

Overview

Monday, December 2, 2019

1:05 PM

Name: Sophie De-vall

Student Number: 1900123

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

Pathway: Primary PGCE

Word Count: 3166

	Target	What have I done in this assignment
Target 1	At times It would benefit the writer to synthesise appropriate research to support the discussion.	I carried out wider reading and ensured to include appropriate research to support the discussion.
Target 2	A greater range of proposed recommendations for classroom practice would benefit.	I tried to include more recommendations appropriate to the content provided.
Target 3	There were sections that were wordy and a more concise writing style in some of the sentence structure would benefit.	I tried to improve my academic tone by being precise and accurate in sentences.

Link to OneNote:

https://uwotds-my.sharepoint.com/:o:/g/personal/1900123_student_uwotds_ac_uk/EoPnxdcPGIZOiuEs06CdzmgBWNFnifp1SnU72mZ66ISmijg?e=cB9DY0

Good teaching and learning means employing assessment for learning principles.

Tuesday, December 10, 2019 9:07 AM

Use of Questioning in Year 4

8.11.19 R.E

- * Good to give the children something to think about whilst you were reading the letter.
- * Great instructions for turn and talk children were all engaged
- * Liked that you paused to correct a child who wasn't tracking
- * Worked on target and asked them to repeat instructions to check understanding
- * Good modelling using the board and support with displaying questions
- * Time maybe less time by asking who discussed this on questions page possibly less time on carpet
- * Children really enjoyed the lesson and were engaged throughout
- * Good materials used ie ppt
- * Good delivery & TLoC

8.11.19 R.E

- * Good variety of teach like a champion techniques including tracking and turn and talk, cold calling more hands
- * Good questioning and use of follow on questions from their responses
- * Make sure everyone follows through with your instructions before moving on. (target)
- * Great amount of knowledge shared with the class.
- * provided good praise
- * display animals on board to remind students of their choices.
- * many children on task straight away
- * Good movement around the classroom to check on understanding and engagement
- * more precise details and instructions when sending them to a task (step 2.5)
- * Good use of pausing the children to

Within my reflective journal, my class teacher displayed feedback when observing. It shows that within these lessons questioning techniques were implemented in order to assess understanding.

Questioning techniques are implemented into planning to ensure that it is carried out. Turn and talk is the name that is given by the school for Think Pair Share. Children are given a topic or focus question and the children are given time to think about the topic, then turn to each other and discuss. Children are then chosen to feedback by either cold calling or waiting for more hands. Cold calling is a Teach Like a Champion (Lemov, 2014) technique that involves asking children for feedback who haven't put their hand up. This helps to assess children engagement and listening skills as you tell the children beforehand that you will be cold calling. Therefore they are aware and prepared to be questioned as well as it potentially acting as a warning to pay attention. The 'Hands Up, More Hands' technique is used to allow children to have more time to think about the question and encourage them to put their hands up and just 'have a go'.

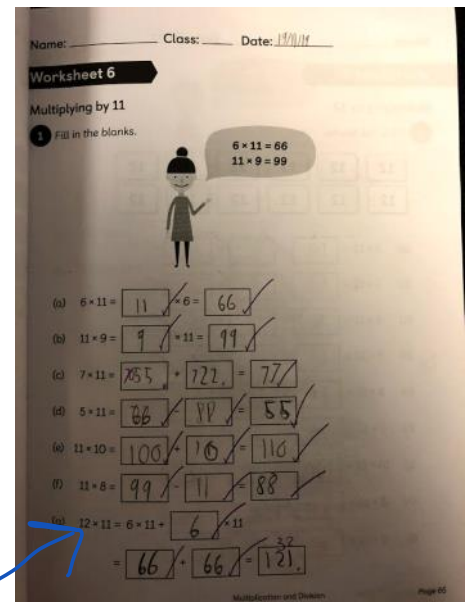
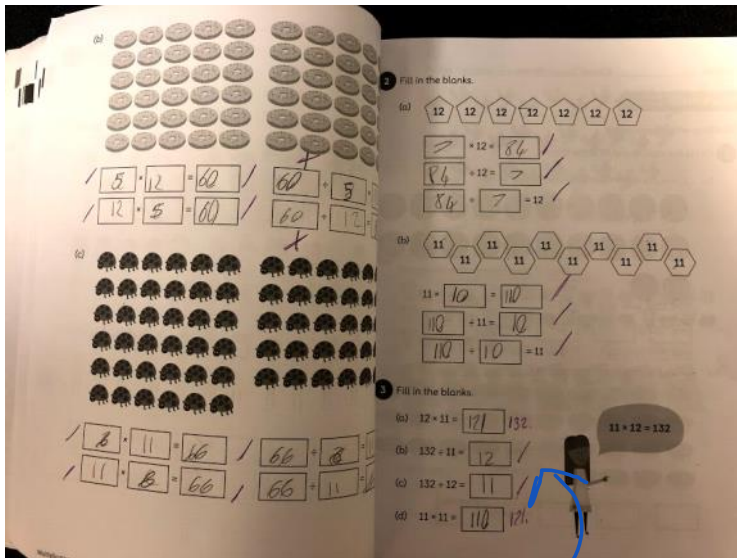
Time	Activities/Methodology/Key Concepts (Teacher's Role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role - including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Before moving on with contents of next lesson, an A or I will be displayed on board for children to complete. (A is for children who completed the work correctly, I is how to improve) A - can you choose one pair of words from each table then create a sentence for each word. I - practice incorrect spellings I - complete work.	Children to look at marking from previous lesson and complete the follow up task, either A or I.	
Teaching & Core Learning	Children gather on carpet to discuss the features of a paragraph. Children define a topic and concluding sentence. Discuss example task by analysing a paragraph and identifying the topic and concluding sentence. Explain to children that they will be doing the same thing independently on their own worksheet. Display answers on IWB and discuss. Call children back to carpet with Skills Readers and tell them to turn to chapter 12. Ask children what style of writing is this and can they identify what is different about it. What features make it	Turn and talk - working partners to talk about the definitions of key features within a paragraph. Children to turn and talk to identify the topic and concluding sentence in example paragraph. Hands up, more hands- wait for children to put more hands to give children time to think and encourage others to answer. Children complete work sheet independently. Children to self mark with purple pen.	Skills powerpoint Skills reader

learning)	Discuss certain characteristics such as vertebrate/invertebrate, warm and cold blooded. Reptiles	Turn and talk throughout powerpoint to assess knowledge about animal categories.	
Teaching & Core Learning	Introduce what makes a good informational paragraph. Explain what is and the use of - topic sentence - supporting facts - concluding sentence	Discuss what makes a good informational paragraph. Identify key features and their purpose: Turn and talk and cold calling. Complete a plan using template from teacher guide. Use plan to transfer information and complete a draft.	Classification of animals and informational writing powerpoint Plan template Domain Books

Good teaching and learning means employing assessment for learning principles.

