

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.

Saturday, December 7, 2019 3:09 PM

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Student number: 1400949

Pathway : P-PGCE

https://uowtsd-my.sharepoint.com/:o:/g/personal/1400949_student_uowtsd_ac_uk/Enypgj9voTdPpKHd6tRRHYUBzDjuecXYutLqqrFW7iNavg?e=pgkukp

<u>Targets from previous assignment</u>
It would benefit the writer to ensure that the most appropriate words are selected for sentence structure and academic phrasing.
When making recommendations move forward with originality and independent thought.

Good teaching and learning means employing assessment for learning principles.

Saturday, December 7, 2019 3:23 PM

Evidence 1 –

This is my weekly reflection from my PLP from my second week of teaching. It was the meeting where my class teacher and I discussed areas for improvement and set assessment as one of my targets moving forward.

Meet - identify your target - Recording and reporting - the student teacher is committed to producing appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience. - Timings within lessons eg movement between activities need to be smoother.	Think - are you carrying this target forward, or developing a new target? - Keep an assessment grid for the class to report and record their understanding on each lesson taught to inform future planning. - Engage in intervention before the next session to bring students understanding up to level.
Test - implementation - Created a weekly assessment grid that contains each learning object taught that week, a box per students to be shaded green if they understood, orange if they struggled a little and needed extra adult support and red if they completely didn't get it. As well as a box for comments, to add detail of any particular difficulties for a subject or any difficulties and why. - Within the lesson I made sure I had all resources ready and that I gave out those resources once the students were writing their learning objectives and date rather than waste time.	Think - reflect on your implementation - The assessment grid has been really helpful, not only for staying aware of students strengths and areas for development, but also to keep my own track on attendance, in case I need to plan an intervention with a student to catch them up on a task that they need to complete. - The improvement on timing has been positive, however, I still feel as though I need to create an introduction that is more interactive and gets the students engaged in the activity as a practice before setting the work itself.
Share - what were your reflections shared with class teacher / mentor Acted upon advise and created a record keeping/assessment template to be used in lesson which tracked children's understanding and could be used to plan next steps. This utilised a traffic light system to show understanding at below, at and above.	Think - develop your strategy To continue to develop strategies for timing within lesson and ensure smooth transitions between activities. Continue using record keeping/assessment sheet to monitor children's progress. Although not a specific target this will continue to develop through the practice.

This weekly reflection identified assessment in the form of recording and reporting as my target for the week following on. My class teacher and I discussed how I could create and utilize an assessment system (evidence 3) that would allow me to keep track of the students abilities and understanding from lesson to lesson.

Up to this point I had only been taking part in assessment for learning strategies in the classroom that were assessing the students understanding for that stage of the given task, or for each lesson at a time using marking. However, I had not been tracking the students from lesson to lesson.

Evidence 2 –

This is a lesson plan for an English lesson. It was the first in a sequence of lessons and started with the self-evaluation of the students confidence on the subject matter. It was conducted in a mixed year 4 and 5 class of 27 children.



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Holly Davies	Class:	Year 4/5
AoLE or Subject	English	Date:	26.11.19
Lesson Focus:	Book review set up		
Meaningful links to Curriculum	identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			
Recording and reporting - the student teacher is committed to producing appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
To create an ingredients list for a book review.

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)
Must: Complete self-evaluation. Should: complete an ingredients pot for book reviews. E.B.I: solve the problem to create four book reviews.	Students will stick their ingredients pots in their books for marking. Assessment grid will be used for tracking each student.

This lesson plan was created for the first in a series of lessons whereby the students were building up to creating their own book reviews. This lesson worked at assessing the students baseline understanding and confidence with this form of text. The students had to write down what they already know about book reviews as well as giving themselves a star rating out of 5 for their confidence in writing one. This allowed me to see who was already fairly confident with the subject and had a good understanding already so that moving

forward with the following lessons I knew which students would need more challenge or perhaps even independence in the coming lessons.

The idea is to then have the same evaluation sheet at the end of the book review topic and have students re-evaluate their confidence in the subject, and write about what they now know about book reviews, as well as complete a 'what went well' and 'even better if' sheet.

This plan could have been more detailed, giving an explanation of the purpose of the self-evaluation. It would also have been beneficial to have had the students discuss why they felt their confidence was where it was and to share with the class what everyone knew about book reviews, so that they all started off with some form of understanding that was student taught. However, the lesson was effective and the evaluation sheets gave me an idea of the student's knowledge on book reviews.

Evidence 3-

This is an assessment grid used to track students understanding from lesson to lesson. It was used for a mixed class of year 4 and 5 students of 27 and covers a week of learning objectives.

