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Pathway: TAR Cynradd

	Target	What I have done in this assignment...
Target 1	Link every point of view to reading work in order to ensure an academic argument.	Aimed to link a piece of academic literature to each point that's been made.
Target 2	Offer specific examples that are associated with the critical incident and combine them with literature.	Combine each of my examples with literature to back the point up.
Target 3	N/A - 2 targets were provided in the last assignment.	N/A

Introduction

This piece of writing will include evidence that has been gathered by myself while on my first teaching practice in school. The evidence that has been collected will be used alongside existing literature in order to form a critical review. The evidence collected in this piece of writing is from school X, which is a Welsh primary school in the Swansea region of South Wales. Confidentiality is vital, therefore the school will be referred to as 'school X' in order to ensure confidentiality throughout this piece of writing. This will be following the BERA guidelines that clearly state how important confidentiality and anonymity are (Bera.ac.uk, 2018).

The focus of this particular piece of writing is to critically reflect on my personal progress while on my first professional teaching experience and how, as a student teacher, I have been able to implement three pedagogical principles in my teaching. The three pedagogical principles being looked at in this piece of writing 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 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.'

Link to OneNote notebook:

https://1drv.ms/u/s!AgNIS4c0Xyv5imz_otRQpCPmObbU

Counting Animals - Noah's Ark

Wednesday, 18 December 2019 15:40

In the above picture, is a piece of work given to a reception class where the pupils had to count the animals and then write the number in the first box and then find the correct Numicon and glue it in the second box. These pieces of work have been differentiated based on which group would be doing the task. The theme of the week was Noah's Ark where the students had been learning about the story of Noah's Ark in the Bible. The task set, as shown below, required the children to count the number of animals in the photo and then firstly, write the number in the box. Following this, the children would need to find the Numicon of the number of animals and then proceed to cut the number out and glue it in the box.

Faint o anifeiliaid sydd yn y lluniau?

Grŵp Coch a Glas

Rhif Numicon

	+		+		=		
	+		+		=		
	+		+		=		

Faint o anifeiliaid sydd yn y lluniau?

Grŵp Gwyrdd

	Rhif	Numicon
		
		
		

Faint o anifeiliaid sydd yn y lluniau?

Grŵp Oren a Melyn

Rhif Numicon

2 + 1 + 2 =

1 + 1 + 1 + 1 + 1 + 1 =

1 + 1 + 1 + 1 + 1 + 1 + 1 =

Measuring a chalk outline of the body using blocks

Monday, 6 January 2020 20:01

The theme for this particular week was 'measuring using blocks'. Due to the age of the children in the reception class, it was important to begin measuring with blocks so that the children had a basic understanding of measuring. As a part of this lesson, the class were taken out to the yard in order to measure the outline of their bodies by using chalk and then measuring the width of their bodies by using chalk.

Below is an image of the area that was used to measure:

The names of the children have been blanked out in order to maintain privacy.



Conclusion to a fireworks lesson

Monday, 6 January 2020 21:25

At the end this particular fireworks lesson, for the last 15 mins I had all my children to lay down on the carpet, where I proceeded to play fireworks sounds, and they had to lay there in the dark for a few minutes and listen to the fireworks. After having listened to the fireworks, the children each had to tell me how they felt by listening to the noises they heard. This aspect of my lesson was linked to the health and well-being of my students. They all proceeded to give me very positive answers having listened to the fireworks.

Below is the conclusion to my lesson plan where I planned this activity.

Sesiwn Gloi 15 munud	Bydd diwedd glo y wers yn cysylltu efo iechyd a lles y plant. Bydd clip o dân gwyllt ar y bwrdd gwyn a byddaf yn troi'r golau i ffwrdd a cael y plant i orwedd ar y carped a meddwl am sut mae nhw'n teimlo, beth mae nhw'n gwisgo a pwy mae nhw efo. Mi fydd hyn yn cyflwyno geirfa newydd i'r plant. Mi fydd y plant wedi ymlacio a cael amser i feddwl trwy gwneud y weithgaredd yma.
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Lollypop stick - AFL

Wednesday, 18 December 2019

15:44

This lesson was with a reception class that has 29 children, all of which were 4 years old. During the introduction of the lesson, I asked the class numerous questions around the topic of 'Noah's Ark' in order to see what sort of previous knowledge the students had about the topic. When asking open questions to the class, very often the same three or four students tend to answer questions therefore the 'lollypop stick' method of Assessment for Learning (AFL) was utilised. There are 29 lollypop sticks that have each child's name on and these lollypop sticks get chosen at random and the student who's name gets chosen then gets asked a specific question. This method of AFL ensures that each student within the classroom gets a fair chance at giving their answer or opinion on the topic being discussed. I find that this makes answering questions more fair as it gives each student within the class the opportunity to voice their opinion on the topic that is being discussed.