Monday, December 9, 2019 10:02 AM

Peer and Self Assessment in Year 4

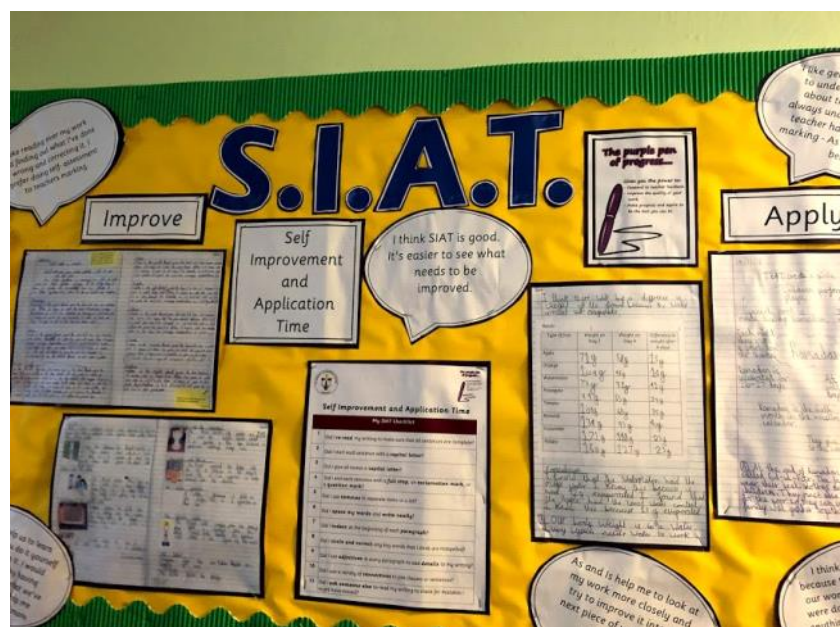


In year 4, at the end of every math lesson, children have a chance to self-mark. The answers to the questions are displayed on the interactive white board, they are discussed to acknowledge any misconceptions and children self-mark and self-correct with a purple pen. Children also occasionally self-mark in other AoLE's but this is fundamental to every math lesson. When marking in other AoLE's children use a SIAT checklist to improve their work. They amend their work with a purple pen and mark it against the SIAT criteria provided.

Self Improvement and Application Time

My SIAT Checklist

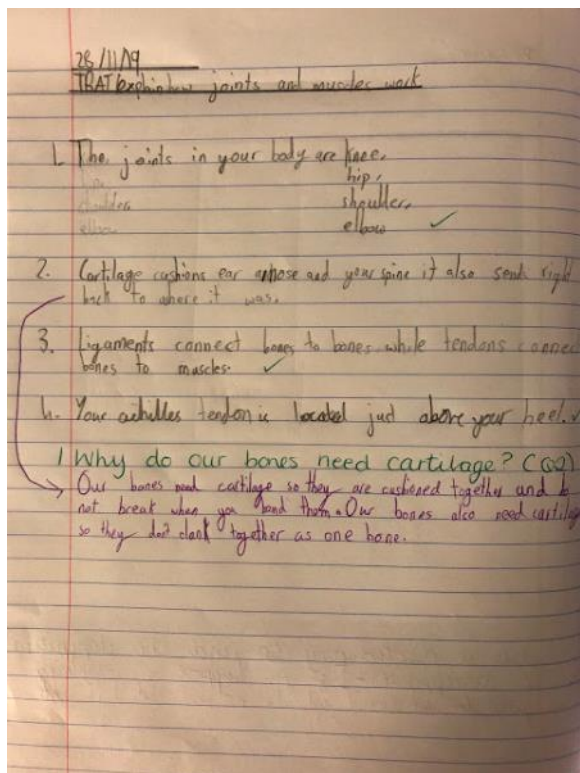
1	Did I re-read my writing to make sure that all sentences are complete?
2	Did I start each sentence with a capital letter ?
3	Did I give all names a capital letter ?
4	Did I end each sentence with a full stop , an exclamation mark , or a question mark ?
5	Did I use commas to separate items in a list?
6	Did I space my words and write neatly ?
7	Did I indent at the beginning of each paragraph ?
8	Did I circle and correct any key words that I think are misspelled?
9	Did I use adjectives in every paragraph to add details to my writing?
10	Did I use a variety of connectives to join clauses or sentences?
11	Did I ask someone else to read my writing to check for mistakes I might have missed?



Good teaching and learning means employing assessment for learning principles.

Monday, December 9, 2019 2:36 PM

Quality Feedback in Year 4



Children are given allocated time to review feedback from teacher marking at the beginning of following lessons. Children are able to clearly see where they are within their learning and what they need to do in order to improve their work. Children correct their work using purple pen to show the clear progression.

At the end of every lesson, each book has to be marked and a LEIP form has to be completed to show the findings, who worked well and any common misconceptions. This allows teachers to assess where the learners are and what steps need to be taken for the following lessons. Children are given either an A or an I depending on their level of understanding. An I is given if a child needs to review, improve or complete their work. A is an extension question given as feedback if child completed work correctly. Children are given time to extend their work at the beginning of the following lesson. The extension question is displayed on the interactive whiteboard but only an A is written in the pupil's book.