	To identify multiples of 2, 3, 4, 5, 6, 8 and 10	comments	To identify features of texts	comments	To create an information sheet on welsh gold mining.	comments
Child 1						
Child 2		May have been better suited to the middle/higher worksheet.				Wonderful information included – could work on presentation.
Child 3						
Child 4						Beautiful piece of work.
Child 5		May have been better suited to the middle/higher worksheet.				
Child 6		May have been better suited to the middle/higher worksheet.				
Child 7						
Child 8						
Child 9						
Child 10						
Child 11						
Child 12						
Child 13						Needed help pulling information from the text for the fun facts.
Child 14						
Child 15	Absent					
Child 16						

Child 17					
Child 18					
Child 19					Quite a lot of adult support at the beginning, but then worked well independently.
Child 20					
Child 21			Very confident picking out information from the texts.		
Child 22			Really good engagement		
Child 23					
Child 24					
Child 25			Struggled to read the reviews, but could pick out some relevant words when aided.		Needed additional help picking out facts from the text.
Child 26					
Child 27	Absent		Absent		Worked well with adult support.

The reason I created this document was to allow me to keep track after each lesson of where the students were at in their understanding, and give me a better idea as to where to go next with them. It has given me the opportunity to ensure that students are not being left behind as I am now able to carry out interventions where needed as well as keep those absent students up to date with the lessons where needed. I chose to use the assessment grids as a weekly sheet so that it makes it easier to track their progress from lesson to lesson. The comments are not just for students who might be struggling and need extra support moving forward, but also for the students who show real promise and an affinity for a subject. This positive comment can allow me to make note of any particular interests of the students in order to then use it in future planning.

This form of formative assessment, while useful, is not perfect and will need alterations ready to move forward onto the next placement block. The grids should be tracking the students within AoLEs not simply across a week of learning objectives. If these grids showed, for example, students understanding in English lessons from week to week it would be a useful tool for ensuring that work within that subject is being differentiated effectively and that the students are able to access it within their prospective ability groups. It would also allow for potential changes to be made to those ability groups should there be a trend in the data.

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

Saturday, December 7, 2019 8:15 PM

Evidence 1-

These are the missions I designed for a mixed class of 27 year 4 and 5 students. They consist of six missions that combine almost all of the areas of learning. These are tasks to be completed by the students independently in the afternoons. They only have the missions with the must, should and even better if to guide them, the rest is down to their interpretation.



The missions were chosen based on the students own planning. The students topic launch day gave them ideas for what they would like to learn about and these were some of the ideas they wrote down made into missions/ tasks. The missions are supposed to last for two afternoons each to ensure that the missions are all completed within a couple of months to make room for new ones. The use of DCF is throughout all of the tasks in different forms, whether it is simply the use of the Ipads or Chromebooks for displaying information or for researching. All the missions have literacy and communication as prominent areas of learning from the written to the oral skills. Reading is paramount to many of the missions as they need to use a variety of different sources

and be able to read and extract relevant information. Numeracy is shown in a few of the missions through the need for charts and data presenting.

There is definitely room for improvement as I feel I did not give students enough scope to branch out into other areas of DCF. There is also a definite lack of numeracy within the missions, as there are no skills other than the presentation of data within charts for the students to develop their skills. It would have been beneficial to have included elements of numeracy throughout other missions, especially as it would have fitted in so nicely with the symmetry mission on butterflies. It could have linked into shape and their recent lesson on regular and irregular polygons.

Evidence 2 -

This is a lesson plan I created for my mixed year 4 and 5 class of 27 children. It was a whole class lesson. The focus of the lesson was to enable students to research the 22 counties of Wales as well as to create and answer their own questions about welsh gold.



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Lesson Plan Phase 1

Lesson Plan

Student-teacher	Holly Davies	Class:	Year 4/5
AoLE or Subject	Geography	Date:	07/11/19
Lesson Focus:	Welsh counties and gold mine locations		
Meaningful links to Curriculum	identify and locate places and environments using globes, atlases, and maps use maps and imagery to find and present locational information		
Meaningful links to: Cross Curricular Responsibilities	DCF- find relevant information efficiently from a variety of sources for a defined purpose ENGLISH contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up - use information from trusted sources, on-screen and on paper, selecting and downloading as necessary		
Personal Targets (Linked to QTS and identified in weekly review)			
• Personalise learning in order to address individual needs including seeking the views of learners on what would help them to achieve. • Build on the varying experiences, achievements and interests of learners to help them make progress			

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

By the end of the lesson students should have created a map of wales with a key showing the welsh counties and gold mines.

By the end of the lesson students should have used at least one ICT resource to gather information.

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)

Must: use iPads to find the names of each welsh county and the two gold mines

Should: create a key

E.B.I: students research their own questions about gold.

Maps will be stuck in their topic books and peer marked
They will also be marked by teachers alongside the answers to the post-it note questions if completed.

