

Overview

Monday, December 16, 2019 9:46 PM

Name: Michael William Aubin

Student Number: 1901835

Pathway: Primary

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Read more widely.	Invested over 80 hrs reading literature. Utilised the library resources fully.
Target 2	Be even more critical and persuasive in future assignments.	Attempted to gather diverse counteractive viewpoints to inform judgement. Attempted to be more decisive in my writing.
Target 3	Check guidance for referencing within the body of the text.	Accessed the guidance for referencing.

Word Count: 3258

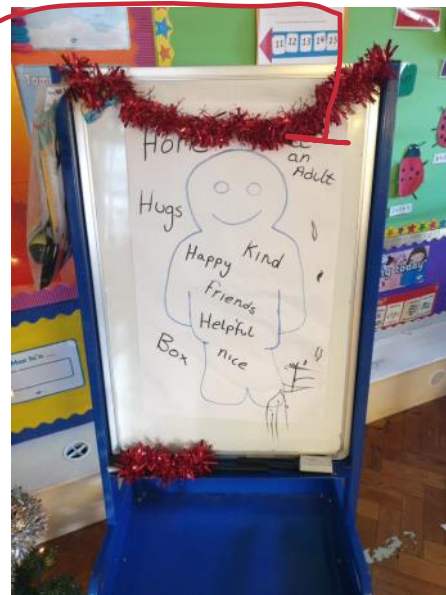
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Illustrative Example A / Digital Competency

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Incorporating digital competency skills into a cross curricular lesson proved challenging initially. However, once I explored the DCF in detail opportunities presented themselves. This is reflected in Webb's (1996) comment, as "Teachers grow in familiarity and confidence in teaching the National Curriculum" they can then identify more opportunities to deliver a cross curricular education.

The image represents a lesson in which PSE was the focus in a reception class lesson. We explored the themes of friendship, desirable personal qualities, and safety through adopting a new friend, a jelly baby. Each child was given a jelly baby and they were asked, "What makes a good friend?", a discussion ensued, and ideas were written on the board. The pupils were told that they had to look after their new 'jelly baby' friends and we then looked at what it means to be safe. I took this opportunity to assess pupils understanding of digital communication and safety and was surprised by their response. They were able to identify multiple platforms of digital communication that they access such as, Xbox, Roblox and Facebook, and expressed some safety ideas that are shared and applicable to online and real life.



GUIDANCE		
Digital Competence Framework		
Last updated: 3 January 2020		
Show Filters ⚙️ Download framework ⬇️		
Nursery	Reception	Year 1
STRAND Citizenship	ELEMENT Identity, image and reputation	
With increasing independence learners are able to:	With increasing independence learners are able to:	With increasing independence learners are able to:
distinguish between someone they know and someone they have never met, e.g. this links to personal and social education (PSE)/well-being and would form part of 'Stranger Danger' education.	recognise that actions have consequences and identify simple rules to keep them safe (offline and online), e.g. classroom rules/charters should incorporate digital and non-digital rules recognise that data can be shared online, e.g. with adult support, find images of themselves and others for instance on the school website/school social media page, etc.	understand that some websites ask for information that is private and personal, e.g. identify private and personal information and discuss how to handle requests for private information – not disclosing full name, address, date of birth, school.
STRAND Citizenship	ELEMENT Health and well-being	
With increasing independence learners are able to:	With increasing independence learners are able to:	With increasing independence learners are able to:
use digital devices and media with care, e.g. name a variety of digital devices and handle appropriately.	talk about everyday use of devices and digital media, e.g. identify a range of media and digital devices from familiar experiences. Make simple observations about their uses. recognise that data can be shared online, e.g. with adult support, find images of themselves and others for instance on the school website/school social media page.	use digital devices within a controlled environment, time and context, e.g. use for a given time limit and specified outcome.

(WAG, 2020)

Illustrative Example B / Literacy

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Whilst teaching in a reception class, during a mathematics lesson with a focus on capacity, attempts were made to make meaningful links the literacy branch of the LNF. I took a thematic approach to teaching the topic of capacity through a cross curricular theme with links to history. The intention was to give the learning purpose and make it meaningful.

Guy Fawkes was the theme and whilst the focus was capacity, I used the opportunity to explore the historical context and address skills within the literacy framework (in blue).

Cox (1996) suggests that mathematics is one of the only discrete subjects that is predominately the focus of an activity. However, Barnes (2015) reminds us of a Reggio Emilia principle that we must "give the child a real problem to solve", by doing so, it embeds the learning and gives it purpose beyond the acquisition of skills.

