionaries - Planning sheet- Lower, middle and higher. - Welsh Vocabulary Sheet.
Plenary	- Ask children to read out what they do on one of the days. - See if they are able to read the plan in the full sentence structure.	- Volunteer to read out one of their daily routine days/Listen to volunteers. - Try to work out what they do on the day through the plans.	Finished Plans.

This was a Welsh session where the pupils were asked to extend their current knowledge of the usual daily routines, building that into phrases and sentences. Children were able to recap previous knowledge ready to build that into new sentences and phrases. The teacher was able to provide me with examples of the work the pupils had previously produced and the expected sentence patterns for the year group, from there I could work on planning a session to develop their language and writing skills further. Having had all the information from the teacher, I still felt that I was unable to deliver this lesson to a high standard. I believe this was as I was new to the phrases and had limited previous knowledge myself. Wenk (2017) explains that engaging previous knowledge influence the thinking and creates a more richly informed answer. Developing learning in this step by step process can enable children to reach high goals and give themselves the belief that they are able to succeed.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

10 December 2019 22:22

Areas of strength/Areas for development

PEDAGOGY – Advancing learning (through effective application of subject knowledge and discipline)

On track

- Comments and Evidence
- Targets for improvement and suggested ways forward

Hayley was willing to carry out personal research during preparation of lessons/session as well as discussing expectations and outcomes with myself and colleagues. The Welsh lesson that Hayley delivered was, although a little outside her comfort zone, well planned and she had obviously made sure she was familiar with the appropriate sentence patterns by reading through the Consortium's guidance material. She also created a WAGOLL for the Welsh lesson that was shown to the class and discussed before-hand. Hayley demonstrates some understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. For her lesson in which children were to create a bug hotel advert she drew on the children's experience of adverts and linked it to the real world. The lesson was carefully planned so that the children were able to build upon, and learn new skills to apply to their advert. Hayley was willing to develop her knowledge about the expected outcomes for year 5 and she was able to plan cross curricular lessons based on our current topic that were engaging for the children and also were purposeful. An example of this was her collaboration with a fellow student for the children to create 'fruit minibeast'. Hayley used a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners. During the bug hotel activity a video was used as a hook to engage children. Also, the minibeast activity included blended learning as the children had to research the nutritional values of the fruit used. Targets: To further develop her communication skills to ensure expectations for each child is clear and within their ability and also to continue to conduct her own research on how different pedagogical approaches would benefit her class. Although Hayley hasn't had much opportunity during this placement, in future placements, to plan for cross curricular activities that have the four core purposes as an impetus.

PEDAGOGY- Refining teaching (towards sustained highly effective practice)

On track

This example is a section of my end of placement review where my mentor mentioned how I was able to build on previous knowledge that the pupils had. The lesson that this was referring to was a Language, Literacy and Communication lesson where the children had to create an advert for a bug hotel. This was a thematic lesson and the area I want to focus on here is the 'hook' that was used to engaged the children. The children were able to recall seeing advertisements - prior knowledge and were then shown an exciting advert to enthuse them. The idea of using a 'hook' was something that I felt strongly about from understanding how children are more willing to take part in an activity if it is something they enjoy and in turn supporting their willingness to learn. As well as creating this engagement, the children are able to use this hook to know what a good advert looked like and could then focus on creating their own.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

10 December 2019 22:22

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 discussing what an advert is and how it plays a role within hotels and holidays. Showing the features used within an advert e.g. persuasive language - Show difference in a bad advert and good advert to show what they are expected to produce. - Discuss Student Assessment Sheet for the children to refer back to while working to improve their work	- To discuss as a class what an advert is and what it is used for - To watch the video of an advert and explain the features and show an understanding of the persuasive language used in order to make it catchy and inviting - To look at the difference between a poor advert and an exciting one, identifying the language used e.g. adjectives, alliteration. - To identify features of a bug hotel	- Advert PowerPoint - Student Assessment Sheet
Teaching & Core Learning	- To ensure class management - To provide support to ensure everyone stays on task - To encourage pupils to use their imagination - To ensure the pupil's work including appropriate language for the task e.g. adjectives, persuasion and alliteration	- Individually plan their bug hotel advert using a planning sheet and referring to their homework of designing/ making a bug hotel - To ensure their adverts are exciting by using a range of language techniques - To use a thesaurus to find adjectives and alliteration words	- Example of a good review- Hard copy and from the PowerPoint on screen 'Hotel advert' plan sheet - Previous homework- Design/make a bug hotel - Thesauruses

