

Overview

Monday, December 9, 2019

10:14 AM

Assignment title:

Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Ellie Williams

1903009

Pathway: (P-PGCE)

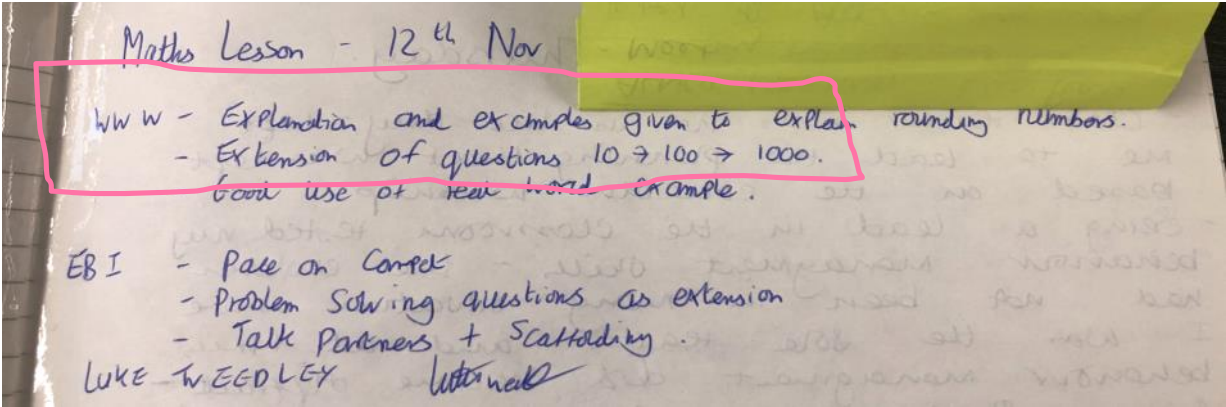
One Note viewing link: https://uowtsd-my.sharepoint.com/:o/g/personal/1903009_student_uwtsd_ac_uk/ErLni5YNU59CuMNtPwL2jhsBzBKBA0Con0gv82Cpb aMXYw?e=TdFEAU

Good teaching and learning means employing assessment for learning principles (1)

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In order to effectively use assessment for learning (AFL) within the classroom, it is important to use and consider the main strategies. These include the use of strategic questioning, teacher feedback, peer assessment and feedback, self-assessment and the use of formative and summative assessment.

Strategic use of questioning



This is a written reflection from my daily journal was completed by the assistant head teacher after watching the whole class input for a maths lesson. During the input I used a number of strategies to enhance engagement and progress the learning. Some of these strategies included asking questions of how to work out sums and a think pair share opportunity for children to consider their workings out and come to a conclusion on the answer. I also used children's names on lollipop sticks to call out as an answering strategy. This is effective for engaging the children as they enjoy the unknown element of who is going to get chosen, it also ensured that all the children had considered the question and come to some form of conclusion so if their name is called out, they are prepared to answer the question.

The particular AFL that this observation refers to is the extension of questions. For example in this maths lesson, the children were given an example on the board, and asked to think pair share with their partner to consider the answer, once the answer of this initial question had been discussed the question was then extended to progress the learning. For example the children had to use logic of the learning they had just done to consider how to work out a new form of extended question. This form of extended questioning was also useful and developed further when put into a real life context. Once the children could transfer the knowledge into a different context, I was then satisfied with the learning taking place.

Time	Activities/Methodology/Key Concepts (Teacher's role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role - including differentiation, engagement in formative assessment and homework)	Resources (including Health and Safety equipment)
Opening phase (5 mins to prior learning)	Whole class introduction children sat on the carpet. All children given a whiteboard for place value game assessing prior knowledge 'who is the greatest?' Ask the children to create on their whiteboards a 4 digit grid for thousands, hundreds, tens and units. Explain the rules of the game. Teacher calls out random numbers, children bust then place these numbers into the columns with the aim being making the largest possible number they can. Children show their answers and largest number wins. As game progresses add more columns to the board making the number bigger and bigger. Ask the children what are place values? Ask the children what rounding is? Reflect on their responses explaining rounding to a whole number. Ask the children to consider why we round numbers and what this could be? Reflect on their responses and explain estimation. Show children rounding poem and explain to them the methodology of rounding numbers. On their whiteboards ask children to round a series of examples placed on the board firstly to the nearest 10 - always responding and reflecting the poem. Progressively make the sums larger giving constant feedback to answers given. Ensure everyone is confident and able to use the method of rounding. Ask the children how this relates to estimating? Show them an example of estimating the amount of two large numbers added together i.e. £436 + £238 ask the children to estimate the total cost. Give the children some discussion time then ask them to explain their method of thinking. Ensure that all children are confident in the means of estimating and the context for it within society. Collaborative practical task explained to the class as a whole. There are 10 party bags filled with enlarged money. Computer independent work to be explained to the class links to the rounding maths games given to them to work on. Premise is for the children to try and achieve the highest score.	Children repeat poem in chanting fashion. Learners are asked then to turn to their partner and using hand actions explain the methodology behind the poem - how do you round numbers Children discuss with their partners sitting next to them the possible answer. Learners will be called upon to write their workings on the whiteboard to explain to the class. Children will work in pairs or small groups to recognise the money in the bags round the money to the nearest £1 and record their findings. This task will be completed independently.	• Whiteboard • Power point presentation

Strategic questioning planned for the input of the lesson in order to advance the learning of the children when introducing a new skill. When the lesson was actually carried out, these questions were also extended to introduce more difficult sums and real life contexts.