Lesson Evaluation and Improvement Plan	
Area(s) of Learning and Experience:	English Skills
Learning objective(s):	THAT explain how joints and muscles work
What are the main findings I need to feed back on?	THAT understand topic and concluding sentence
Missing question / incomplete - BK, NK, LP, GG, VV, HBH, LT, AB, KB, EB, EG, AA	1 complete 1 revisit
Complete - GD, AG	A - can you write a paragraph including a topic and concluding sentence.
Which pupils struggled in other ways?	1- Re-read and re-write
Topic and concluding sentence doesn't make sense in paragraph. - MJ, NS, AD, PT, TPT, MBD, HW, IDF	
Whose work will be used for 'Show Call' and for what purpose?	
KB - Super answer about why cartilage is important. AG - very neat work JPF - Complete, neat and good understanding of topic & concluding sentences.	

Write Topic and Concluding Sentences

Read the sentences that go with each topic. Then, write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

Topic: Summer

Summer is the best. ✓

One of the best things about summer is that we don't have school! I have the whole day to do lots of fun things. Another good thing about summer is that it is hot and sunny so I can go swimming almost every day. Also, since it stays light out later at night, after dinner my mom lets me go to the park to play ball with my friends.

I love summer. ✓

Topic: Class Trip

Let's go on a school trip. ✓

First, we all got on a bus that took us from school to the harbor at Battery Park. Then, we took a boat to the Statue of Liberty. Then, we got to climb up inside the statue. When it was time for lunch, we had a picnic outside on the grass near the statue. Then, it was time to go back to school.

I love school trips. ✓

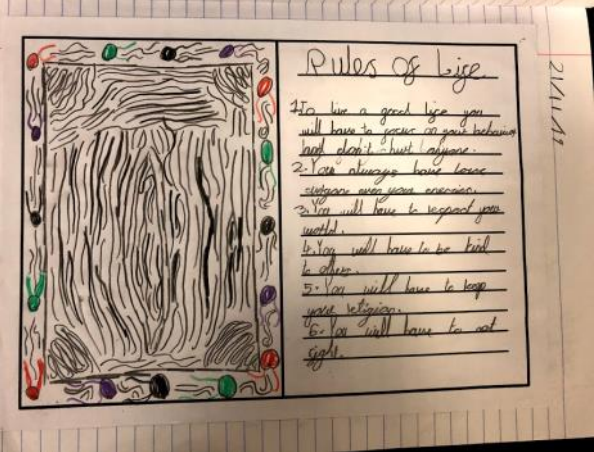
A Muscles are great. In your body you have 650 pairs of muscles. Your muscles are wrapped around your bones. They tighten to move and then release. Overall muscles are fun to learn about.

muscles. your muscles are wrapped around your bones.
They tighten to move and then release.
overall muscles are fun to learn about.

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

Thursday, December 12, 2019 6:35 PM

R.E lesson – write own guidelines to life based on the knowledge about the Qur'an

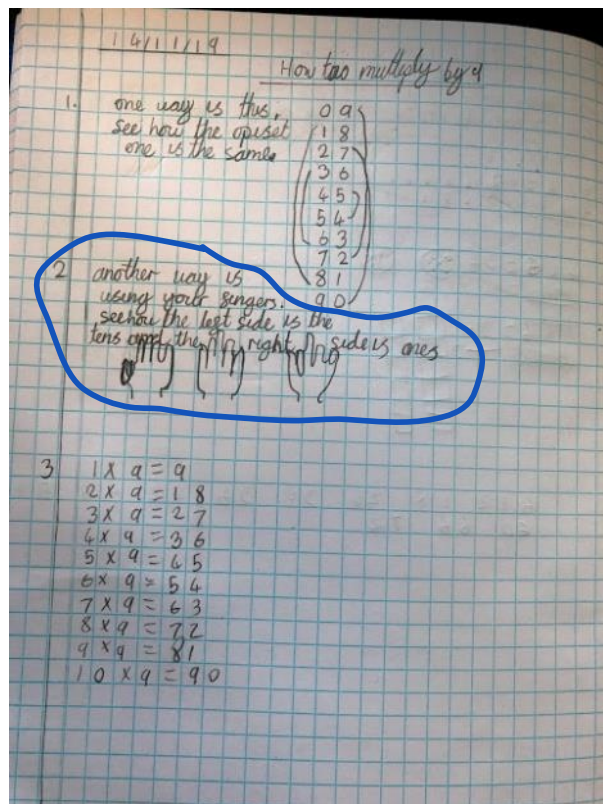
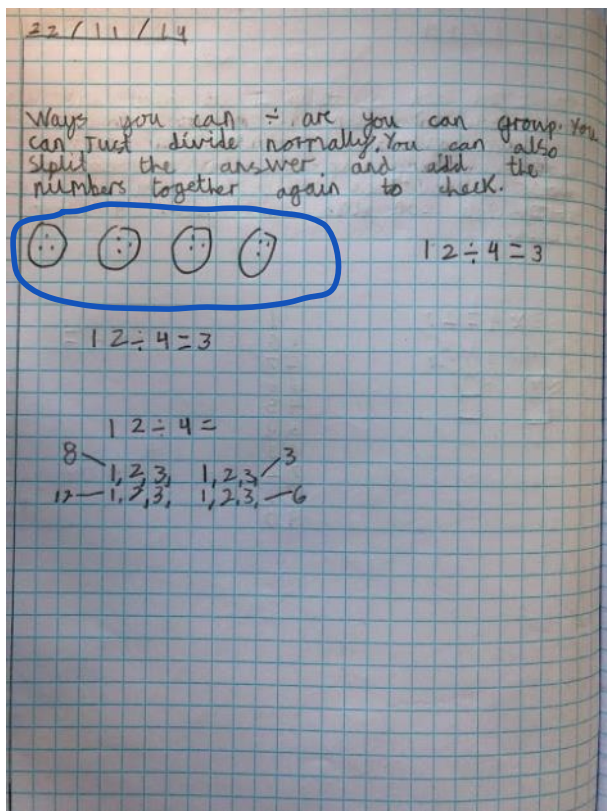