Pupils were able to demonstrate the LNF skills highlighted after watching a short-animated video of the Guy Fawkes poem "remember, remember the 5th of November". It appeared that this implementation of cross curricular responsibilities served the purpose of enhancing the focus of the lesson as this was evident in the pupil's responses the next day in the following lesson.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Michael Aubin	Class:	Reception
AoLE or Subject	Maths	Date:	11/11/19
Lesson Focus:	Capacity Guy Fawkes		
Meaningful links to Curriculum	Make a sensible estimate of up to 10 objects that can be checked by counting		
Meaningful links to: Cross Curricular Responsibilities	LNF – - recognise and make meaning from words and pictures on-screen - follow texts read to them and respond appropriately.		
Personal Targets	N/A		



Illustrative Example C / 'Rich' Task

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There are times when Cross-curricular learning can work extremely well together and, in my experience, when Science investigation is the focus of the activity, literacy, numeracy and digital competency can be explored, such as is the case with this reception class 'rich' task.

The very idea of a 'rich' task is that it is rich with opportunities to learn in multiple areas of the curriculum. Through the exploration of flight and forces, the pupils were able to practice and develop previous skills and knowledge in literacy, numeracy, and digital competency

Literacy

Skills identified in the LNF were implemented to enhance the understanding of the task. Oral skills were useful for exploring and consolidating conceptions stimulated by the task.

Numeracy

Previous knowledge of mathematical ideas and vocabulary were effective in aiding pupils understanding, particularly during the practical element of the lesson. Pupils discussed, with prompts, capacity and length further embedding that knowledge as well as enhancing the new knowledge being developed.

Digital competency

Pupils had the opportunity to work together to record their experiments and save them on an iPad. Their recordings were made into QR Codes as evidence of their work, that they could later recall using a digital device and comment on their experiments.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Michael Aubin	Class:	Reception
AoLE or Subject	Focus Task - KUW	Date:	26/11/2019
Lesson Focus:	'Fix Santas Sleigh' - KUW		
Meaningful links to Curriculum	- exploring and experimenting - listening to others' ideas - thinking about what might happen if... - seeing links between cause and effect - making observations and measurements and keeping records - thinking creatively and imaginatively - communicating observations and measurements - describing what they have found out and offering simple explanations		
Meaningful links to: Cross Curricular Responsibilities	LNF- - record collections using marks, numbers or pictures - take part in activities alongside others, with some interaction - exchange ideas in one-to-one and small group discussions, e.g. with friends - ask questions about something that has been said - show that they have listened to others, e.g. by drawing a picture - use direct comparisons with: – length, height and distance, e.g. longer/shorter than – weight/mass, e.g. heavier/lighter than – capacity, e.g. holds more/less than DCF- - work together with a partner/partners on a piece of digital work - save work by clicking an icon and understand that the work can be retrieved - select appropriate software from a limited range to create multimedia components: create and explore the use of text, image, sound, animation and video - comment on work in relation to a single success criterion, e.g. add comments using recording feature in software		
Personal Targets (Linked to QTS and identified in weekly review)			
Managing the learning enviromi – including time managment, in terms of planning and structure			



Illustrative Example D (Think-pair-share, lollipop sticks, questioning)

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This section of a lesson plan is taken from the very first mathematics lesson planned during PTE. The lesson was delivered to a reception class and the focus was to introduce the concept of capacity. A topic which was entirely new to the pupils so it was important that they had time to formulate ideas and digest them so that they could effectively participate in the planned activity, I decided that a number of AFL methods would be supportive to this. Questioning and think pair share (Coloured purple) were two such methods that I employed. An open-ended question was used to activate prior knowledge in addition to ascertaining the spread of understanding in the class. The question also had intentions to motivate and engage pupils in the subject by activating their imagination and quizzical thought. In conjunction with this, think-pair-share was a useful tool to allow pupils to think more deeply and formulate an answer and gain additional support from peers.

Wragg (1997, p25) expresses that "the wording of questions is important" and this is something I took into consideration. I wanted to ensure that all answers were valued as the intention was not to find a 'correct' answer, although some were more accurate and logical than others, but to insight thought and discourse or as Black (2003, p.39) articulates, "a discussion of the ideas to be explored"

I was conscious of providing opportunities for all pupils to engage with the lesson and followed the questioning with an AFL strategy referred to as 'lollipop sticks'. This was effective in involving pupils who are usually less enthusiastic to respond as the expectation was that all pupils would have a response after having the time to construct one. The randomisation of selecting pupils via the lollipop sticks was successful in its intention to reach a spread of pupils however it did evoke disappointment in some pupils when their name wasn't selected.