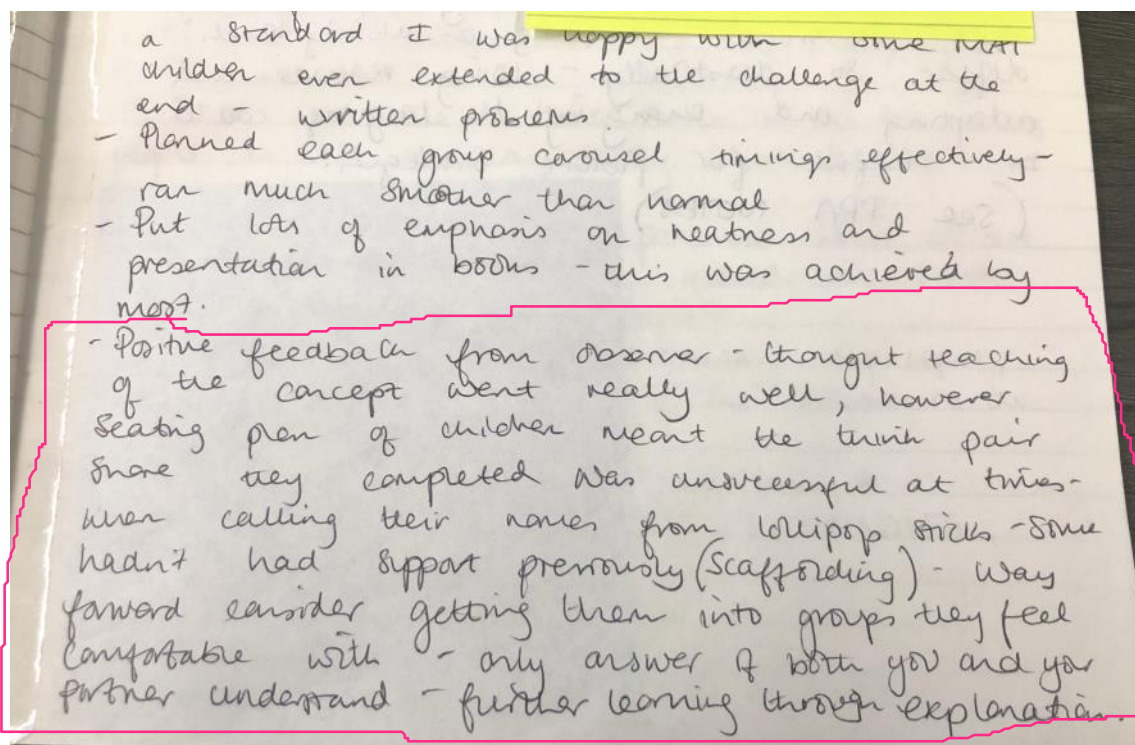
Children had the opportunity to discuss with each other the steps to follow in order to complete the sum and find the answer.

Children supporting each other using scaffolding to secure the method being learnt is very effective for understanding the learning that is taking place. Learners having the opportunity to discuss and support each other shows greater understanding of the topic.

Good teaching and learning means employing assessment for learning principles (2)

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Reflection of questioning during maths lesson.



Reflecting upon the lesson and the feedback that was given to me by the assistant head teacher, allowed me to consider the ways in which a think pair share scenario can be successful, but also have areas for improvement. It was suggested to me that when the children are completing a think pair share, the seating plan of the children needs to be considered. For example, some of the children in the class were of a lower ability/ a more vulnerable child, these children often did not have the support around them to conduct an effective think pair share. In future it may be more beneficial to sit children together who are able to ensure that the method is understood clearly, this could be done by telling the children not to answer until everyone they are talking to understands. Another alternative for this could be that before children can give an answer to the question, they need to whisper it to a partner and have them answer etc.

Good teaching and learning means employing assessment for learning principles (3)

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21:52

Peer Feedback



Peer feedback was a very effective tool for the children to assess the work that they had completed, whilst also reflecting upon what would possibly make the outcome more effective. For example, these images were taken from a product design element of the children's Christmas market lesson. During this section of the lesson, the children had decided within their groups what their final product they were making for the market was going to be and then fed back to other groups in the classroom. The feedback from the class included what points of the design work well and which have some room for improvement. Each of the groups had to give the other group two things they loved about the product and one thing that could be changed to make it even better. This was effective for the decisions the children then made about their products. For example some of the groups said they loved the product but they could possibly make packaging to go with it that would make it even better, "The active engagement of learners in the assessment process was seen as critical, and self-assessment an essential tool in self-improvement." (Topping, 2003)

Student Self Assessment



The following images were the post peer feedback presentations that each group then completed. After each group in the class received a 'what works well' and 'Even better if' for the products they designed, they then took it in turns to stand up and explain to the rest of the class what product they were making, what materials they would need and any changes they had made because of the feedback they were given. This allowed the children to fully consider the whole product they were creating preparing them for future learning, such as the process of creating the products, advertising and pricing them.

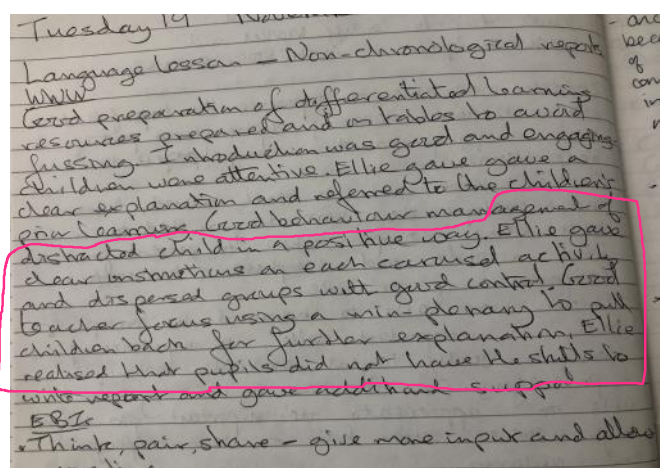
Good teaching and learning means employing assessment for learning principles (4)

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Plenary	The plenary for the end of the session will be a general recap of the progress made during the day and to get the children to begin to start thinking about advertising their product, packaging element and how they want their stall to look when they set up on the day. How can they sell their product most effectively? This will be a reflective chat in preparation for activities based on this to come further along in the week.	In co-operative groups, the children will present to the rest of the class the final product they are going to be deciding on.	
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The peer assessment and feedback presentations shown to the rest of the class was implemented into the planning as a plenary at the end of the lesson. It is important within lessons that plenaries round up the learning that has taken place and clarify areas of learning that some of the children may have been struggling with. In this instance, the children were able to come together at the end of the session as reflect on the work they had done themselves, along with work of other children in the classroom which will have an impact on future learning and finally creating their products.

Effective teacher feedback



Throughout my placement, I found use of plenaries both planned and unplanned (i.e. mini plenaries) throughout the lesson, a very important form of teacher feedback to the progression of the learner. Using plenaries as a continual tool in teaching was a target that I was given by my mentor regularly to enhance the understanding and also impact on the planning of future sessions, for example if there was an area of learning which the children found particularly difficult, this may be something that is recapped during the plenary at the end of the lesson or during the next session. The example above is taken from my learning journal. This was a comment made by my teaching mentor after the lesson. The comment highlights the successful use of mini plenary during the lesson. The lesson was based on producing a non-chronological report about fair trade. This was an outcome that many previous activities had been leading towards. As the lesson began I had presumed that the children had the skills already from previous learning to complete the task, however as the lesson progressed it became clear that the children were struggling with the skills the needed for a non-chronological report. As this became clear I called the lesson to a halt and recapped certain skills which they were struggling with. In this example, the children found putting the information they had been given to write their report into their own words very difficult. The mini plenary that was delivered showed an example to the children of how to do this e.g. what a good one looks like. With this example being shown to them, along with differentiated resources used for scaffolding, the children were able to transform this into their own response. Continual feedback from teacher to learner allows the learner to understand and develop their own learning eventually making them more independent and successful learners.