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)	- Place on the board the 'I notice, I wonder'. - Once they've feedback and discussed gold, students tell you what they know about gold. - Ask students to write down on the post-it notes on their table a question that they want the answer to about gold. Place these up on the board. - Put up a picture of the counties on the board. Ask students to discuss on their tables what they think the picture is showing. - Discuss what counties are. Ask students where we are on the map, which county we are in. - Show students the key, ask them what they think we want them to write in there, why it is important rather than writing them on the map.	- Students discuss in pairs what they think the four pictures represent. - They then feedback to the class. - Students discuss the question on their tables before sharing back to the class.	Post-it notes Ppt gold mines
Teaching & Core Learning	- Discuss the success criteria. Set students off to work. Teachers helping students individually with iPads, rather than specific groups. - Higher ability - draw their own keys - Middle ability - fill in the key provided - Lower ability fill in the key provided and use the links to the relevant website <u>Mini Plenary</u> - Once students have finished they will need to come up to the teacher and receive the next step for their maps. <u>Extension:</u> Once students have had their maps checked by a teacher, they can take a post-it note from the board and research using the iPads to answer.	- Students stick L.O and success criteria in book. Students get their iPads, login and begin researching counties. - Students research gold mines in wales and plot the sites on their maps, and create an extra key for the gold mines. - Answer their own questions from the board. Students should find the answer before they write the question in their book.	Maps- higher, middle and lower ability Success criteria's glue sticks Chromebooks + Ipads
Plenary	- Ensure students have got their maps stuck in their books. - Ask students how many counties there are in Wales, which county we are in, how many mines there are open in Wales. Etc.	Finally, have students stick in the peer marking box, swap books with a partner, and mark their work against the success criteria.	Peer marking box

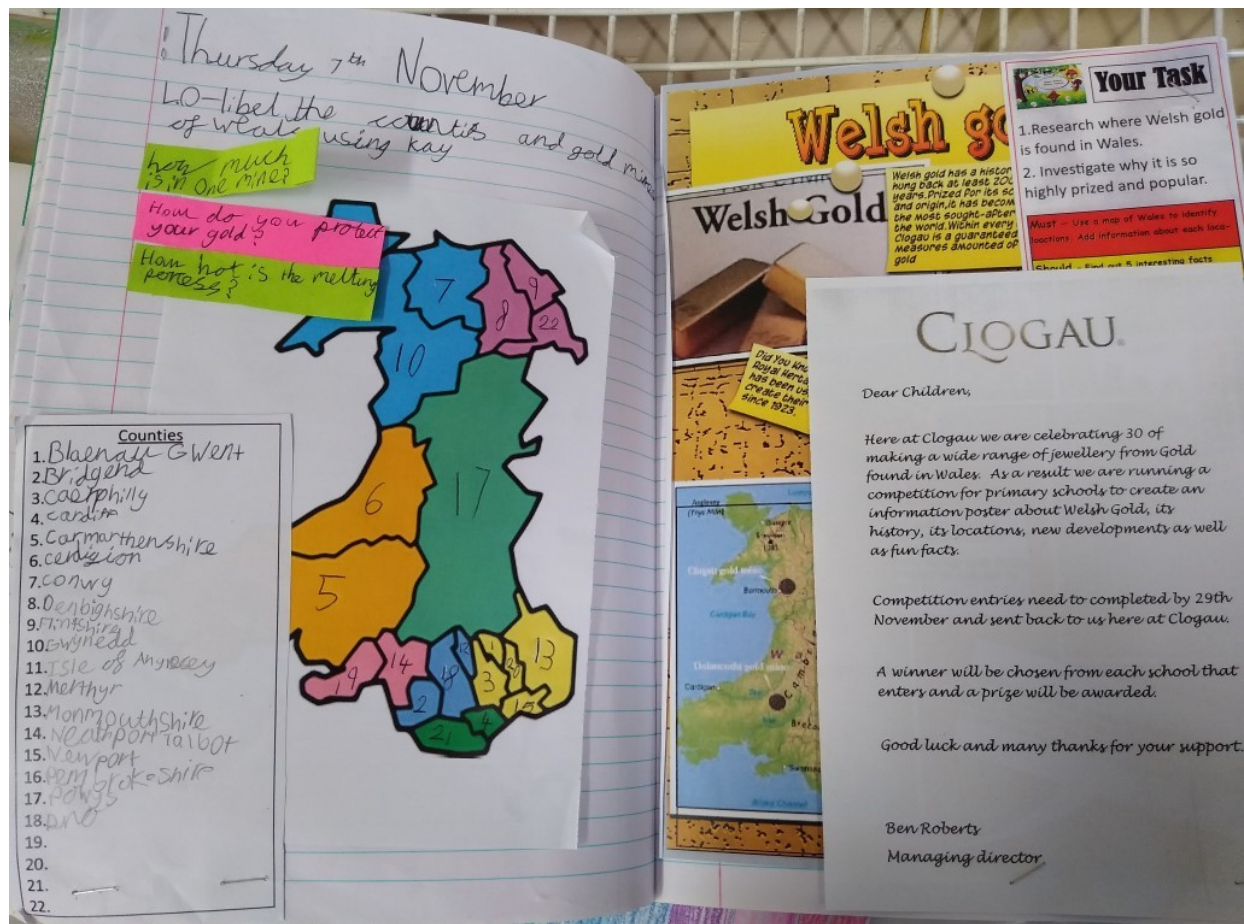
The lesson has several elements of the different cross-curricular responsibilities. The use of chrome books and iPads for this lesson was vital as it allowed the students to create their own questions to answer, so it wouldn't have been possible for me to prepare information for them to search through beforehand. The DCF reliant lesson was also a great way to allow students to practice skills on the computers that I often take for granted such as copying and pasting text and images. The heavy use of oral skills in the introduction was to allow the students to feed ideas back and forth to