Below is a photo from one of the lesson plans where the lollypop stick AFL method was used.

Sesiwn Gloi 15 munud	<u>Darllen stori</u> Arch Noah i'r plant <u>er mwyn adeiladu ar</u> <u>gwybodaeth blaenorol</u> ac <u>hefyd i adeiladu gwybodaeth y</u> <u>plant amdano stori</u> Arch Noah.	<u>Plant yn gwrando ac yna yn gorfod trafod agweddau'r</u> <u>stori. Cyfle i gofyn cwestiynau ynghlyn a'r stori os maent</u> <u>yn dymuno.</u> <u>Ffin lollipop yn cael ei ddefnyddio er mwyn dewis plant i</u> <u>ateb cwestiynau fel bod pawb yn cael yr un cyfle.</u>
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Marking criteria

Monday, 6 January 2020 20:27

Providing the children with a marking criteria is vital for them to be understanding of whether or not they've correctly done the task.

Prior to starting my Professional Teaching Experience, the class teacher in School X explained to me how the reception work was marked using little detail due to the fact that kids at 4 years of age did not spend time reading what had been written and therefore it was a waste of time using large amounts of text when marking. The teacher proceeded to explain how ESTYN had told her in a previous inspection that she was writing too much for children that were 4 years of age.

The marking criteria is as follows:

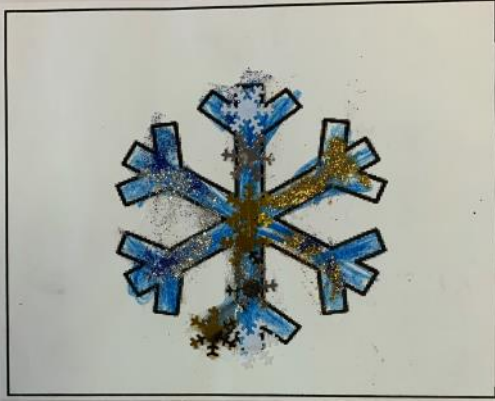
AD - Reached the requirements of the task.

A = Student has individually completed the task.

YH = Student has had some help in order to complete the task.

H = Student has required help throughout the task in order for it to be completed.

Below is an image of a piece of work that was marked by myself utilising the marking criteria:



p p p p p p p p

p p p p p p p p

p u e h e i t a

T.FF (AD) (A) 27.11.19 R.L

Thumbs up or thumbs down - AFL

Tuesday, 31 December 2019 13:09

Utilising the 'thumbs' method is another way of implementing Assessment for Learning into a lesson. Having explained each of the tasks to the reception class, a show of thumbs would then be asked for in order to assess the level of understanding. Thumbs up would demonstrate an understanding of the required task and thumbs down would demonstrate a lack of understanding. This has been used many times in my lesson plans, as shown below and has been found to be a timely and effective way of students demonstrating their understanding of a task set in the classroom.

While this is an effective and quick way of seeing the level of understanding that the class has, it may not always be accurate with a reception class as they may not fully understand something but give a 'thumbs up' due to their friend giving a thumbs up. I had discussed with the teacher of my class, prior to beginning my teaching, about how they utilised AFL within the reception class as I stated that AFL was something that we had learned about a lot in our lectures at University. The teacher told me that AFL strategies change throughout the school due to the ages and abilities of the students within the classroom.

As shown below in my lesson plan, the thumbs up or thumbs down method was utilised in order to gain an understanding of the students understanding of the task set.

Tasgau Disgyblion

(Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)

Disgyblion yn eistedd ar y carped er mwyn iddynt cael trafod eu wybodaeth blaenorol o mesur yn gyntaf. Yna mae'r gêm yn cael ei warae er mwyn i'r plant cael gwneud tasg sy'n rhyngweithiol.