Good teaching and learning means employing assessment for learning principles (5)

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09:45 Plenary	The plenary for the end of this lesson will recap the characteristics of a report with specific emphasis on the structure contents and characteristics. Using questioning to assess level of learning. This plenary will also make reference to the video about Samuel the farmer, asking the children any key facts they learned and anything that interested them about the way Samuel lived? Open questions lead to discussion.	Children will be brought back to the carpet to recap the themes of the lesson. Children will engage in discussion about the ICT task what they take away from it and discuss their understanding of report writing based on themes they learnt during the lesson.
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This is the plenary section taken from the non-chronological report writing lesson plan. Before the lesson had begun I had already pre planned to bring the children back together to assess the learning they had achieved during the lesson and feedback about what they had taken from the lesson. Although this plenary was already planned in, it became necessary to also complete the mini plenary to progress learning. This constant feedback from both myself and the pupils informs the next steps for progression and future learning.

Formative Assessment

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	[Initial warm up game] Whole class on the carpet ask for two volunteers to stand at the front. Knock out game recognising coins and notes to make sure they are familiar. Write a sum of money for an item e.g. 2 pineapples on the white board e.g. £2.45. Ask children how much it is. Ask children to whisper to person next to them about how much it is. Using large coin examples on the whiteboard ask children who feel they know the answer to represent this on the board in numerical form. (Continue with examples as necessary) Show class an additional fruit and show them the cost on the white board e.g. 2 punnets of raspberries £4.75. Ask the children how much this is. Then ask the children which is more? Ask the children how much both are together. e.g. $£2.45 +$ $£4.75 =$ $£7.20$ Ask the children what money they would use to pay for these in a shop setting. Asking them to consider <u>digit</u> placement i.e. hundreds, tens and units. Example of the answer is shown with the coins on the board. Change given is considered with the whole class. More examples given as needed. Collaborative activity is explained and demonstrated to the class. Ask the children if they understand. Show them the differentiated amounts and explain that they are able to choose their own level of difficulty for completing the task. Ask the learners by showing either thumbs up, middle or down if they understand. Online spreadsheet task will be explained using the whiteboard example of spreadsheet. Instructions will be demonstrated in relation to spreadsheet. Children will be asked again to show with thumbs up, middle or down their understanding.	Children recognise and shout the name of the coin as fast as they can, winner stays on and continues in knock out fashion. Think, pair, share. Learners discuss and share ideas. Learner chosen will come to the front of the board and move correct money to show the amount on the board. A learner is called who can confidently move the money to the correct amount shown e.g. 4 x pound coins, 1 x 50p, 1 x 20p, 1 x 5p. Children work collaboratively to come to a <u>decision</u> which is shared with the group. Children use whiteboards to practice addition of the two sums- links to previous work on adding decimals. Learners show their workings as they progress through the sum and <u>insant</u> feedback is given. Children work together to consider what money they would use whispering their answer to <u>eachother</u>. Learners will give response appropriate to them this will allow and understanding of who may need support. Learners will give response appropriate to them this will allow and understanding of who may need support.	Large coins used as example on the whiteboard.  Whiteboards per child, pen, rubber.

Formative assessments are an effective way of assessing the learning of the children as the lesson progresses. During my first PTE, I found using formative assessment very useful in terms of knowing who needs extra support, the kinds of resources that I needed to make in order to scaffold and support the learning and also place the level of the children In order to pitch activities correctly i.e. not too difficult or too easy. Formative assessments that I have favoured and used throughout my placement tend to take place during the input on the carpet. The use of secret squirrel on the carpet (children using whiteboards to answer questions then showing the answers to only the teacher) was one of the initial ideas I used. The children found using the whiteboards to answer engaging whilst I was also able to assess the level of understanding they had simultaneously.

In addition to this, In the planning opposite is an example of formative assessment which I have used in nearly every lesson I have taught. Using questioning to prompt understanding, I then ask the children to visually show me using their thumbs their own level of understanding. Thumbs up; they are confident in the method and are ready to complete the following task, thumbs middle; they feel fairly confident but may need some support to recap and thumbs down; they need additional support as they are struggling to grasp the method. I found this a very effective technique to use with the children as it shows self-assessment made by the children, this assessment they then make allows me to circulate those who need support and inform if I need to any areas that need to be recapped during mini plenaries or the final plenary of the lesson.

Good teaching and learning means employing assessment for learning principles (6)

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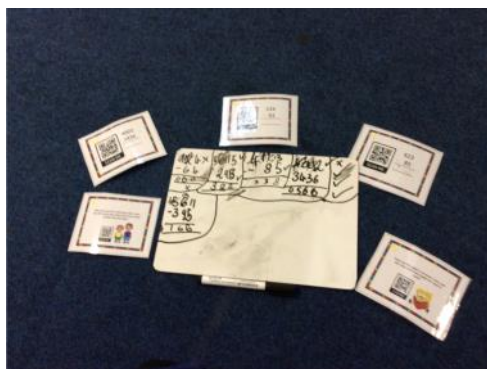
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)		Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)	
• I can read and confidently structure a subtraction sum. • I can read and understand a written problem based on subtracting 2/3 digit numbers and larger. • I can accurately record the result of my findings within my book using one number per square ratio.		• Be able to recognise and understand sums and the mental and written method in which to complete them. • Be able to comprehend problems structured around the subtraction method. • Be able to record the method successfully through neat page layout and following the question appropriately.	

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Teacher does recap for subtraction on the white board 2/ 3 examples explaining the method of subtracting 3 digit numbers Each child in the class is given a card with a subtraction sum on to complete within a 30 second time period. After 30 seconds is over teacher calls out specific children's names and asks them to read out the sentence that is on the bottom of their card. All sums on the cards have answers that are linked, these questions are repeated 3 times so for every card there will be 3 children with that answer e.g. "my answer is who has 100 more than my answer?" Depending on the ability of the children teacher will help them decipher the answer, first one of the three answers to stand up wins the point. Consider classroom management as possibly this game could become loud.	Pupils listen on the carpet engaging/ answering questions when called upon by the teacher. Children independently complete the sum on the card. Card sums will be differentiated for those who may find the task difficult. Children use the written question on their cards as a form of mental arithmetic to work out the answer to the questions. Once the answer is understood children then answer speedily – competitiveness enhances engagement with the task. Children are warned and expected to adhere to the normal standards of the classroom even during the excitement of the game being played.	

An additional example of formative assessment which I introduced to the class was a looping game including all the children. The topic of the lesson was subtraction and each of the children in the class were given a subtraction sum on a card to work out, once they had done this they each had a question on the bottom of their sum, the answer to the question on their paper linked to another class members answer. Therefore the game would in theory circulate around the classroom linking the answers on the question to someone else who would then ask their question. This was intended to be a fun way to assess the understanding the children had of the method of column subtraction, whilst also progressing other skills they have such as problem solving. Although this was the intent, when actually put into practice the children found the game fairly difficult. They all managed to calculate the sum, however when linking to other questions and considering their answer in another context, they struggled. Although in terms of the game it did not work as intended, I was still able, as the teacher of the class, to read their abilities and consider what went well and what to change for next time in terms of future learning.