one another and ensure that all students had some understanding about the content of the task prior to choosing their questions. Then throughout the lesson the use of literacy in order to not only read, scan, skim and extract relevant information from the websites and sources but also to write and express those facts in more concise terminology. The need for these skills to be so predominant in the lesson came from my observation that the students when faced with a large sheet of text were often trying to make their way through it from start to finish to find information rather than relying on sub-headings and other relevant markers.

The lesson was successful in the sense that all students completed wonderful pieces of work by the end of the topic series. However, some of the students found it very difficult to access the information due to their reading levels, so perhaps for those it would have been preferable to have rewritten pages of text and placed it as a QR code in order for those students to be on a level pegging with the rest of the class. Although, having said that they did manage to complete the activities, working as a group with an adult to source information and choosing to present it in different ways in order to make it individual.

Evidence 3 -

This is a piece of work that the students completed in their topic book. It was completed in a mixed year 4 and 5 class of 27 children. The lessons consisted of students researching the names of the 22 counties of Wales and then writing and answering their own questions on Welsh gold, before completing an information sheet on Welsh Gold. This was over a series of 4 lessons.



This is the body of work created by one of the students from the class. The series of lessons was planned to focus on geography and history skills, however many of the cross-curricular responsibilities are evident. The DCF elements were throughout the lesson as they were constantly having to research and display their findings in various ways. They also had choices to make in terms of the app or software they used to create their information sheet which gave them the scope to develop their skills further by choosing a platform that they were not as familiar with. It was also clear that skills such as copying and pasting images from websites or highlighting text were being practiced and refined. The literacy elements are also evident from their ability to look at the website texts and pull out the relevant information, and put it into their own words. The series of lessons was informed by the students own planning. They had had their topic launch day at the beginning of the term and had written down that they would like to learn more about Welsh gold and where it comes from.

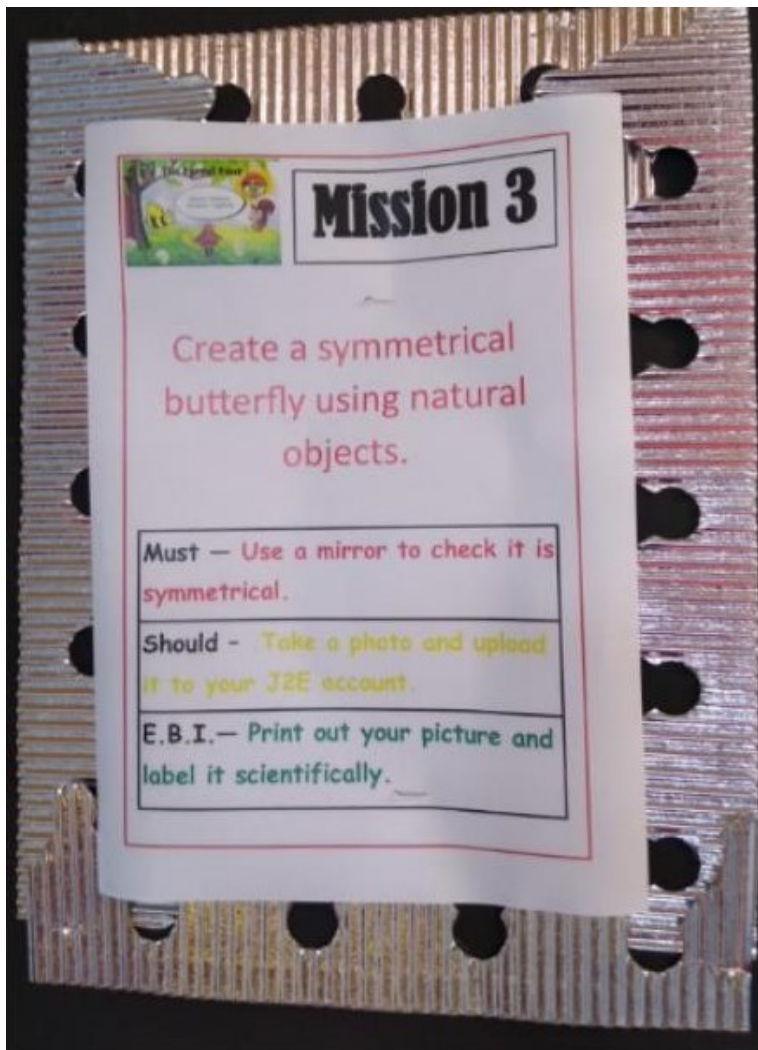
I would have liked to have included a numeracy element such as creating a chart showing gold production 50 years ago to gold production today, but it did not fit the timeframe this piece of work needed to be completed by. The students really seemed to enjoy the DCF element of the lesson and were becoming adept through repetition at certain skills, such as skimming for relevant information, using sub-headings to speed up their research time.