Ar ôl i'r dasg gael ei egluro, disgyblion yn defnyddio 'bodau' er mwyn dangos os ydynt yn deall neu beidio.

Memory Game - Fireworks

Wednesday, 18 December 2019

16:08

The theme in this particular week was fireworks due to the fact that Bonfire night was approaching. Having taught this lesson the previous day, a memory game was played with the children that was about being safe around fireworks during an introduction to the lesson. The children would have to guess which object had that had been removed from the 'fireworks box'. Inside the fireworks box was a hat, a scarf, a toffee apple, a photo of a firework, a photo of a sparkler, a picture of Guy Fawkes. One of these images would be removed and the students, without seeing which item was removed, would have to guess which item was no longer in the box.

Below is an image of the lesson plan from this day. I found this a useful way of building and reminding the students of being safe around fireworks.

Amser	Gweithgareddau/Methodoleg/Cysyniadau Allweddol (Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)
Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol) 15 munud	Byddaf yn chwarae gêm gôf efo'r disgyblion. Mi fydd 8 gwahanol llun/ eitem o fewn blwch sy'n ymwneud a tân gwyllt. Bydd het, scarff, menyg, afal toffi, siocled poeth, llun o roced a sparclwr o fewn y blwch. Ar ôl i'r disgyblion cael gweld beth sydd o fewn y blwch, byddaf yn tynnu un o'r eitemau allan ac bydd rhaid i'r disgyblion cofio beth sydd wedi cael ei dynnu allan.

Questioning at the beginning of the lesson

Monday, 6 January 2020 19:54

Prior to beginning my teaching in the reception class, the teacher explained to me how, due to their age, the children would need to be reminded about what had been taught and learned the previous day. Therefore an effective and quick way of having a recap, was to ask questions about what had been learned the previous day. This would trigger the children's memory where they would answer the quick-fire questions that would be asked by the teacher. This was found to be an effective way of building on previous knowledge.

Below, is an image from one of the lesson plans that was designed with the questioning a part of the introduction from a 'fireworks and Guy Fawkes lesson:

Amser	Gweithgareddau/Methodoleg/Cysyniadau Allweddol (Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)	
Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	Gofyn i'r disgyblion os ydynt yn mwynhau tân gwyllt ac yna gofyn pam mae nhw'n hoff o wyllo tân gwyllt neu pam ydynt nhw ddim yn mwynhau gwylllo tân gwyllt. Gofyn iddynt os mae nhw wedi mynd i weld tân gwyllt ar noson tân gwyllt ac hefyd ym mhle wnaethon nhw wyllo tân gwyllt.	D t n F R
15 munud	Dangos clip i'r blant o diogelwch tân gwyllt.	

Using 'Ffrindiau'r Wyddor'

Monday, 6 January 2020 20:14

The theme in the class this particular week was learning to form the letter P. To begin with, it was important that as a teacher, questions were asked of the students as to what they knew already about the letter P.

In order to set tasks and challenge students, the website called 'Ffrindiau'r Wyddor' was used. This website allows the children to listen to a story about the letter P. In this story the children were told about 'Penri the Parrot'. As well as listening to the story, the children can listen to and sing a song that's all links with the letter P.

Below are images of the website and what the website offers:



Reflective Conclusion

Wednesday, 18 December 2019

16:08

Conclusions about progress on implementation (making reference to illustrative examples and reading).

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

At the beginning of my first Professional Teaching Experience (PTE1), ensuring that I challenged each of my students within the classroom by using Assessment for Learning (AFL) was something that took some getting used to for me. I understood the importance of utilising AFL strategies and methods, as I had read about Dylan William (William, D. 2011) but it wasn't until I had been in the reception class for a short period of time that I had a deeper understanding of exactly how AFL works. Prior to beginning teaching the reception class that I was in, I asked the class teacher about the methods of AFL that she tended to use within the classroom environment to which she replied saying that the 'thumbs up and thumbs down' method along with the lollypop stick method of AFL are frequently used and she explained that some of the AFL methods used in Key Stage 2 would not be suitable to use in the reception class, due to the age of the children. I was unaware as to how important and helpful using the lollypop sticks would be. I'd noticed that whenever I had asked the class a question, it tended to be the same three or four students who would attempt to answer my question. Therefore, by using the lollypop method I was able to ask other students in the classroom what their thoughts and opinions were, allowing for a wider range of answers.