Good teaching and learning regularly reinforces Cross Curriculum responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them

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Collaborative challenge cards with QR code link to answer

This is an example of a co-operative activity that was created to support a maths subtraction lesson. This activity had a cross curricular link to DCF as children had to work out the sum then scan the QR code to check if the answer is correct or not. This enhanced engagement with the activity whilst also challenging the children and promoting independence in the class room. This activity was completed as part of a classroom carousel so each mixed ability group were able to complete the activity in pairs. This resulted in mixed ability children working together to scaffold and enhance the learning taking place.

The activity was differentiated for the children in order for the children to be challenged fully. Each card had either one, two or three stars in the top left corner which represented the level of difficulty. The children were then able to progress through the cards based on their level. The difficulty of the card was adapted through the difficulty of the question, as well as the language used and the extend of problem solving that was included.

Cross curricular links in addition to DCF engagement were in the form of literacy. As shown in the planning opposite contributing to class discussions and encouraging and supporting others was a skill that children were able to develop during the task as they worked together to complete the sum.

As the task was completed the children put evidence of their workings on to seesaw allowing me to assess how they responded to the task (see images above)

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ellie Williams	Class:	Year 5
AoLE or Subject	Mathematics/Numeracy	Date:	6/11/19
Lesson Focus:	Subtraction through column method		
	Current: Year 5 add and subtract 3-digit numbers using an appropriate mental or written method Current: Year 4-5 add a 2-digit number to, and subtract a 2-digit number from, a 3-digit number using an appropriate mental or written method		
Meaningful links to cross curricular responsibilities	Literacy (LNF) • make a range of contributions to discussions e.g. <i>leading, encouraging and supporting others</i> • listen to explanations of processes, sequences or points of view and identify the main points in order. DCF (Using skills with technology to problem solve scanning QR codes to find out independently the answer to the sums they are working on) Information and communication technology Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting. In ICT, learners plan their activities identifying appropriate software and hardware. They consider the needs of the audience and they create and develop their presentations accordingly. They use ICT to explore and solve problems in a range of contexts and reflect on the strengths and weaknesses of their solutions.		
Personal Targets (Linked to QTS and identified in weekly review)			
• Managing the learning environment • Progressing the learning			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

Pupils will learn to subtract using written column method solving both numerically and in written problem form.

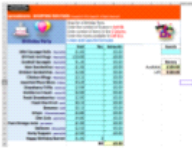
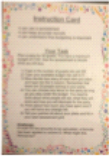
Good teaching and learning regularly reinforces Cross Curriculum responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them (2)

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	Cost	No.	Amounts	Guests
Mini Sausage Rolls - Pack of 50	£1.60		£0.00	
20 Posh Hot Dogs - Pack of 20	£10.00		£0.00	
Cocktail Sausages - Pack of 50	£1.20		£0.00	
Ham Sandwiches - Pack of 2	£1.95		£0.00	
Chicken Sandwiches - Pack of 2	£2.00		£0.00	
Chicken Wings - Pack of 12	£3.15		£0.00	
Assorted Pizza Slices - 8 slices	£3.25		£0.00	
Strawberry Trifle - serves 12	£3.99		£0.00	
Vanilla Ice Cream - serves 10	£2.00		£0.00	
Fresh Strawberries - Punnet	£2.00		£0.00	
Fresh Kiwi Fruit - each	£0.15		£0.00	
Bananas - each	£0.15		£0.00	
Crisps - 14 assorted packs	£4.80		£0.00	
Diet Cola - pack of 12	£4.80		£0.00	
Pure Orange Juice - per carton	£1.00		£0.00	
Balloons - 50 assorted	£2.50		£0.00	
Party Poppers - pack of 20	£2.00		£0.00	
Happy Birthday Banner	£1.00	0		
		Bill	£0.00	

	Money
Available	£100.00
Left	£100.00

This is an example of a spreadsheet created for the children to understand the value of money and planning a party to a budget. This activity was planned to be carried out during a maths lesson, however the Inquiry which the class were completing was about Fairtrade with the final outcome being a Christmas market they create themselves. This spreadsheet allowed the children to use mathematics along with enhancing DCF skills and learning about using excel and formulas, whilst also teaching the children the importance of budgeting and handling money.

Computer task: Planning for a party using a spreadsheet. Children will be set a spreadsheet they can access via shared google docs. In order to fill out the spreadsheet the instructions must be followed. As the children complete the spreadsheet, the pre entered formulas will show them visually how to handle money, budget and consider what is needed within their party – decision making. Once completed children will be asked to reflect upon their choices. As the budget changes so will their spending priorities. Extension challenge at the end of the task: Children are asked to consider what the formula that has been pre entered into the spreadsheet could be? Key Questions: how can we find this out? What is the variable that is changing and how can we decide this?	Learners will work in pairs to read, understand and follow the instructions for the party planning step by step. Children will respond individually to what they want to include within their party. Children need to consider the budget and handling the money wisely whilst completing the task reflecting and changing decisions as the task is completed. Learners will fill out a laminated peer assessment sheet based on the decisions their partner has made for their party. They will then use this feedback to develop their party plans. Learners discuss within their partners how to find out the formula and prepare their answers for the plenary at the end of the lesson.	Online Spreadsheet  Laminated instructions  Laminated peer assessment sheets  Whiteboard pens, rubber
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As shown in the planning opposite, the children had additional resources to help them complete the spreadsheet activity. This activity was to be completed independently during a carousel, therefore learners had a list of instructions to follow in order to complete the spreadsheet. This enhanced language and understanding skills whilst also promoting problem solving as they were able to complete the task independently.

The children were also given peer feedback sheets at the end of the activity. They were asked to look at their partners spreadsheet and assess how they have spent the money they were given, if they had thought about food and drink and decorations for all guests and what would make their party even better. This AFL strategy allowed me to assess the overall understanding of the activity taking place.

Good teaching and learning regularly reinforces Cross Curriculum responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them (3)

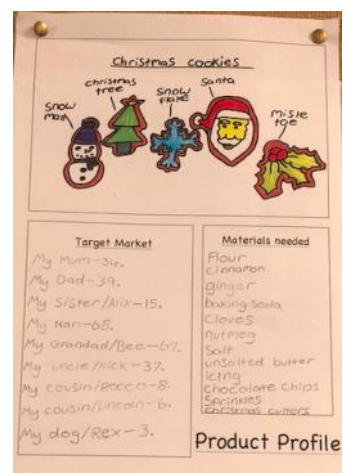
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Year 5 Christmas market