Good teaching and learning creates authentic contexts for learning.

Sunday, December 8, 2019 5:06 PM

Evidence 1 -

This is one of the six missions that I planned based on the students own planning at the beginning of the term. It is also a continuation of their work on symmetry in maths and on Andy Goldsworthy in Forest School. It was planned for a mixed year 4 and 5 class of 27.

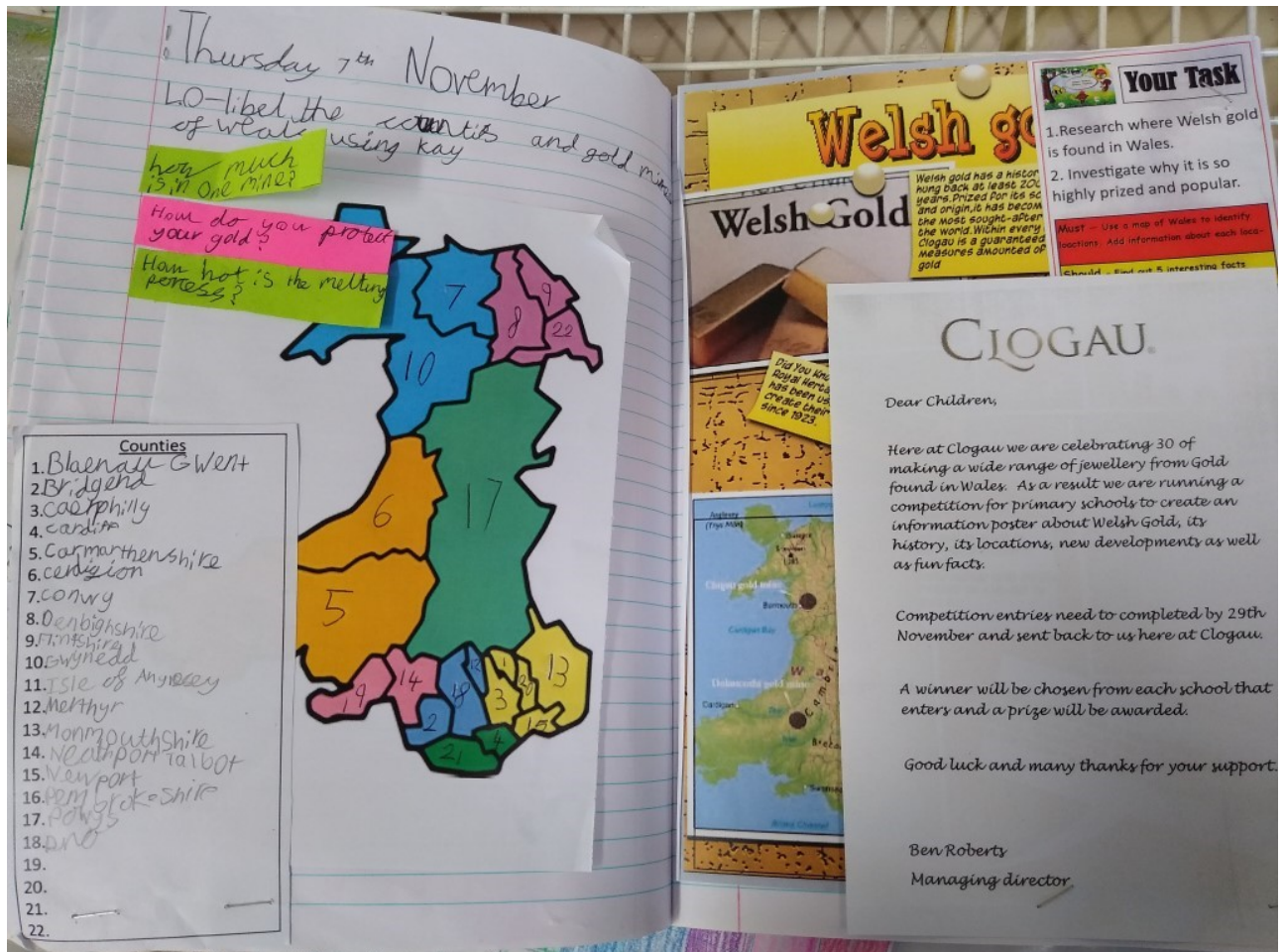


The use of natural objects was chosen to allow the students to get outside and explore the outdoor environment in relation to a task. The idea of creating a butterfly comes from the students own planning for the term, whereby they decided that they wanted to learn and explore butterflies, as well as being a wonderful avenue for the continuation of their work on symmetry.