STRAND Writing across the curriculum	ELEMENT Organising ideas and information	ASPECT Structure and organisation
Learners are able to:	Learners are able to:	Learners are able to:
use a basic structure for writing View exemplification materials	use specific structures in writing, e.g. tables, questionnaires View exemplification materials	use features which show the structure of the writing, e.g. sub-headings, captions View exemplification materials
write using an introduction to the topic and a conclusion View exemplification materials	write an introduction, develop a series of ideas and a conclusion View exemplification materials	write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion View exemplification materials
present processes, event or reports in a clear sequence View exemplification materials	organise writing into logical sequences or sections by beginning to use paragraphs View exemplification materials	use paragraphs, which have a main idea and related details

Following the introduction and teaching of the Qur'an, children were asked to apply the knowledge they have about the Qur'an and the Bible to create their own guidelines to life. Children discussed the structure of writing that would be appropriate for guidelines and decided as a class that a list would be suitable and showed understanding of why a list would be important. The children decided that a list would be important as it would be a set of rules and compared them to the Ten Commandments in the Christian Bible. This links to one of the strands within the Year 4 Literacy component of the Literacy and Numeracy Framework which consists of understanding and using different structures within writing.

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

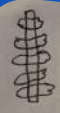
Thursday, December 12, 2019 6:35 PM



Once a child has completed their directed task within a maths lesson, they are instructed to use their 'Maths Journal' to explain the process in which they used to solve the maths problem or question. The children are able to explain their process in any way they wish, whether it be, descriptions, examples or diagrams. This links to the organising ideas and information element within the Year 4 Literacy component of the Literacy and Numeracy Framework.

STRAND Writing across the curriculum	ELEMENT Organising ideas and information	ASPECT Structure and organisation
Learners are able to:	Learners are able to:	Learners are able to:
use a basic structure for writing View exemplification materials	use specific structures in writing, e.g. tables, questionnaires View exemplification materials	use features which show the structure of the writing, e.g. sub-headings, captions View exemplification materials
write using an introduction to the topic and a conclusion View exemplification materials	write an introduction, develop a series of ideas and a conclusion View exemplification materials	write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion View exemplification materials
present processes, event or reports in a clear sequence View exemplification materials	organise writing into logical sequences or sections by beginning to use paragraphs View exemplification materials	use paragraphs, which have a main idea and related details View exemplification materials
use visual information if relevant, e.g. labelled diagrams. View exemplification materials	use visual information, e.g. illustrations, diagrams and graphs, which is clear and relevant to the written text. View exemplification materials	use images, graphs and illustrations which are clear, relevant and appropriate. View exemplification materials
Key Stage 2 classroom tasks	Key Stage 2 classroom tasks	Key Stage 2 classroom tasks

03/12/19 TBA7 understand the functions of nervous system

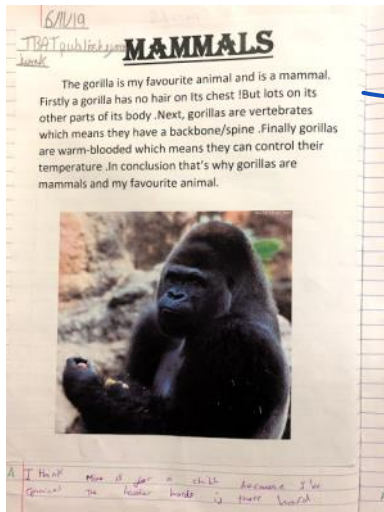
Part of the Nervous System	Diagram	Function
Spinal cord		The spinal cord is protected by the spine and it is a long column of nerves that tell you to move.
brain		The brain holds most nerves and send messages to parts of the body that need to move.
nerves		Nerves are senses that get you your five senses.

Within this particular context lesson about the human body, children were asked to use their knowledge about the nervous system to create a fact file. The children were encouraged to use both text and images provide a wider range of features to complete the fact file. This also links to the organising element of the writing strand in the Literacy and Numeracy Framework.

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

Thursday, December 12, 2019 6:34 PM

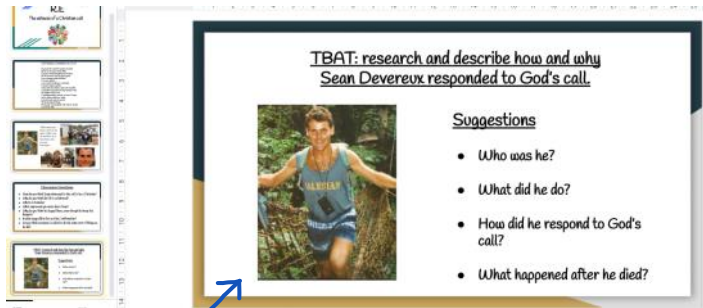
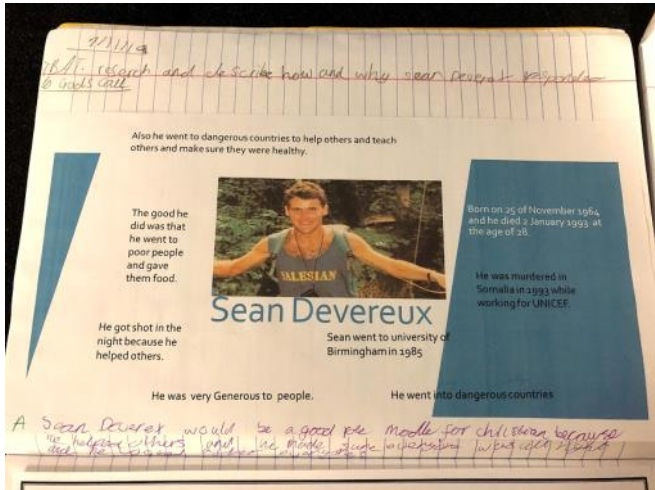
Context Lesson – to create an informational paragraph



STRAND Producing	ELEMENT Creating	
Learners are able to:	Learners are able to:	Learners are able to:
create and edit multimedia components	create and modify multimedia components using a range of software	combine a range of multimedia components to produce an appropriate outcome
organise a range of text, image, sound, animation and video for selected purposes.	modify and present a range of text, image, sound, animation and video for selected purposes.	create, collect and combine a range of text, image, sound, animation and video for selected purposes.
Classroom task ideas	Classroom task ideas	Classroom task ideas

These two pieces of work display the use of Digital Competence within a context lesson and an R.E lesson in a Year 4 classroom. Within the context lesson the children used computers to create an informational paragraph sharing facts about a chosen animal in a specific animal group. Children were able to import images, change the font and make a piece of work presentable using technology. This fits into the **creating element of the producing strand** within the DCF 2008 that links specifically for Year 4.