This is a section of the planning sheet where the pupils were introduced to the idea of creating an advert for a mini beast hotel. This session was planned to lead on from previous homework that had been set before my arrival in the class and was delivered to the whole class. The children had to create a bug hotel. This could have been a physical hotel or a plan of one. I wanted to plan this lesson as I felt the pupils could easily relate to a real experience, which could support the learning. The children had already planned their hotel and I felt leading on from this previous knowledge could develop the pupil's persuasive language in a fun and exciting way. I felt that planning a lesson in this way would engage pupil's interest as following on from the homework that was set, the children had a high level of interest.

Critical Reflection

09 December 2019 10:25

During this assignment I will be critically reflecting on my progress in the planning process during the first Professional Teaching Experience. For this Professional Teaching Experience, I was placed in one of the two year 5 classes which had 31 students in a seaside school in South Wales. The class were a mix of abilities and pupils were not set into ability groups. The teacher would change the groups according to how the children progressed.

Throughout this piece of work, I will be highlighting three from the twelve pedagogical principles from Donaldson's Successful Futures (2015) and exploring how these have been incorporated in my planning and delivering of lessons. From this I will be able to identify areas of development to support my future progress.

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

Assessment for learning is described by the Welsh Government (2010a: 3) as 'the process of finding out where learners are within a learning continuum, where they need to go and how best to get there'. Using this approach, teachers can personalise learning for each child and support their individual learning journey. This approach has become imbedded in schools (Welsh Government, 2010a) and Hattie (2012) reported on the positive impact assessment for learning has on learners with Black and Wiliam (2005) reporting the greatest increase in raising the standards of lower attaining pupils. In an interview carried out by Marshall (2002), Wiliam describes assessment for learning as being a minute to minute process where children are informed regularly of how they can improve their work and how to achieve the next steps for learning. It is described as knowing where each child is in their learning, taking into account the level the child was before and after the activity (Welsh Government, 2019a). Using this method can ensure the learner is kept on track, and also has guidance when needed. The child can be steered back to the learning if required when any distractions or difficulties may arise.

When I began preparing for my Professional Teaching Experience, using assessment for learning was a high priority of mine, as we had been given information on the importance of it during lectures in university. Although, I found when it came to the planning aspect of the experience, writing it into my planning in detail was something that I did not consider or do particularly well. During the lessons I would ensure that I would assess as many children as I could, along with mini plenaries throughout the sessions, as shown in the third example in the assessment for learning section of this portfolio. During this lesson the children were able to choose the level of work that they felt would challenge them best. Constant assessing was necessary for this lesson as I needed to check the work challenged the pupil's abilities. From this I could also assess what the level of self-efficacy the children had. Most pupils chose a suitable level, although one child chose one too easy. By assessing, I could encourage that child to choose the next level of work. Hattie (2012) explains that having this self-efficacy can support children's development by having the mindset to grow and further learning. This area links to another of Donaldson's (2015) pedagogical principles which is 'good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them. As much as I hoped to give feedback as often as required, I found this is not always possible. The concept of aiding children when needed is supported by Wiliam's (Marshall, 2002) report, which states that assessment needs to be a minute by minute process. The Education Endowment Foundation (EEF) (2018) also signify the importance immediate feedback has on the impact of children's learning. I feel that supporting children in the moment can ensure that they correct their work or method in the moment rather than after the session. This is so the children can continue in the correct manner, embedding the right

learning rather than the wrong. This is something I feel passionate about, although due to the class numbers and the level of intervention needed from one person for this to be effective, I found it was not always possible. Coe et al., (2014) note the importance of the quality of feedback given to pupils with this being detailed and direct to support the children's learning. The more time I spent in class the more I could adapt and know which pupils needed more feedback to progress. This is good to support those children; however, it is also important for me not to overlook the pupils who seem to be on track as this may not be true. One pupil in the class needed regular feedback, and if she was struggling, would become upset, where as another child would be having trouble, but continue with the work and not ask for help. Building relationships with the pupils is essential in understanding each individual need of the pupils in the class.