It would have been nicer for students to try and look for butterflies outside in order to give them inspiration. However, this is not reliable and would have wasted time on what should be a task that takes roughly 2 afternoons to complete.

Evidence 2 -

This is a piece of work that students carried out for their topic work, on Welsh gold. This was completed by a mixed year 4 and 5 class of 27 students.



The choice to create a letter 'from Clogau' was made to give the students an authentic context to create their information poster. This gave the students not only a driving force to motivate them for the task, but also gave them a purpose when creating their piece of work.

For future lessons like this one I would like to have the letter at the beginning of the whole topic so that the entire series of lessons has the authentic context to get it started.

Evidence 3 -

This is a piece of work that a student in my mixed year 4 and 5 class

Object	Estimate	Measure	Object	Estimate	Measure
	18cm	8cm		1.37m	37cm
	20cm	22cm		5cm	15cm
	3cm	3cm		22cm	12cm
	15cm	68cm		20cm	

Good use of different units.

6.11.19
In the outdoor and measure, usually different units.

The students were given a table with either 4 or 8 items to measure, or for the higher ability 4 with 4 spaces for them to choose what to measure. The lesson also consisted of the students having measurements on the table and had to take post-it notes and place them on the items that they thought the measurement was taken from. Also, there was an outdoor measuring activity that gave students a challenge to find certain items that had specific measurements. The final activity was an online measuring game that I found on Top Marks. The lesson was created to allow the students to get hands on measuring experience with a variety of measuring tools such as 30cm rulers, meter rulers and tape measures, while measuring realia in their classroom.

Next time it would have been interesting to give the students an activity where the focus was on which measuring tool they used rather than the measurements they then took using that tool.

Critical Reflection

Thursday, December 12, 2019 7:10 PM

Within this assignment I will be looking at the importance, implications and practical application of three of the pedagogical principles laid out in Donaldson's *Successful Futures* (2015) in relation to my own practice. While on my professional teaching experience I was in a mixed year four and five class in a small rural school, who has already begun implementing the 2022 curriculum. I had the pleasure of teaching at this school for five weeks. The three pedagogical principles I will be discussing are: - Good teaching and learning means employing assessment for learning principles, good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them, and good teaching and learning creates authentic contexts for learning. When creating the *Successful Futures* report that has since shaped the Wales Curriculum for 2022, Donaldson (2015) wrote that the purpose of the twelve pedagogical principles is to ensure that teaching is always being directed towards achieving the four purposes. He also goes on to state that through the implementation of these principles, teachers will be developing and growing as reflective practitioners. This will ensure that teachers are, as emphasized by Rahimi (2018), constantly and continuously, critically analysing their own practice in order to maintain standards and ensure growth. Therefore, throughout this assignment I shall be reflecting on my own personal practice in relation to the literature and the pedagogical principles stated above.

One of the pedagogical principles I have focused on was the use and implementation of authentic contexts within the classroom. Ekoko (2007) defines authentic learning as not only the active participation in learning such as in experiential learning, whereby you learn through your hands on experiences of the world, but also by the students involvement in the shaping and planning of their own learning. She states that authentic learning requires the content to be decided upon by the students themselves. This is backed up by Honebein et al., (1993), who believed that in order for learning to be in an authentic context, the learners must have ownership over their learning experience. This is evident throughout my professional teaching experience, as the whole school starts each term with a topic launch day to introduce the students to different speakers and guests around a chosen theme (the last term being colour), and based on these experiences at the launch day the students create their own curriculum for that term. This was the starting point for my planning, giving me the opportunity to place the student's missions (independent tasks) and my topic lessons into an authentic context. The missions were quite easy to make authentic as they allowed the students to explore and discover independently, giving enough scope for the students to interpret them in their own unique way. The butterfly mission [authentic contexts evidence 1] brought together the students planning with a fun, interactive outdoor task, enabling students to explore their outdoor environment. This mission is one of the ones the students tackled first out of the six, which suggests it was a class favourite, and I think that it was because they thoroughly enjoy going outside and experiencing the world. Holt (1967, as cited by Ekoko 2007) believed that it was important for children's learning that they experience as much of the world as possible in their learning environment while getting the support and guidance they need to thrive and communicate their thoughts, before allowing them to continue that learning journey for themselves.