R.E Lesson – to research key information and create a poster

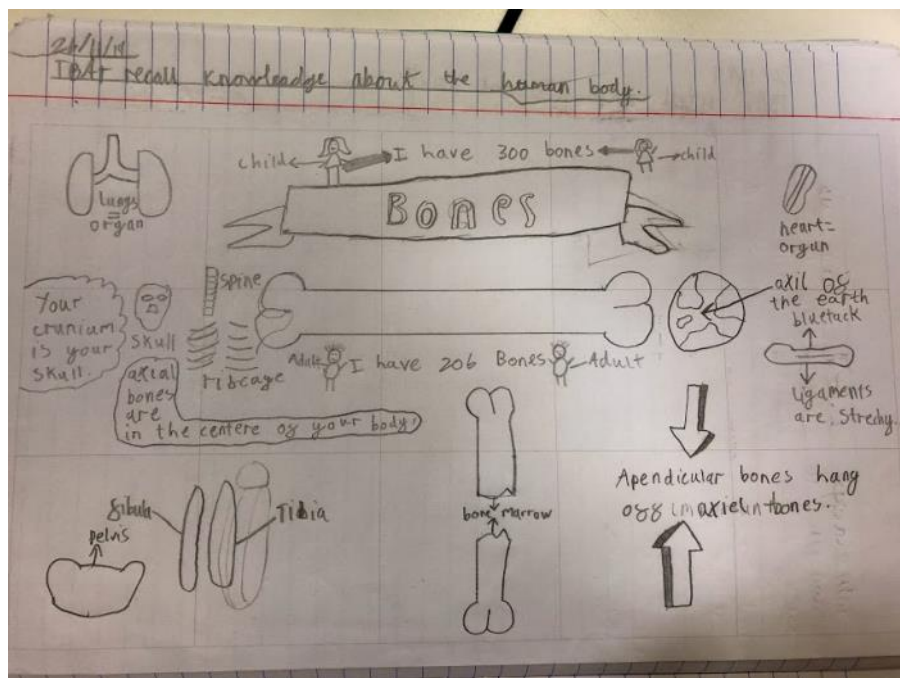


STRAND Producing	ELEMENT Planning, sourcing and searching	
Learners are able to:	Learners are able to:	Learners are able to:
use identified success criteria as a plan for completion of a digital task	develop own success criteria to be used to plan a digital task	create a written plan using a template provided
develop strategies for finding information using different keywords and techniques, e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources.	find relevant information using different keywords and search techniques select an appropriate website from search results and begin to consider if the content is reliable.	adjust keywords and search techniques to find relevant information; begin to reference sources used in their work; consider if the content is reliable, e.g. find information using accurate terms, use a range of sources to check validity and understand the impact of incorrect information.

The aim of the R.E lesson was to use an internet search engine to research information about a significant person who followed the Christian faith. Prompts were displayed on the interactive white board providing children with key questions that they need to research. They were then able to create an information poster using computer software, inserting textboxes, images and modifying the background to make it presentable. This not only links to the creating element of the producing strand but also the **planning, sourcing and searching element**.

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

Sunday, December 15, 2019 5:54 PM

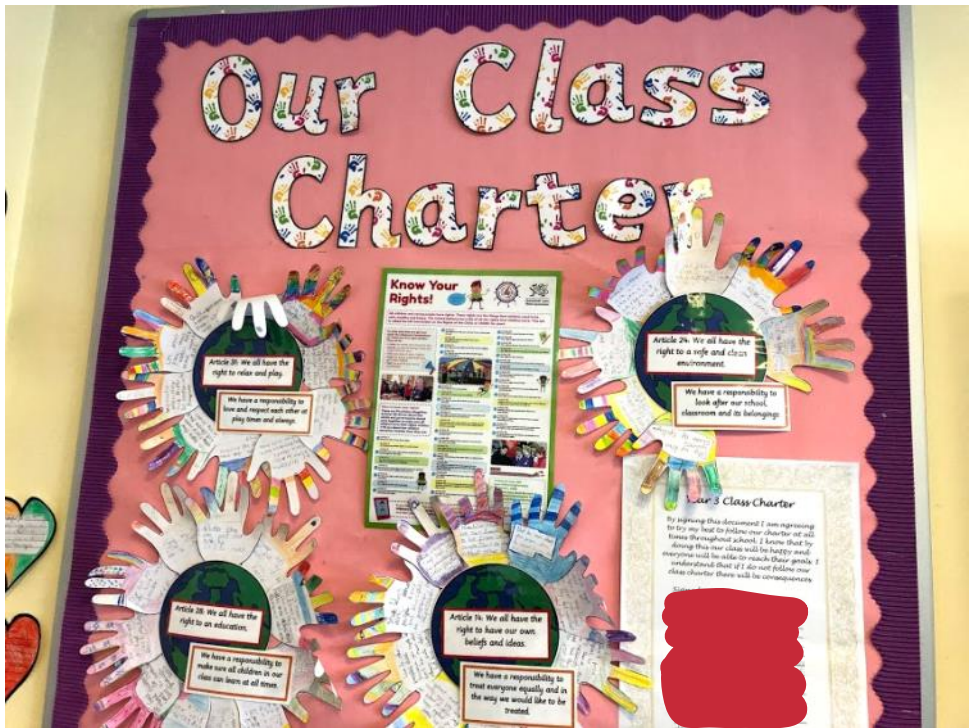


During a context lesson in a Year 4 classroom, the aim was to recall knowledge previously learned about the human body. To start the lesson, the children had a discussion recapping facts about the skeletal system and the human body. The lesson consisted on building on the knowledge learned about the skeletal system by discovering facts about different types of bones in the body. The children then created a sketchnote to use as a piece of work to recall knowledge at a later date. The sketchnote was created using all of the previous knowledge learned and the enhanced knowledge they learned about the skeletal system in more detail during that lesson