When planning questions for the start of the lesson, I ensured that the questions to be asked were meaningful and purposeful. The Welsh Government (2010) state that questions should stimulate and support learning. Questions should be linked to the topic for the session and build on previous knowledge while encouraging the pupils to discuss (Florez and Sammons, 2013). I would also ensure that they were linked to the proposed outcomes for that session as shown in the second example of the 'assessment for learning' section of this portfolio. Using this type of question in this activity was a way for me to gauge the levels of understanding of the children. I felt that as I was new in the class, I needed help to grasp how the children worked and at what levels, and I used questioning to do this. Following the maths scheme of work that the school used and by speaking to the teacher, I was able to plan a lesson and ensured the questions at the start supported the ethos that the Welsh Government (2010) advocate regarding the importance and quality of questions. The questions I asked supported the outcomes for the lesson, although the questioning section of the introduction was over quicker than I had hoped. Having limited information on the ability levels and prior knowledge the pupils had was something I found difficult. Even though I had looked through the children's books and spoke to the teacher about what I should expect from the children, I understand that this information will only develop the more I got to know the children. Towards the end of the block I felt my confidence in this area grow.

Having read the importance of questioning from many sources and how this can support and develop learning, in future I plan to list possible questions in my planning. This can be used both before the lesson and during reflection to help plan future sessions. I also need to ask more detailed questions of what the children are capable of before my teaching begins, as I feel during this Professional Teaching Experience, I felt I wanted to start teaching rather than undertake the preparation period. Hopefully, with more confidence during the next block, I can gain a greater understanding and be more prepared for delivering more assessment for learning in my lessons.

Pedagogical principle: Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Barnes, (2015) describes our perceptions and interpretations of the world around us as being cross-curricular. The knowledge that we have from many different experiences entwine to create our interpretation of what is presented before us. The benefits of delivery cross-curricular lessons have been widely acknowledged and will be expected to be common practice when the 2022 curriculum is in motion (Welsh Government, 2019). The Welsh Government (2019) state that where necessary all lessons should embed literacy, numeracy and digital competence. Although there is heavy emphasis on the need for digital competence, there is also a requirement not to simply replace current methods with technology. The EEF (2019) note that technology should complement the teaching and be used to enhance the learning being provided by teachers, although having the skills needed to successfully succeed in the current world (McKnight et al., 2016). Prior to the newer concept of cross-curricular teaching, Estyn (no date) reported the benefits cross-curricular teaching had on embedding learning for the pupils. Johnson (2013) agrees that cross-curricular teaching deepens learning by building networks of

information from other sources.

Coming from a background of working in the Foundation Phase, teaching cross-curricular lessons was an area that I was used to although when it came to Key Stage 2, I was not as comfortable. During the Observation period of my Professional Teaching Experience there were a handful of lessons which incorporated other areas of cross-curricular responsibilities and their style of teaching was different from what I was used to. From what I could see, the children enjoyed these lessons and were able to complete the tasks by working collaboratively with peers. The first example in my 'cross-curricular' section of this portfolio shows how I planned a lesson, where the main focus was Design and Technology while incorporating other areas of the curriculum. This lesson was followed from a session where the children had to use technology (iPad) to research the nutritional values of the foods to be used. Using different approaches are what Kerry (2015) and Barnes (2015) describe as a successful way of gaining deeper subject knowledge and providing engaging learning opportunities for pupils. Building on the previous knowledge of pupils also relates to Donaldson's (2015) 'good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest' pedagogical principle. When I planned to incorporate other areas of learning, such as using the iPads, this proved problematic on some occasions due to the sheer lack of technology. In the school I was placed in, the technology was timetabled through the Key Stage and sometimes was not always reliable. The charge was not always held on the devices which provided a barrier to cross-curricular learning. Finding out the timetable for devices was something I had to do before I could plan to incorporate the use of digital competence into any lesson. Preparing planning in advance is what Laurie (2015) describes as a factor for successful teaching.

The second example in the 'cross-curricular' section of this portfolio shows another lesson where there were clear links to cross-curricular responsibilities. This lesson was delivering a programme which was new to the school. The school had recently purchased this framework and I was asked to introduce this to the pupils. After studying the resources, I was able to find the links to other areas of the curriculum. This activity was based on discussions with the class as a whole, so I was able to spot the links to the development of oracy. Most of the children were fully engaged with this lesson and as it was relating to real life situations, I felt the children would greatly benefit from this type of lesson. Aboudan (2011) explains how linking lessons to everyday situation can support children's engagement. The children were very enthusiastic during this lesson and needed reminding not to talk over each other. I had confidence in managing the behaviour of the class and quickly saw that the children needed to learn to listen to each other's views. This was a focus that was highlighted in the cross-curriculum section in the planning and soon became clear that this was an area that the class needed to improve on.