I used the students planning throughout my professional teaching experience, however I did find it difficult to take one of their ideas, in my case Welsh gold [authentic contexts evidence 2], and turn it into a series of lessons spanning eight hours. I found it difficult to create enough varying tasks within that subject to keep the student's attention. Thankfully my class teacher was able to give me help and ensure that I was providing them with challenging, authentic activities. Another challenge that arose was the application of authentic contexts within areas of learning that were not covered within the students planning. Maths for example [authentic contexts evidence 3], was based on the LNF and Maths curriculum, so was therefore outside of the parameters of the students planning. Which meant, if authentic contexts is being accurately defined by Ekoko (2007) and Honebein et al (1993), that even when maths is being hands on and relying on experiential learning to engage and facilitate learning, that there is no authentic context due to the students not being involved in the planning. However, I do feel that by this point, [authentic contexts evidence 3] I had a stronger grasp on how to make the students learning more authentic and engaging and feel that the planning of the measuring lesson was hands on and allowed the students to see the practical application of those skills immediately. It was also a piece of work that I planned for independently and got the students using the relevant vocabulary organically. In future, with a similar lesson, I would like to have given time to exploration as an introduction. Whereby the students are given a range of measuring tools and tasked with sorting them into piles. This would be interesting to see how they would organise them, as well as open discussions on the efficacy of certain tools when measuring certain objects or distances. I think it is important to get the student's thinking for themselves right from the beginning of the lesson to ensure that from the off, they are having the opportunity to instantly link what they are being taught to how it can be used, Willems and Gonzalez- Dehass (2012) and Broome and Preston-Grimes (2011).

The second of Donaldson's pedagogical principles that I have chosen to reflect on is that good teaching and learning means employing assessment for learning principles. Looking back at my assessment for learning at the beginning of my professional teaching experience I was only using AFL techniques to gauge understanding in the classroom. However, during my weekly reflection [assessment for learning evidence 1] with my class teacher it was decided that a target for me moving forward would be to use some form of assessment strategy outside of the classroom to track the student's understanding over the course of several lessons. Based on this feedback from my class teacher I then looked at researching how schools track their students and came across the ESTYN (2018) report, whereby the implementation of an effective tracking system ensured that students were being supported and challenged. This report showed that the use of setting goals and allowing students to take ownership over their own development and progress contributed to their success. This is something that I then tried to involve within my own practice.

Using my target from the weekly review and the information I had gathered from my research I planned a lesson [Assessment for learning evidence 2] that allowed the students to self-evaluate their own work in order to allow me to see where they would place themselves and their confidence in the current topic. This also allowed the students to take a form of ownership of their work, giving them the opportunity to think subjectively about their abilities and confidence, as well as to see where they should be aiming to be by the end. The important thing about this is the star rating is based on their confidence, their work is not being marked and a star rating attributed to it, it is unique to each student and works as a reflection of their abilities in that piece of work or topic. The lesson was the first of the topic, and on the self-evaluation sheet there was then space for another self-evaluation at the end of the unit so that the students can see how far they've come. The lesson was successful in that it did get varied responses from the children in terms of their confidence going into the task and the addition of the 'what do you already know?' box made sure that they could see for themselves and gauge from their input where to place themselves in terms of confidence. However, it was clear that some students were either underestimating their abilities (based on the quantity and quality of the information

given in the box) while others were giving themselves 5 stars, while not being able to write more than a word or two in the box. This could be down to the students not wanting to look less able than other students within the class, or perhaps due to a lack of understanding as to how much they do not know about the specific topic. However, remedying this is tricky, as I would not want students to discuss what they know together prior to the self-evaluation, as even though it would give some students the chance to see how much they know compared to other students and perhaps place themselves more accurately, it would also give students the chance to take on the knowledge of others and no longer work as a start of topic evaluation, but rather become part of the teaching process through peer discussion.

I then created an assessment grid (assessment for learning evidence 3) that utilised a traffic light system to assess where the students understanding is after each lesson. The learning objectives are at the top of the sheet, and each grid covers the lessons over the course of a week. This worked effectively, as it allowed me to keep track of the students, and made sure that I was staying aware of each of the children during each lesson, or where this was not possible, it allowed me to keep in communication with additional adults in the classroom to feedback on individuals while they are working with groups, which is increasingly important, as according to Fraser and Meadows (2008), teaching assistants are taking on an increasingly important role in the classroom, blurring the lines between teacher's support, and educators. While the assessment grids have been useful in allowing me to keep track of progress in students, it has also kept me up to date on any absent pupils within the class, ensuring that I have the chance to intervene and plan for those students when the lessons missed inform upon future learning. The issues that need to be addressed and altered within the assessment grids are that they are weekly rather than individual to a subject or AoLE. This means that the students are being tracked across different lesson which hold and develop different skills. For the next block of placement I will need to use the grids according to subject alone in order to accurately and effectively track the students' progress. Another area that needs developing is my practical application of this information. Rather than simply tracking and allowing it to inform my future planning, I also need to be looking at having interventions during assembly or mission (independent learning) time to support and help the students who are showing as red on the assessment grid. It is worthless having this form of assessment if those students who are being flagged up as struggling are not then receiving the additional support that they need. Black et al (2007) stated that assessment for learning is only effective and worth doing if the teacher is using the data or information gathered from it to give feedback to the students or to modify the future teaching to better suit the students and aid their progression. This is backed up by Bowen and Ellis (2009).