Teaching & Core Learning	Introduce read-aloud and explain concept of lesson. Ask children what facts they can remember about the Skeletal System. Talk through core vocabulary. Read read-aloud and go through powerpoints, asking comprehension questions throughout. Discuss more comprehension questions to support understanding before moving onto task. Introduce sketchnotes as an alternative way of writing to show understanding. Explain the importance and process of sketchnoting. Display example and discuss different features.	Hands up, more hands. Children to complete task independently. Children to create their own sketchnote to show understanding and act as a bank of knowledge for retrieval practice.	Read aloud
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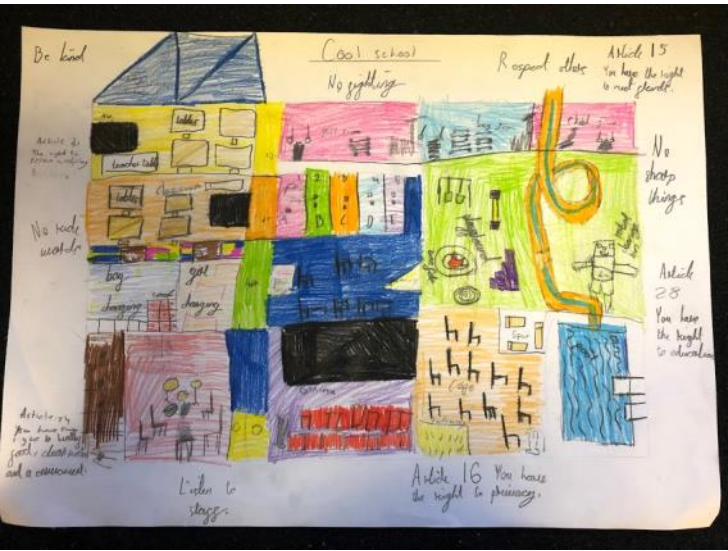
Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Sunday, December 15, 2019 5:54 PM



The children throughout the school continuously complete work relating to the UNCRC as they are a Unicef Rights Respecting School. This means that children are aware of their rights according to the UNCRC and they are scattered around the school on plaques, display boards and they have parliament groups within the school that allow children to use their pupil voice to make changes within the school.

Building on the children's prior knowledge about the Rights of the Child, the children had an opportunity to work collaboratively to create their own Dream School. They had to consider which rights would be appropriate for school and how they could be achieved within a school setting, Therefore the children designed various features within a school in order to meet specific rights that relate to education. They were able to do this as they had such a solid foundation of prior knowledge regarding Rights of the Child and they applied this knowledge to the task.



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

Sunday, December 15, 2019 5:54 PM

Through the scheme of Singapore Maths, children were previously learning how to add and subtract using the column method. This continued for a couple of lessons to establish the understanding of the method on a deeper level. Once the children were ready to extend their knowledge, the children used their prior knowledge to solve word problems. The children were encouraged to extend their knowledge by applying their understanding of the column method and combining it with a concrete resource using the bar model.

Worksheet 14

Subtracting Using Mental Strategies

1 Amira finds the difference between 4995 and 1856 this way.

$$4995 - 1856 = \boxed{?}$$

$$4996 - 1856 = 3140$$

$$3140 - 1 = \boxed{3139}$$

Use Amira's method to subtract the following.

(a) $5863 - 4235 = \boxed{}$

(b) $6952 - 1387 = \boxed{}$

4824 people visited the museum on Tuesday.
1879 more people visited the museum on Tuesday than visited on Monday.
How many people visited the museum over the two days?

Monday: $\boxed{1879}$

Tuesday: $\boxed{4824}$

$4824 + 1879 = 6703$

There were $\boxed{6703}$ visitors on Monday.

$6703 + 1879 = 8582$

8582 people visited the museum over the two days.

Critical Reflection

Monday, December 16, 2019 9:14 AM

The following essay will consist of a critical reflection which displays the progression and implementation of my own planning, regarding three of the pedagogical principles derived from Successful Futures (Professor Graham Donaldson 2015). The three principles will address the implementation of Assessment for Learning, cross-curriculum responsibilities and the ability to build on prior knowledge which is demonstrated within the evidence provided. The critical reflection will not only evaluate my implementation but discover links with literature and identify further recommendations that can develop my professional practice. The evidence provided was collected throughout my Professional Teaching Experience (PTE) part 1 within a year 4 class in a one form entry Catholic primary school in the Vale of Glamorgan. For the purpose of this essay, the school will be addressed as School X in order to ensure anonymity. School X has adopted many Teach Like a Champion 2.0 techniques which allowed them to construct their own approach to learning. (Lemov, 2015). It follows a knowledge rich curriculum and activating prior knowledge which is believed to deliver enhanced learning and retaining knowledge on a deeper level. This is accomplished by recapping learning in order to transfer knowledge into long term memory (Willingham, 2009). School X also sets high expectations for all students but differentiates through levels of scaffolding provided rather than planning various tasks according to children's level of ability. The expectations of School X were implemented into my planning in order for children to receive a consistent approach to learning and will be displayed throughout the essay.

In order to critically reflect on the implementation of the principles, it is essential to gain a wider understanding of teaching and learning from various perspectives. In regards to principle number 7 **'good teaching and learning means employing assessment for learning principles'**, there are many sources that agree with the importance of this. Black and Wiliam (2005) are significant to the application of Assessment for Learning (AfL) as they highlight the features of formative assessment throughout the review of 'Inside the Black Box'. Formative assessment is ongoing rather than a final assessment and Black & Wiliam (2005) suggest that four specific strands should be considered for it to be effective. These consist of quality questioning, self and peer assessment, sharing success criteria and providing quality feedback. Hattie (2012) agrees that AfL is essential for identifying current level of learners, where they need to be and how they can reach it. By using formative assessment, it allows teachers to plan accordingly to children's needs and create meaningful tasks. Payne & Scott (2017) state the importance of questioning within lessons to establish curiosity as well as assessing learning. Wiliam (2011), cited by Payne & Scott (2017), believes that a range of questioning techniques ensure all children are catered for and make more progress when they are all involved in the questioning. For example, ensuring all children are ready with an answer and calling on random children, encourages children to stay engaged and raises self-esteem as they are aware that the teacher is not favouring the children who are confident to raise their hand. This approach, referred to as Cold Calling by Lemov (2015) and recommended by Allison & Tharby (2011), is displayed throughout the evidence during PTE 1.