ACTIVE BREAK	
11:00 – 11:15 MINI PLenary EXPLAINING WHAT THE NEXT ACTIVITY THEIR GOING TO COMPLETE LOOKS LIKE. Children are given an example of what they will be expected to produce for their brainstormed products.	
11:15 – 12:00 45 minutes to complete, each member of the group chooses a product from their final 4 and will produce a 1 page profile for that product. What it is, how you make it, materials you need, target market profile, mark up costings etc.	Children will decide in their groups through communication which product they feel is going to be most effective product to sell at their Christmas market. This will be a one page profile for their final product – each children will produce one of these specifying materials and who the target market is.
12:00 – 12:15 Feedback ideas – two collaborative groups will work together to chat through what they have chosen to write about and get feedback from other members of the group, this will be recorded on their sheets at the bottom of the page (make scaffold resource)	Peer to peer feedback within groups each member will be give and will have to give a what went well and an even better if for the product. This information will then influence any decisions the children may make about the product they decide to use.
12:15 – 12:30 Children will take into account the feedback that they have been given by other groups and make a final decision of what they are going to make for the Christmas market. This they will then feed back to the whole class.	Children communicate in groups to decide which product they are going make.
LUNCH	
PM activities The afternoon session will be broken up into two activities, first half an hour the children will work in groups to work out costings of their product. A research session to decide what materials they need and can get with a £5 budget. Second half hour will be market research for their product. Is there anything like it out there already? How can they make theirs more appealing?	Children will spend the afternoon in co-operative groups still working on the costings for their product to give them a rough idea of how much to sell it for, along with market research for any other products similar to theirs.

This example of cross curricular learning is based on the Inquiry project my year 5 class completed based on Fairtrade. The children were able to learn about the impact of Fairtrade on large businesses and local farmers with the final outcome being a Christmas market they set up themselves. The children followed a designing process where they brainstormed ideas in co-operative groups, narrowed them down and decided on one final product to sell in the market. This project included a range of cross curricular outcomes; literacy producing advertising campaigns, mathematics deducing costs and handling money for materials, art and design drawing the products, design and technology creating the products and humanities considering target market and linking to Fairtrade around the world. In addition to this the children developed multiple skills of working co-operatively in a group, responding to group roles they were given, problem solving and ensuring that everyone took an active role in the outcome. The learning in this project was also solidified by the authentic learning which took place at the end of the design process in actually producing an item and a stall and selling their products to friends and family.



Examples of product design sheets and advertising posters for the Christmas market.

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

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Example 1 – Comparing numbers



Learning Objectives (Focus on learning - not necessarily vocabulary)	
The pupils will learn to: become confident in recognising, understanding and handling money comparing amounts and using addition in a relative way.	
- Add and subtract totals less than £100 using correct notation, e.g. $£28.18 + £33.45$ - Plan and track money and savings by keeping accurate records - Realise that budgeting is important	
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (what have the learners to say/write/do/produce - to demonstrate learning)
- I can explain the value of the digit in a 4-digit number including decimals. - I can understand and recognise what is less and more than a given price and relate this to tasks. - I can follow instructions given to me to complete the task at hand. - I can confidently read a spreadsheet.	- Be able to recognise correct amounts of money both in aesthetic form and numerical value. - Be able to compare amounts of money using appropriate language and symbols (> <). - Be able to add/ subtract two or more amounts of money using appropriate methods. - Be able to understand and handle money in the context of planning a party.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1			
Student-teacher:	Ellie Williams	Class:	Year 5
AsLÉ or Subject:	Mathematics and Numeracy / Mathematical development	Date:	30/10/19
Lesson Focus:	Comparing and understanding amounts of money		
Meaningful links to Curriculum	Current: Year 5 Manage money: Add and subtract totals less than £10 using correct notation e.g. $£6.85 - £2.76$. Manage money, compare costs from different retailers and determine what can be bought within a given budget. Order and compare the cost of items up to £1000. Add and subtract totals less than £100 using correct notation e.g. $£28.18 + £33.45$. Realise budgeting is important.		
Meaningful links to Cross Curricular Responsibilities	Literacy (LNF) - make a range of contributions to discussions, leading, encouraging and supporting others - listen to explanations of processes, sequences or points of view and identify the main points in order. Digital competency (DCF) - collect data, enter and begin to analyse in given formats, e.g. tables, charts, databases and spreadsheets - begin to create data sets and extract information from them with tables, charts, spreadsheets and databases.		
Personal Targets (linked to QTS and identified in weekly review)	- Managing the learning environment - Differentiation		

This is an example resource from a comparing numbers maths lesson. The lesson was planned as a 3 activity carousel. Teacher focus was based on comparing amounts of money and recognising more and less than. This activity was completed as a collaborative task. Benevides, Dumont and Instance (2010) address the benefits of working co-operatively within tasks as young children, they suggest that co-operative learning promotes higher level thinking and a greater quality of learning. The fundamentals of this activity was to further develop the learning of amounts of money through authentic contexts. The children worked together to fill out the differentiated sheets choosing either two, three or four items from the shop. They then added the cost of the items using column method addition and used laminated money to show physically the coins that they would have used to pay and the change that needs to be given, if any. B&C Educational (2018) highlight the importance of using engaging resources to enhance the learning of the students. They argue that engaging activities promote further engagement with learning, promotes motivation and enhances critical thinking and creative thinking. Allowing the children to have an active role in the learning that is being promoted will result in learning which is memorable and a quality learning experience. This is further developed with co-operative learning, allowing children of mixed abilities to support each other and problem solve in an authentic context, progressing the learning of the teacher focus task and ensuring further understanding. The task was differentiated in a number of ways to support the learning, the children were given three sets of money all with a different level of difficulty represented using one, two and three stars. The children were then able choose the level of difficulty they would be working with increasing the amount of stars as confidence and understanding in the task grows. This was also represented in the laminated resource sheet that went along with this activity. Children were able to start with two items from the shop that they were then adding together, as the understanding developed then the number of items they could add increased.

Assessment outcomes of pupils learning as written in planning.

Resources to support the learning activity of adding money from the items in the shop. This was differentiated by the amount of items children were able to add together, higher ability were able to add up to 4 items.

Buy Three items		
My Items	The money I will use	Is change needed?

Buy Two items		
My Items	The money I will use	Is change needed?

Buy Four items		
My Items	The money I will use	Is change needed?

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest (2)

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Examples of mixed ability children from two different year 5 classes completing the activity collaboratively in the independent space.

This resource was used as a collaborative task for a rounding amounts of money mathematics and numeracy lesson. During the teacher input in the classroom and the teacher focus task, the children had been developing their understanding of rounding amounts of money and how this can be used in relation to estimation. The children were given two sheets to complete as part of the task and 10 bags filled with large coin resources. The children had to add the contents of each bag together using column method addition and their knowledge in recognising the coins. They then had to round the contents to the nearest pound and nearest ten pound. The following sheet then asked the children to estimate the amount of the contents of multiple bags added together using the rounded amounts. They then were asked to calculate the actual amount of the two bags added together. This activity allowed the children in the class to progress in the learning that they had done in previous sessions based on rounding numbers whilst also giving them the opportunity to visually understand and experience how estimating can effectively be used within a replica of a real life context i.e. adding large amounts of money.