In order to further develop in the use of this in future lessons, I hope to continue developing my confidence in identifying links between cross-curricular subjects. As my time in this class progressed, I could feel myself becoming more confident in creating cross-curricular lessons. However, as a student I found it difficult to change the way the lessons were taught.

Pedagogical principle: Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

The importance of building on previous knowledge is highlighted in Rosenshine's (2012) article, where it is explained that background knowledge needs to be accessible to pupil's in order to transfer their knowledge between subject areas and develop existing knowledge. This can be as a result of practitioners ensuring that learning is taught in manageable amounts. Wenk (2017) extends this by adding that learners make links between the previous and new knowledge, the new information is then consolidated in the learner's brain. This information can then be called upon when needed to deal with new problems or develop their thinking skills further. Having the ability to link knowledge

can support pupil's in developing skills to thrive in the everchanging society. Lee and Hannafin (2016) explain that the skills to be flexible and the ability to work collaboratively is needed in an environment that is continuing to change. Wenk (2017) also states the importance of being aware that not all pupils have the same level of previous knowledge and it is up to practitioners to engage all students in learning regardless of their capabilities.

Ensuring lessons are engaging and involve all learners was an area that I felt I would struggle with before the teaching began. I did not have experience or feel comfortable teaching a year 5 class and had little knowledge on how to make the structured lessons engaging. Hattie (2012) notes the importance of setting work which targets all learners, and this also link to Donaldson's (2015) pedagogical principle 'good teaching and learning means employing assessment for learning principles' where there needs to be a good understanding of what levels the children are working at to set work accordingly.

Now knowing how important it is to gain an understanding of what previous knowledge the pupil's had, I feel during the first Professional Teaching Experience, I should have asked the teacher for more of a breakdown on the current knowledge the pupils in the class had. I feel the first example shown in the 'building on previous knowledge' section of the portfolio was not able to extend the learning of the pupils whose abilities fell in between each of the three levels of work provided. I gave each of the children one example to follow which I thought was at the correct ability for that pupil, where now I feel I should have given all three examples. From this the pupils would have been able to extend their learning independently if they had had the opportunity to push to reach the next level of work. Wenk (2017) states that building on previous knowledge consolidates learning and creates links between new and old information, which I felt I could have supported better had I had more experience in the class. Again, referring back to the assessment for learning section and being aware of how difficult it is to assess a whole class as the children are working, while ensuring each pupil is working at the correct level was difficult. A week later, I delivered a follow-on session from this lesson and felt more confident in the planning and delivering. I learned from the first experience and had examples of different levels on the board for children to use. I was much happier at the end of that lesson compared to the first and felt the children had succeeded in furthering their learning as a result of my reflections.

In the second example of work shown in the 'building on previous knowledge' my mentor explains how I used the children's previous knowledge to create an activity where the children could make a bug hotel advert. Husbands and Pearce (2012) evaluate the importance of gauging pupil's previous knowledge in order to set relevant work. Using the children's work they had previously completed (creating a bug hotel), I planned the learning activity based on real-life experiences. Making links to the real world is what Barnes (2015) describes as successful teaching as the real world is all around us and successful learning incorporates areas of this. This links with Donaldson's previously mentioned pedagogical principle 'good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them'. Using a previous task as a base I was able to create an interesting, engaging lesson, extending pupil's understanding of persuasive language. This was a successful lesson, which only happened as a result of me gaining knowledge on previous activities and learning the children's interest.

After completing my first block of Professional Teaching Experience I feel more confident to find out the children's previous knowledge. I understand that I will not be able to retrieve this information straight away, although I will have the confidence to ask the questions needed. The comments that I received from my mentor during my placement and in my journal gave me the confidence to feel that I am able to create these learning experiences for the pupil's. I need to ensure that the activities planned for the pupils are interesting and engaging. I will do this by listening to the pupil's voice and what areas they would like to learn about. The class I am moving to will start the new topic by asking the children for input on what they would like to learn about during the

new term.

Having reflected on my progress during the planning process of the first Professional Teaching Experience, I am now able to follow the identified steps outlined above to improve my practice. I have found links between each pedagogical principle and seeing how these complement each other. At the time, I felt as though things were moving quickly and I was barely keeping on top of the workload which included all the required areas, however on reflection there were many areas that were successful. I have enjoyed this reflection process and taking time to evaluate my progress so far has inspired me in my journey to becoming a teacher.

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