Petty (2014) states that questioning can be an opportunity for positive feedback which develops their self-esteem and therefore encourages them to feel confident to answer questions in the future. Quality feedback is also a form of formative assessment and can be applied in various ways, including verbal and written feedback. Brown (2005) believes that feedback is the foundation of both teaching and AfL. Without it, teachers wouldn't recognise the progress of children's learning and how to support them. She states that written feedback is crucial for children to recognise what they need to do to improve their learning by providing children with an opportunity to acknowledge teachers comments and amend their work. Allison & Tharby (2011) suggest that this provides a scaffold as it gives them guidance to use when improving their work. Verbal feedback can take place continuously throughout the lesson and can help with self-esteem if used effectively. Dweck (2007) states that praising children for their efforts and not just for good work can have a positive impact

as they can feel valued and encouraged to work to their full potential.

Verbal feedback can also be implemented through the use of self and peer marking. Self-marking can be used to encourage ownership over their work, allow them to identify where they currently are and how to improve. By combining whole class feedback with self-assessment, Allison & Tharby (2011) believe that children are able to establish a better understanding of how to improve. When children have the opportunity to self/peer mark while the teacher discusses errors, teachers are able to identify common misconceptions and can support future planning. Cited by Gardener (2012), White & Frederiksen (1998) discovered peer marking had more of an impact on the learning environment as children were able to build a success criteria for their own work after identifying strengths and weaknesses in others work then comparing it to theirs.

Throughout PTE 1, I was able to implement opportunities for Assessment for Learning which can be identified within the evidence provided. In regards to questioning, I was encouraged to use Teach Like a Champion techniques created by Lemov (2015) which I observed during my first week in my Year 4 classroom. I applied questioning techniques from beginning to end of every lesson and is displayed throughout my planning. Cold calling (Lemov 2015) was used to ensure that all children were ready with an answer if they were chosen at random. I found this beneficial as it encouraged children to concentrate as they were aware they were expected to know the answer if they were chosen. This also sets high expectations and allows children to understand what the teacher expects from them (Willingham, 2009). Although a study carried out by Northeastern University (Antonios, 2017) showed that Cold Calling made children feel vulnerable and could therefore hinder their learning, appropriate scaffolding proved to prevent this during PTE1. By choosing a child depending on the level of the question provided, children seemed pleased and motivated to answer another question when their answer was correct.

Verbal and written feedback was greatly implemented throughout every lesson during PTE1 and children were already familiar with it. Written feedback was used when marking children's books at the end of the lesson. School X employs the use of a Lesson Evaluation and Improvement Plan (LEIP) in order for teachers to assess the children's learning and identify any common misconceptions after reviewing children's work.

After completing a series of LEIP sheets, I found this beneficial as it displayed how I could improve my teaching as well as supporting or challenging the children. Following the evaluation, School X implements written feedback by writing an 'A' or an 'I' in each child's book depending on the level of understanding shown. The 'I' is written in the books of those who need to improve their learning by possibly editing, correcting or completing work. The 'A' is given to those who need to apply their learning in a different context in order to either consolidate what they have learned or to extend the skill.

During PTE1 within School X, children were given designated Self Improvement and Application Time (SIAT) to amend their work while considering the 'A' or 'I' they have received. If a child receives an 'I', there will either be an instruction, question or a number adjacent to it, showing how they need to improve. As displayed in the evidence, every child is given a SIAT checklist which they then use to discover how they need to improve their work. If the child receives an 'A' however, it is displayed on the Interactive White Board (IWB) and children have to complete the task in the given time. SIAT time was provided at the beginning of every lesson in order for children to identify and value the process of learning and develop their independence and resilience (School X Marking Policy). I discovered that children can use the SIAT checklist as a tool for developing their own success criteria by reviewing the steps before they present their work.

Self-marking also displayed clear benefits for both the children and myself. At the end of every Maths and Literacy lessons, children were provided with the correct answers which they marked with purple pen. This was especially useful as it allowed me to identify any

common misconceptions and address them as a class. Children enjoyed the class discussions as they were able to explain and support the reasons behind their answers. This also provided opportunities for verbal feedback when children discussed their answers as I was able to praise them for their confidence and effort (Dweck, 2007).

The second principle that I displayed throughout PTE 1 was number 9 **‘good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them’**. As many sources agree, employing a cross curriculum approach to teaching ensures that children receive an enhanced level of learning by accessing more than one skill at a time. Donaldson (2015) states that there was already a lot of emphasis on implementing literacy and numeracy in all areas and that the new curriculum recognises the importance of including digital competence as an equal. Although children’s education is taught through subject specific topics, Plowden (1967) states that children’s learning is more fluid than this and does not fit into subjects. With this being said, in order to provide children with a holistic approach to learning, lessons need to be planned with the intention of combining more than one aspect of learning. Estyn (2016) promotes the importance by publishing the effective practice of schools across Wales, including the benefits of implementing cross-curriculum responsibilities. One particular school suggests the enriched curriculum has developed a continuity across areas of learning and showed an overall improvement in results at the end of key stage 2.

Literacy and numeracy skills are essential to everyday aspects of not only a child’s life but when they progress into adulthood. Literacy is used throughout almost every subject but if it isn’t recognised then lessons cannot be planned accordingly to promote and develop specific literacy skills in other areas (Welsh Government, 2013). Goos, et al (2012) states that numeracy is also a fundamental skill for adult life and should be promoted in various contexts. Therefore, suggests that numeracy across the curriculum will cater children to deal with mathematical situations in the real world. With the use of technology continuously increasing, the need to be digitally competent is crucial. Ala-Mutka et al (2008) suggests that it shouldn’t be classed as a separate subject but should be combined with other teaching. This allows pupils to develop digital skills in various contexts and obtain a greater use of a wide range of multimedia. The Welsh Government Digital Competence Framework (DCF) guidance (2018) outlines the importance of embedding digital skills throughout the curriculum but places great emphasis on ensuring that it is separate to ICT. Although it has a great significance, it also states that the promotion of digital skills should not be forced into lessons but should happen organically with meaningful tasks. This should also be considered with the incorporation of both literacy and numeracy across the curriculum.