Children were expected to complete this task co-operatively but also independently. This allows the children to problem solve and scaffold the learning through supporting each other. The pairs in which this activity was were mixed ability which further enhances the level of learners leading the learning.

I can round money to the nearest pound

Count how much money is in each bag. Record the amount and then round to the nearest pound or the nearest ten pounds. Check your answers with your partner.

Bag	How much?	Round to the nearest pound	Round to the nearest ten
Bag 1			
Bag 2			
Bag 3			
Bag 4			
Bag 5			
Bag 6			
Bag 7			
Bag 8			
Bag 9			
Bag 10			

Use your answers from rounding the bag contents to the nearest 10, to estimate these sums

	Estimated Amount	Actual Amount
Bag 7 + Bag 1 + Bag 5		
Bag 1 + Bag 7		
Bag 3 + Bag 6		
Bag 8 + Bag 2		
Bag 4 + Bag 5		
Bag 9 + Bag 10		
Bag 4 + Bag 9 + Bag 6		
Bag 1 + Bag 10 + Bag 2		

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ellie Williams	Class:	Year 5
AoLE or Subject	Mathematics and Numeracy/ Mathematical Development	Date:	
Lesson Focus:	Rounding amounts of money		
Meaningful links to Curriculum	Current Year 5: Estimate by rounding to the nearest 10, 100, 1,000 or whole number		
Meaningful links to: Cross Curricular Responsibilities	Literacy (LNF) • Contribute to group discussion and help everyone take part • Pupils will share activities and information to complete a task		
Personal Targets (Linked to QTS and identified in weekly review)			
• Progression in learning			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
Understanding rounding and estimation as a concept, why it is used and the method of rounding in place values linked to money i.e. hundreds, tens and units.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- I can round numbers by place value i.e. hundreds, tens and units. - I can use estimations within a mathematical sum. - I can explain the values within an estimated number and the process of estimation.	- Be able to round numbers up and down based on the place value - Understand rounding links to estimating - Be able to link these methods to handling money.

Success criteria for this extension task to progress the learning further and allow the children to apply the learning in a real life context.

Laminated worksheet for comparing amounts of money activity

Examples of the work sheet that the children were asked to complete. Differentiation in terms of these sheets were not as obvious as other activities where there are ranked in difficulty by one, two or three stars. Differentiation in this activity would be achieved by the way in which the children respond for example a lower ability level child may only complete the first sheet focusing initially on rounding to the nearest pound before then moving to the nearest ten pound and the following extension sheet.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest (3)

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Example 3 – Fairtrade products on a world map



This activity was intended as an extension of the learning that the children had previously done about Fairtrade. Within their inquiry, the children had been exploring what Fairtrade is, the countries it effects, how it impacts farmers in foreign countries and had the opportunity to understand being paid unfairly for doing the same work within a classroom activity. The resource in the images is a large map of the world, on which the children were placing Fairtrade products. I had drawn the map of the world onto a very large scale piece of paper before the activity began and had also prepared the foods that they were going to be researching from a website called tradecraftshop.co.uk. The activity saw the children search for the items on the website, find the origin of the product and then place that on the world map. From this point, the children were asked to research the country of origin they had found and find out a fact about Fairtrade. This activity was really impactful to the children's understanding of the context behind what they are learning. They were engaged and responded well to finding the countries around the world in which Fairtrade takes place and the distance that then equates to in regards to the U.K. Many of the children completing the activity wanted to find out about more than one country and were able to develop skills from the DCF framework based on searching for and selecting relevant data for a particular outcome. Simkins et al. (2002) enforce the importance of making real world connections to the learning that children do. They suggest that a real life connection gives meaning to the project that they are doing and a relevance which keeps them engaged and therefore promotes learning that will be impactful and that they will remember.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ellie Williams	Class:	Year 5
Age/ or Subject	Humanities	Date:	11/11/19
Lesson Focus:	Inquiry learning – What is fair trade?		
Meaningful links to Curriculum	Current Year 5 Geography In geography, learners have opportunities to investigate factors that affect the economy in their local community, in Wales and globally. They learn about the connections between producing and consuming and the potential impact on employment opportunities, including on their own career development. They develop their understanding of terminology used in the world of work such as cheap labour, competition, service industries. They consider how economic processes are changing Wales and have opportunities to discuss how sustainability and global issues affect the world of work		
Meaningful links to cross curricular responsibilities	DCF Current year 5 adjust keywords and search techniques to find relevant information		
Personal Targets (Linked to QTS and identified in weekly review) • Progression in learning • Blended learning experiences			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
Develop an understanding of Fairtrade food around the world, its origins and the effect buying fair trade food has on specific areas.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Children will research and explore which countries in the world support fair trade. • Children will decipher from a list of fair trade products where the origin country of that product is. • Children will be given an example of a product which they will search for on the website to find information on the fair trade of that product. • Children will research other facts about the countries they are looking for. • Children will be able to search for and find the country online and then effectively find that country on a map of the world.	• Be able to understand the nature and effects fair trade has on other countries. • Be able to understand where in the world the countries effected by fair trade are. • Be able to research and relate themes to practical activity • Be able to effectively use a world map.

Section of planning based on a humanities inquiry that the children were developing. The area of interest in which this is focused is understanding contexts of the world and giving visual representation to the work that Fairtrade does around the world.

The assessment of learning from the planning based on this activity. Main outcomes for this activity will be for the children to gain an understanding of how Fairtrade effects farmers in a real life context. This also directly corresponds to the skills they will be developing in areas such as DCF and developing research skills.

Critical Reflection

Monday, December 9, 2019 10:15 AM

As part of completing my PGCE course, reflecting upon pedagogies and putting these into practice in the classroom is vital for developing my skills and understanding as a teacher. This theory is supported within the Welsh Government professional standards document (2018), they state within the professional learning teachers need to be regularly expanding knowledge, skills and research into pedagogies which then leads to an open and honest reflection, developing their pedagogy continuously. During my professional teaching experience (PTE) placement, I was able to experience, reflect and develop my pedagogy. This included developing ideas, working with colleagues and gaining constant feedback to work on and progress. The focus of this critical reflection is to consider pedagogical principles I have used and consider the ways in which they are effective within the classroom, the ways in which I have implemented them and possible considerations for progression in this area. This will be supported by a series of academic readings.