I also found, particularly in my first week of teaching, that I was not thorough enough in explaining the task to the students as I'd have a few questions asking me to clarify what was required with certain tasks, particularly the individual task where students are required to work alone. Therefore, I made sure that I would model each task individually to the children to ensure that they understood the task.

In order to learn from the first half of PTE1 and improve when I move from the reception class to year 6, I recognise that I will need to use a wider range of AFL methods due to the age of the children in the class as many of the brilliant AFL methods available have not been available for me to use as I have been teaching within the reception class. By the end of my time in the reception class and having read my daily journal that is looked at by myself and the class teacher, I'm satisfied with the comments made about my use of AFL, albeit somewhat limited due to the age group I have been teaching.

Pedagogical principle: 'Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence'.

As a student teacher at the start of my first Professional Teaching Experience, ensuring my lessons were cross curricular was a challenge for me. I found it particularly tricky to include in my lesson planning for the reception class I was teaching. When looking back at the digital competency side of my lesson planning, I could have taught and discussed the importance of internet safety with the students in my classroom as this would have been an interesting but yet very important topic to discuss with the class, as internet safety is hugely important in the technology based world we now live within. The

importance of internet safety is amplified with Education Wales hosting an 'Internet Safety Day' in order to promote safe, responsible and positive use of the internet (Hwb.gov.wales, n.d.). The Minister for Education, Kirsty Williams, also reiterates the importance of children being safe whilst utilising the internet. *'In addition to Digital Competence, our new Curriculum for Wales for 3 to 16 year olds will include computation as a strand of learning within the Science and Technology Area of Learning and Experience. While this is focussed on developing understanding of the key concepts that underpin computer science, within that I fully expect the issue of online safety to be covered'* (GOV.WALES, 2019). Being able to teach a lesson on internet safety is something that I will strive to do in year 6, particularly as most of these young people utilise the internet for a large amount of time, in order to ensure they are aware of any issues that may arise whilst utilising the internet.

Having read the comments in my daily journal from the class teacher and my mentor, I believe I improved on any difficulties I had with making my lessons cross-curricular through more careful planning and discussions with both the class teacher and my mentor on how to improve this aspect of my teaching. I believe that my illustrative examples show that I have achieved making some of the lessons I planned cross-curricular which is satisfying for me as a student teacher and something I will continue to work hard in achieving.

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

When beginning to teach at the start of Professional Teaching Experience (PTE1), I always tried to ensure that I built on the previous knowledge around a subject that the students in my class had. This links to one of Professor Donaldson's (2015) pedagogical principles of ensuring that tasks and questions build on previous knowledge.

As I was teaching a reception class, the focus task would remain the same all week as it was only the group that I would work with that would change, therefore it was vital that I ensured that any previous knowledge that my students had was touched upon. At the start of each lesson, I would ensure that I had questioned the class on their knowledge about the topic that was being taught in the class. Effective questioning is a method which is used to build

As shown in one of my examples, I used the website 'Ffrindiau'r Wyddor' in order to build and engage the children's knowledge. I found that utilising a website that uses teaching methods such as a story and a song to be far more engaging for a class of 29 4 year olds. Using such website also allows be to touch with the 'digital competency' aspect of the new curriculum.

As referred to previously, the Piaget (1936) Theory of Cognitive Development notes the importance of building on previous knowledge and ensuring that my students are able to apply what they have learned to the real world, as this is what the new curriculum by Donaldson (2015) strives to achieve – making independent and confident young people from the age of 3 up until the age of 16.

Having the chance to utilise different methods of challenging my students and their

knowledge around a certain subject was something I found very beneficial for both myself and for them. As the placement developed, I became more familiar with the learners and what their subject knowledge was and how I could challenge them to improve themselves individually, as everyone in my class has a different base level of knowledge about various subjects.

A Review of Literature

Monday, 6 January 2020 21:32

Discussion of literature on effective teaching and learning with a particular focus on the pedagogical principles under consideration.