During PTE1, I discovered that School X followed a very structured, knowledge rich curriculum rather than skills based therefore, I initially felt that I may have some issues applying cross-curricular responsibilities. However, once I became more familiar with the planning and teaching, I recognised where I was able to incorporate wider skills and where I wasn’t. Unfortunately, there were no opportunities for me to promote numeracy skills other than in Maths lessons as the scheme of work did not allow me to.

School X has over 30 personal Chromebooks for pupils use to enhance their digital competence and ICT skills. With the help of this resource, I was able to include the promotion of digital competence skills within an R.E lesson and a context lesson. The children had previously written a draft of an informational paragraph about an animal group and their next step was to publish a final piece. The children used the Chromebooks to produce their paragraph by adjusting the text, choosing a font and adding an appropriate image. I decided to approach the task this way as it links to the ‘creating’ strand of the DCF (2018) They were able to develop their word processing skills which, according to Hall et al (2018), is essential for life in the 21st century. Children were also provided with the opportunity to use Chromebooks in an R.E lesson when discussing the life of a significant man within the Christian faith. The children worked collaboratively to research, develop a plan and produce a poster about the specific person. Not only did this link to the ‘creating’ strand but it also corresponded with the ‘planning, sourcing and searching’ strand as the

children used the search engine to discover their information (DCF, 2018).

I discovered that was able to promote the use of literacy skills throughout many lessons particularly in R.E. Within one particular lesson about the Qur'an, the children created their own list of their own guidelines for life. The LNF (2013) states the importance of employing different styles of writing in order to develop their writing skills. I introduced writing as a list as previously the children has used lists in maths or when answering questions, therefore, this displayed that lists can be used as a tool for literacy too. The LNF (2013) also states that children should develop their literacy skills by also using visual information. I was able to incorporate this into a Science and Technology lesson as well as throughout maths extension work by drawing diagrams for a fact file and showing how to solve a maths problem. They proved to be beneficial as it encouraged children to draw diagrams independently in other contexts and at home, therefore, promoting this particular literacy skill.

Pedagogical principle number 5 '**good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest**' is the final principle displayed throughout my PTE1 evidence. As suggested by Willingham (2009), recapping on knowledge for consolidation results in deeper learning because it transfers from working memory (WM) to long term memory (LTM). In agreeance to this, Lemov (2015) states that memory recall embeds the learning and enhances the level of which it is remembered. There are many ways in which knowledge can be built on and according to Payne & Scott (2017) activating prior knowledge at the start of a lesson allows children to be reminded of previous learning. This is essentially providing background knowledge which acts as a foundation that the children can build on. Sullivan et al (2014) suggests that by building on knowledge, children are extending their learning and without prior and background knowledge, children are unable to be challenged as they may not have an initial understanding. Willingham (2009) suggests that in order for children to transfer WM to LTM, continued practice is essential and new information is more likely to be remembered if it has some relevance to previous learning.

Throughout PTE1, building on and activating prior knowledge was fundamental to the school's teaching ethos, therefore, this was easy to incorporate into my own planning. At the beginning of every lesson, children are asked questions about the previous lesson which gives them background knowledge and something to refer to before moving onto the next concept. As this is such a prominent feature within the school, I decided to allow the children to have ownership of their own memory recall. The children created a sketch note using all of the facts previously learned about bones in the human body. This would then be used for referring back to when producing a piece of writing or just when answering questions.

School X is a UNCRC Rights Respecting School and the Rights of the Child are continuously discussed throughout the school, resulting in the children having an excellent understanding. With that being said, I decided to build on the children's excellent level of knowledge by creating a lesson that incorporated rights. The children had to design their own dream school, including facilities that would help children meet a number of the UNCRC Rights. Although children were already aware of their rights verbally, this allowed children to display their understanding.

Building on prior knowledge was continuous within maths lessons in order to enhance the children's progression. As School X follow the Singapore Maths scheme (2019) building on each topic happens naturally, therefore I adapted my technique by incorporating concrete resources to consolidate understanding of a new concept. The children were learning how to solve word problems using 4 digit numbers, following previous lessons that consisted of subtracting 4 digit numbers using column addition. I told the children to use this method for support as well as introducing the bar method. I chose this way to build on prior knowledge as Singapore Maths (2019) states that concrete materials establish understanding as children are able to physically see the problem solve.

Overall, PTE1 has allowed me to identify my strengths and weaknesses as a trainee teacher. Although I displayed successful experiences, there are also points that I feel I could improve for the future. In regards to implementing Assessment for Learning, I believe that it would be beneficial to both myself and the children to create success criteria together. This way, children will have an ownership over what they are creating and will develop a deeper understanding of what it needs to consist of. I would benefit from this as children would be aware of their expectations and shouldn't need to ask for support regarding this. I also lacked the opportunity to include the development of numeracy skills into other areas of learning due to the limited lesson ideas provided regarding the topic. In order to overcome this, I will discover the class topic then adapt lesson ideas according to the scheme of work to incorporate numeracy skills. In addition to this, I also feel that Cwricwlwm Cymreig is an essential cross-curricular responsibility and therefore will try to plan aspects into my future lessons. Finally, in regards to building on prior knowledge, I will apply this to the beginning of every new concept/topic to establish a discussion and provide background knowledge for pupils to relate to and engage interest.

To conclude, this critical reflection has displayed the implementation of three pedagogical principles. It has not only identified and evaluated myself as a trainee teacher but outlined the importance of these specific principles regarding children's education. It has been clear to see that by understanding the principles and implementing them effectively, children should receive the highest possible standard of teaching and learning.

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Monday, December 16, 2019 9:14 AM

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