During my PTE, reflection of pedagogy resulted in a cycle of implementing principles within my setting, considering the ways in which these were successful and how they can be developed further and then applying this. Within this critical reflection I will be focusing on 3 pedagogies and how I implemented them, along with future considerations. The first of these principles is based on applying assessment for learning principles. Assessment for learning (AFL) refers to the continuous assessment that is carried out by teachers during day to day activities which impact their understanding of children's knowledge within the classroom. Black et al (2003) suggests that Assessment for Learning (AFL) within the classroom can progress both the learning of the pupils and the direction of future learning. They suggest that unlike testing, AFL is embedded into all teaching and learning that goes on in the classroom. The results from both assessment activities and peer and self-assessment by the pupils in the class, allow the teacher to adjust the learning to make it suitable and therefore it becomes 'formative' assessment. It is also extremely important within AFL for the children to be involved in a self-assessment process and from this build a conversation between teacher and pupil. The importance of this approach is highlighted within Heritage (2018) she relays the structure of successful AFL in the classroom as follows; implementing clear success criteria for the pupils to respond to and digest, assess and understand evidence of learning, consider and take pedagogical action based on findings and further endorse students active involvement in the AFL process. She goes on to suggest that this interaction between teacher and student is a reliable and fundamental form of evidence for AFL and therefore it is argued that both teacher and student are achieving higher goals and developing skills effectively. Through AFL, the learner takes a crucial role in the learning that is taking place, this allows them to consider the learning and outcomes they are producing and respond in an individual way. Black and Wiliam (2009) support this theory. They suggest that within AFL strategies used in the classroom, the use of questioning and prompts by the teacher allow the pupil to respond individually and therefore the learner involvement is higher and the outcome is far less predictable. The class teacher can then focus on the outcomes based on the pupils response. The child gives a response to what the teacher has said and develops their own learning based on these reflections. However, it is possible for misunderstandings to occur. Because of this, it is critical to ensure that regular feedback, use of success criteria and continual adjustment to the way in which the teacher is thinking and delivers the intention must be considered.

Critical reflection (2)

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The second pedagogical principle that I will be addressing is that of cross curriculum responsibilities including literacy, numeracy and digital competence. Within the new curriculum put forward in Donaldson's 'Successful futures', the theme of cross curricular learning is prominent and suggests that this is something that should be developed throughout all Areas of Learning Experience (AOLE's). The report suggests that some of the most important areas of learning for children to use to develop thinking skills, learning and use in later life are literacy, numeracy and digital competence. Therefore, it is important that children have a basic or minimal understanding of these subject areas, but that they are introduced, developed and suggested throughout all AOLE's that the children are studying. As teachers, there is a responsibility for these skills to be present within cross curricular learning and therefore allow the children to develop skills they will use throughout life such as problem solving and critical thinking, planning and organisation, creativity and innovation and personal effectiveness (GOV.Wales, 2015). Lawton (1997, cited in Kerry, 2011, p. 10) suggests that although subject specific knowledge can be useful and often it is important for children to have an understanding of specific and individual subject disciplines, problems that adults face in real life contexts do not conveniently revolve around one area of knowledge. Often in order to solve a problem it is important to consider other areas of learning at one time and therefore it is important to move beyond conventional one subject learning. This enables learning linked to the four purposes of the curriculum as outlined in Donaldson's successful futures, 'Ambitious capable learners, Enterprising, creative contributors, Healthy confident individuals and Ethical, informed citizens.' (Gov.Wales, 2015). It is important to consider within cross curricular learning of AOLE's that the skills in which the children are developing have a meaningful link to the skills in which the children are aiming to develop. Laurie (2011) makes reference to this point within '*cross curricular teaching in the primary school*'. He argues that in previous years, cross curricular teaching was implemented through thematic approaches in which the link between subject could often be considered as tenuous. He suggests that it is important any cross curricular implementation is developing thinking skills rather than knowledge skills. Children are able to call upon other skills in order to enhance the thinking independently and therefore the link between subjects is made, rather than the link being forced upon them.

The third and final pedagogical principle is based on setting tasks and using effective resources within the classroom to build on previous knowledge and experience and engage interest. Within the successful futures report summary by the welsh government (2015) it is suggested that in order for teachers and children to achieve the progression step outcomes that have been designed in the new curriculum, teachers have to produce a classroom environment that will provoke curiosity, interest and engage all learners in the lessons taking place. Rich authentic learning experiences need to be supported by a selection of activities and resources which enhance the learning and allow the children, through a range of activities, to progress the learning and understand the skills which they are developing. Within the new curriculum framework, it is argued that this ethos should be continued throughout the whole primary school setting. This will be reflected within choices in activities across all of the AOLE's and with classroom structures such as carousels being used to implement this throughout, and particularly higher up the school. Owen and Thomas (2019) refer to this and the ways in which this use of classroom movement can be successful in enhancing future learning pedagogy. Within his successful futures report, (2015) Donaldson suggests that no two children will have the same aspirations or want to learn in the same way as each other.

Critical reflection (3)

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Thus, a one size fits all approach to learning which will ultimately have the teacher relaying the information for the student to remember in order to pass a test, will not be effective. He goes on to suggest that children need to have choice in their own learning and receive from this learning an outcome which is impactful and individual to them. This is done through sound pedagogy of the class teacher creating interesting and engaging classroom environments and activities. Often considered as 'active learning', this which allows the child to be fully engaged in the activities taking place, and therefore as argued by Stephen, Ellis, Martlew (2010) should be continued as an effective learning technique throughout the primary school years. They continue to argue that active learning allows the learners to participate in activities which prompt learning and engagement and moves away from passive learning and listening in the classroom, replacing worksheets with an activity which promotes real life context and authentic learning opportunities.

My first PTE was completed within a key stage 2. This was a key stage and age group that I had no experience in previously and I was unaware initially of how AFL strategies were implemented in this classroom. Initial observations of the class teacher suggested that the children responded well to AFL which gave them instant feedback on the work that they were producing. Chappuis and Stiggins (2002) make reference to the importance of continual teacher feedback within the classroom in order to increase motivation and the quality of learning that is being achieved. The teacher responding to the learning that is taking place instantly allows the children to assess the work they have produced, reflect upon what the teacher has said and in addition to this create their own response.

The initial AFL strategy which I implemented and developed throughout my placement was the strategic use of questioning to promote thinking and allowing children effective response time along with varying response methods to develop an answer. For example, during a maths lesson on rounding numbers, the class were shown a number of examples on the board of sums to calculate. I used a number of response techniques to prompt the children and guide them to achieve the desired outcome. The primary of these was a think pair share activity in which the children were asked to chat to the people around them and consider the answer. Sampsel (2013) conducted a research study in which using 'Think, pair, share' strategy resulted in increased participation in students, the quality of explanation increased along with confidence to participate in class discussion, which was an outcome that the majority of the children in the class achieved. However, upon completing the lesson I received feedback from my observer suggesting that some of the children towards the back of the classroom, those of which were not sitting next to peers they felt confident with, did not communicate ideas about the question at hand well. In hindsight, it may have been more beneficial to address those who may not understand the question or may not feel confident to communicate their ideas with the people around them. The class were sat on the carpet in a seating plan by the class teacher, therefore a possible solution for this could be to allow the children to move around the room to find a partner they are confident in working with.

Throughout my initial placement, I came to understand the importance of plenaries at the end and throughout a lesson. This was something which my class mentor would often set to me as a target and as seen in my illustrative example for this pedagogy, I received positive feedback for. Beadle (2012) argues that without a plenary to the lesson, the teacher is simply going through the motions and the children are unable to make an impactful link to what they have learnt.