The final pedagogical principle that I have focused upon is the reinforcement of cross curricular responsibilities. This principle is important, especially as we are moving towards the 2022 curriculum, as it is a realistic reflection of how we learn and explore the world around us. The world is cross curricular in every sense. The class I was on placement in is already structured towards the AoLEs rather than subjects. English and maths are taught as individual subjects; however, 'topic' in the afternoon encompasses the humanities, while 'missions' are independent tasks that the students carry out. These missions [cross curricular evidence 1] are also cross curricular in a variety of different ways. The evidence is a picture of the six missions that I, with the help of one of the schools support staff, created for the children in my mixed year 4 and 5 class. The children have the option to use either DCF in the form of Chromebooks and iPads to present their work, or they can be completed straight into their topic book. Some of the missions have DCF built into the must, should, even better if, to ensure that students are using the technology available to them within those six missions. They are also strongly linked to literacy, as all of them include elements of reading and writing, while others develop oracy and listening skills. However, one of the problems I had while planning these missions was the inclusion of numeracy within these tasks. I was only able to include one element of symmetry within one of the missions, while all of them had the opportunity to include DCF and literacy. My future planning will aim to include numeracy within missions to enable students whose strengths lie in those skills to independently develop them.

Following on from these missions I then created a lesson plan (cross curricular evidence 2) that enabled students to use the Chromebooks and iPads to research for themselves the answers to their own questions. This lesson was to give students the opportunity to explore websites, gather information that they deemed relevant and put the information into their own words. The problem that arose within this lesson, was that some of the students reading levels were too low for those students to access the information. However, the students were able to pick out the relevant pieces of information from the text read to them by myself, and rewrite it in their own words, which was the most important part. They were also able to use the QR codes to access the sites that had I had chosen for them. This additional support from an adult can relate to Vygotsky's (1978) work on the zone of proximal development, whereby the work should be challenging enough that they couldn't complete it without the help of a more knowledgeable other, in this case the teacher. The lesson also included a variety of different areas of literacy such as oral and listening skills from the use of discussion, as well as reading and writing skills during their research activities where they are picking out information and writing down their findings. Within the reading aspect of the task, it is important that the children develop their scanning and skimming skills, to efficiently hone in on the information they need. The lesson was successful in that all the children completed the work; I do feel however that I would need a backup next time should the internet not be cooperative, as it does have a tendency to stop working.

The final piece of evidence I have included for this pedagogical principal shows the completed body of work that the students created, (cross curricular evidence 3). The lesson plan I have just discussed (cross curricular evidence 2) contributed to part of this final product, however a number of other skills have been used in subsequent lessons to create these two pages of work. The students were given the choice between J2E5 or Comic Life to present an information sheet on welsh gold based on a letter from Clogau. They researched their own facts based around four sub headings: location, history, fun facts and new developments. Elements of the lesson went well, such as the student's ability to use the QR codes to access the websites and their ability to group the relevant information into the sub headings to present their work. However, some of the students found it difficult to decide which pieces of information were most pertinent for a poster. These students however, were advised to discuss with a partner if they were unsure before coming to a teacher to check. Within this piece of work it would have been nice to have included an element of numeracy, especially for the higher ability, whether through a chart or through facts including statistics such as percentages or fractions.

Having looked at these three pedagogical principles, and how I have implemented them thus far in my professional teaching experience, it is clear that there is still much room for improvement. My use of assessment has improved since the beginning of placement, and I am making a conscious effort to stay aware of which students are struggling in a given lesson, but in order for me to move forward and use assessment for learning to help improve and support the students' progress from this point I need to be tracking them across AoLEs and intervening when I have identified a student who is struggling. This way of assessing could help to inform my cross curricular responsibilities. If I am aware of the students areas for development based on the results of the assessment grids, then I can ensure that those skills that are in need of strengthening are being practiced and utilised in their topic work and missions. Similarly, I need to ensure that in my future practice I am including aspects of numeracy in the other AoLE to ensure that students are seeing the practical application of those cross curricular skills, and are experiencing those authentic contexts. Through analysing these principles it has shown me the interdependence that they have on one another. Assessment for learning will always be a much needed tool to ensure the progress and understanding in each lesson. While cross

curricular responsibilities by their very nature are creating authentic contexts for learning and vice versa. Developing my application of these three pedagogical principles will ensure that I am providing my students with a higher standard of education, that will help them to continue through the education system with a broad range of strongly tuned skills rather than simply information.

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