In this section of the writing, a discussion on effective teaching and learning with regards to the three pedagogical principles in focus will be conducted. The first of the three pedagogical principles that will be looked at is 'Good teaching and learning means employing assessment for learning principles'. When looking and learning about assessment for learning (AFL), Professor Dylan William provides a lot of insight into how AFL can be implemented successfully within the classroom environment. *'For many years the word 'assessment' was used primarily to describe processes of evaluating the effectiveness of sequences of instructional activities when the sequences of instructional activities when the sequence was completed.'* (William, D. 2011). The main purpose of assessment within education has to support the learning that takes place within the classroom (Gardner, J. 2012).

An influential report around assessment for learning conducted by (Black and William, 1998) is called 'Inside the Black Box'. This piece of work finds that assessment for learning aids standards within the classroom for all, especially the lower attaining pupils meaning the gap is smaller between the higher attaining pupils and the lower attaining pupils. *'AFL reduces the spread of attainment while raising the bar for everyone'* (Black and William, 1998).

One of the cornerstones of AFL is the fact that many of the decisions and choices made within the classroom are made by the students themselves, which links to Professor Donaldson's new curriculum where the learner is a part of planning the work (Berry. R, 2008). Another piece of writing that emphasises the importance of AFL is by Hattie (2012), where he states the importance of visual learning within the classroom. Visual learning focuses on making student learning visible to the teacher. It emphasises how the identification of certain attributes that aid student learning within the classroom. Visible learning also states the importance of making teaching visible to the student in as, according to Hattie (2012) this helps the student to become their own teachers throughout their lifetime.

While AFL is becoming more and more popular within education in the United Kingdom, there are certain pieces of literature that make arguments against the use of AFL. David Didau makes the argument that the idea of AFL could be flawed. He makes the point that AFL is used with the understanding that a teacher is able to assess what a student is able to learn during a lesson and then the teaching can be adjusted and adapted in future in order to suit certain students needs. David Didau argues the point that you cannot see learning, as it is only performance that can be seen and by measuring a students' performance, a teacher may be able to see what might have been learned but that what is inferred can be problematic for two reasons. The first reason is that performance in the classroom depends on the cues and stimuli that's provided by the teacher. The second reason is that performance could be deemed as a poor indicator of how well a student could transfer the skills or knowledge that he or she has learned. (Didau. D, 2020)

The second of the three pedagogical principles that will be discussed is 'good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence'. Ensuring that lessons are cross-curricular is vital nowadays for a teacher, as cross-curricular lessons are heavily emphasised in the new curriculum. During the 'Successful Futures' report published by Professor Graham Donaldson, it emphasises how literacy, numeracy and digital competence needs to be the responsibility of all teachers and how literacy and numeracy will mean far more than just having a basic ability with the aim being that the skills being learned within the classroom can be applied to real life situations. The report states that from the age of 3 up to 16, children and young people will learn to be critical thinkers and problem solvers, people who can plan and organise, have the ability to be creative and innovative and have personal effectiveness (Gov.wales, n.d.)

Cross-Curricular teaching in primary school's aids teachers in being able to plan lessons in a more creative and imaginative curriculum by presenting in accessible language a framework and a rationale for teaching across the subjects (Kerry. T, 2015).

'A cross-curricular approach to teaching is characterised by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These inform an enriched pedagogy that promotes an approach to learning which embraces and explores this wider sensitivity through various methods.' Savage (2010) defines the meaning of cross-curricular approach to teaching. This emphasises the importance of learning a wider range of material and then being able to transfer what has been learned into real world scenarios as nowadays many students are unable to use the knowledge they've learned and collected in an effective manor when thinking and reasoning.

The final of the three pedagogical principles that will be discussed is 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest'.

Jean Piaget's (1936) Theory of Cognitive Development looks at how young people develop rather than just learn. Piaget (1936) intended on looking at was not to what level children could spell, solve problems or count but to what level children could understand and comprehend the more fundamental concepts such as quantity, time, number and so on (Huitt and Hummel, 2003). Effective questioning is used in order to stimulate student interest about a subject, as well as being used in order to assess the progress that students are making in the classroom and whether or not the students understand the material that has been taught (Rose. S et al, 1998).

It is evident how vital building on the prior knowledge of students is, with it being vital nowadays that students are able to transfer what they have learned within the classroom and use it in the real world, which is what the curriculum by Donaldson (2015) strives to achieve, making young people who are 'the complete person' and not just able to sit and pass exams.

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