Critical reflection (4)

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I found during my placement that I would plan for a plenary, however, would often forget or struggle to find time as I became consumed with timings of the carousel. One thing I have considered in regard to this is, the way in which plenaries can impact the transfer of knowledge to a different context and deepen the quality of learning. Mayer and Wittrock (1996) make reference to this use of transferring knowledge and therefore suggest that during plenaries the children are able to bridge the gap between skills they have learned, re apply them and strengthen the reasoning behind the lesson.

I found an impactful way to assess the learning and ensure understanding during a plenary was through peer feedback as highlighted in one of my illustrated examples. During academic activities, peer feedback enhances well-being, problem solving skills and cognitive thinking which results in a sound assessment for learning in the classroom.

Inquiry based learning, a structure adhered to by the school, allows for cross curricular learning and responsibilities to be present throughout Areas of Learning (AOLE's). Barnes (2015) articulates the correlation between adult life and cross curricular learning. It is important for children to understand that there is a link between the two. Interestingly, Barnes also suggests that teaching in the 21st century needs to consider children's viewpoints as the basis for learning. Taking into consideration motivations and well-being which will spark interest and create meaningful experiences that children can take away with them into later life.

An example of these findings being considered within my PTE placement was the inquiry-based learning project my class completed about fair trade. The children were able to understand trading by learning about fair trade and what it means to small business owners. They were then experienced authentic learning with a visit to Cardiff Market and Marks and Spencer assessing how trading effects both small and corporate businesses. The children were then able to design, produce and sell products within their own Christmas market. The cross curricular opportunities during this project were vast and extremely impactful to the children's learning experiences. They were able to design and create their own products along with using persuasive writing and advertising to highlight them extending their language and literacy capabilities. They were also asked to consider materials budgeting and pricing of items, adding in mathematics skills. In addition to this they were completing simple mental arithmetic when selling the items. Problem solving and cognitive thinking were developed as they considered and created their desired outcomes. Learning that mirrors and gives opportunity for real life experience helps children become aware of the significance of what they are learning (Nicaise et al, 2000).

Although the outcomes of this project were a success, I did however notice that many of the children in the class struggled with the amount of work that was completed during one day. This meant concentration of some of the children was lacking during the day. A solution to this as suggested also by my class mentor, is to consider breaks throughout the day to reinforce concentration. I found this concept interesting and through research have discovered that in many cases is proven to enhance the learning. Jones (2012) reinstates this point suggesting that there is an unbalance between academic work and 'active breaks'. Allowing the children regular opportunities to release energy through exercise enhances the learning taking place and allows the children to re-focus on the task at hand, something I will consider implementing in future.

Critical reflection (5)

Tuesday, December 31, 2019 11:16 AM

Further examples of cross curricular responsibilities I explored include DCF. The example used the skills the children had for budgeting money and asked them to fill in a spreadsheet to plan for a party. This allowed them to explore the use of formulas within spreadsheet and consider how money is handled. However, within this task the children struggled with some of the skills that they needed to use. Prior to planning the activities, I had assumed the children had previous knowledge of skills to complete the tasks, however these skills were not as advanced as previously thought, and therefore the level at which the work was pitched was a little too difficult. In some cases, children are unable to recognise this connection, and therefore prior knowledge needs to be recapped in order for them to understand and respond. (Howard-Jones et al. 2018) In future I will consider recapping of information in order for the work to be completed far more independently.

The third and final principle reflected upon is the use of resources to engage learners and enhance prior learning. Upon beginning my PTE placement, it became clear to me that behaviour within the classroom, at times, could be challenging. It seemed an impactful behaviour strategy was to plan and create activities that the children could actively complete together during co-operative learning time, that engaged and challenged the children alike. The resourced tasks that were created were done so with children working together in mind, allowing them the opportunity to scaffold and support each other's learning. Paulson and Faust (2010) illustrate active learning as any learning that is done in the classroom which involves the learner and goes beyond just listening to the teacher. They go on to suggest that, although active learning is a successful form of improving engagement within the lesson, it should be done in aid of the lesson focus and what the teacher is saying. Teacher led discussion should not be abandoned for active learning but however done alongside.

The resources created as a form of active learning were all done with working co-operatively in mind. The first example was made to support using money in a maths lesson. During the teacher focus task, the children were considering amounts of money and which amounts cost more or less than. The resource that was made was 'Pen-Y-Fan' shop developing the skill of handling money. The physical resources allowed the children to problem solve and become more engaged in the task at hand. This task also gave children the opportunity to advance prior knowledge about handling money, as well as prepare them for future activities such as their Christmas market.

Another example of resources advancing and building upon prior knowledge was the Fairtrade map activity. The children were given a series of Fairtrade items and asked to transfer research of its origin to a large world map. This activity allowed the children to visually understand what they had learned about fair trade and put it into a real-life authentic context. It was interesting to see the benefit this had on the children in deepening their understanding of how Fairtrade affects people all around the world, and where they are in context to Wales.

In retrospect of these activities, I have been able to understand the importance of ensuring the activities, although completed co-operatively, are differentiated effectively. During some of the tasks, the feedback from the pupils was that some areas were too easy or too difficult, and it is important to consider that activities cannot be a one size fits all approach. Professional learning completed within the school allowed me to consider the ways in which differentiation is developed in the activities that I create.

Critical reflection (6)

Tuesday, December 31, 2019 11:17 AM

Carolan and Guinn (2007) suggest that to differentiate is not just to provide three versions of one activity, but rather to provide different means of understanding of that activity. This can be through different visual resources, scaffolding, the language used or even the layout of the information. This is something which I will consider within my next placement ensuring that I am catering to the needs of all individuals and their learning needs.

In conclusion PTE has allowed me to develop and understand these pedagogical strategies in terms of teaching and the ability to adapt these skills to the learners. As my next placement is within foundation phase, I recognise that these techniques will be adapted to suit my new class adjusting language of questioning and the structure of feedback during teaching. Resources within foundation phase will also need to be considerably different in order to engage a younger learner along with adaptation of language and the ways in which cross curricular links are introduced. I will continue to reflect on successful and unsuccessful elements of all pedagogical principles and continuously apply feedback from mentors and colleagues to achieve sound practice.

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Prifysgol Cymru
Y Ddeddf Genedl
University of Wales
St Davids

Yr Athrofa
Institute of Education
Building Learning Experiences for Wales

APLP
PDPA
The Data Protection Act 1998
The Freedom of Information Act 2000

Consent form for taking photographs and filming

Statement

Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Elise Williams as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/ Senior Mentor:

Janet Hayward

Signature:

Janet Hayward

Name of School:

Cadastock PS

To be completed by student-teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher:

Elise Williams

Signature:

Elise Williams

Student no.:

190309

Programme (e.g. BA Ed/PGCE Primary/PGCE Secondary):

Date: 15/11/19

Thank you for your co-operation.

October 2019