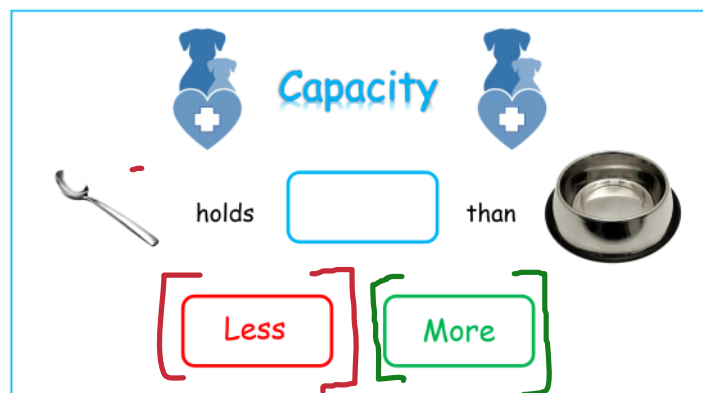
Time 30 minutes	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
10 minutes Opening phase (with links to prior learning)	APK: Present a barrel to the class and ask them, "What do you think might be inside the barrel?" Use lollipop stick to select pupils at random share their ideas. Explain that the barrel could hold lots of different things but only hold a certain amount. Reveal that there is actually gunpowder inside. Introduce Guy Fawkes and that he had a plan to make an explosion which is why we have bonfire night. Show video to help explain. Challenge: Guy Fawkes needs your help. His barrel of gunpowder is too big and heavy to carry. So he needs you to put the gunpowder into smaller containers to help move it. But	Think, pair, share – pupils to think, then talk to a partner about their ideas. When chosen pupils then share those ideas with the class. Pupils to watch a video about the Guy Fawkes poem. Link available here: https://www.youtube.com/watch?v=L7hHL33lQOI	- Barrel - Power point presentation - Laptop and whiteboard - Gunpowder (sand)

Illustrative Example E / Traffic lights

Monday, December 16, 2019 10:04 PM

When revisiting a topic previously covered in the reception class I was placed, I wanted to try and grasp where the pupils were currently at with their understanding on capacity. I devised an interactive power point that would pose questions to the pupils and they collectively responded using green and red cards to indicate their answer. Doing this allowed me the opportunity to informally assess the pupils understanding and inform as how to proceed with the lesson. This technique was successful in gathering the data I required and demonstrated that the pupils had retained the information from the previous lesson. The pupils also enjoyed the interactive element, and all were confident in participating.

This concept was inspired by the secret squirrel technique, however, that method required all pupils to have a good standard of writing skills which wasn't present in this class. So, I adapted the approach so that pupils could provide answers individually as a whole class.



Illustrative Example F / White Boards, APK, Success Criteria

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The lesson depicted in the images was a Science focus activity, in a reception class, with the focus on identifying external body parts. In the opening phase of the lesson I decided it was important to activate prior knowledge and looked for suitable AFL strategies to apply. The use of white boards seemed to suit the requirements and are an effective tool used in AFL strategies such as secret squirrel and provide instant feedback about pupil’s current knowledge.

I asked the pupils to draw a human body on the white boards. After their initial etchings they then showed each other their drawings. They were encouraged to provide peer feedback which was guided by the question “Is there anything missing from the drawing?” Pupils then made amendments to their drawings and these drawings then acted as the success criteria for the main task. Are the features that they have drawn present in the sculpture they created?

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)	Provide white boards to the pupils and ask them to draw a human body to APK. Ask “What is missing?” in order to elicit more detail.	Pupils to draw a body onto the white boards and discuss with peers parts of the body they already know.	White Boards Markers



Illustrative Example G / Recycling

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10:01 PM

Throughout my PTE I consciously looked for opportunities to provide authentic context for learning as “meaningful and relevant experience motivates participants” to learn (Barnes, 2015). This was particularly relevant to continuous provisions in the classroom as they are often unmonitored by the teacher and are reliant on the pupil being independent in their learning. A thematic approach is helpful in applying authentic contexts and in this case the reception class were learning through the theme of ‘People who help us. I took this theme and applied it to the planning for the investigation area. Pupils were to take on the role of a waste collector and sort materials into the suitable categories for recycling. Pupils were given real life materials to sort. Through the tactile nature and the purposeful objective of the activity, the assumption would be that the pupils would be able to discriminate between the materials and develop some knowledge ready to explore further in a lesson later in the week.

Purpose for the activity was prompted by connection to the Schools Eco Club.



Illustrative Example H / Money

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This is the lesson plan, as part of a 3-lesson progression plan, focusing on developing skills with money in a reception class. In the first instance I believed it essential that the pupils had real hands on experience with authentic coinage so they could explore the shape, size, material, and texture, involving a multisensory approach. Secondly I wanted them to have a purpose to learn about money so all the lessons were planned around a final lesson culminating in a role play session where they would use the money to buy toys and sweets in the classroom shop. Reference was also made to the upcoming Christmas fair for which this was a practice. I believe this provided the pupils with an authentic context in which to learn and helped to improve their understanding of money.

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)	Recap previous lesson using numicon to match coins. Have a pot of coins and ask pupils to find a coin matching the numicon you hold up. 10p, 5p, 2p and 1p	Pupils to find the coin in the pot matching the numicon and pass it to the teacher.	Selection of coins Numicon
Teaching & Core Learning	Give each pupil a number of coins: Red – 5p (2x2p, 1x1p) Orange – 10p (1x5p, 2x2p, 1x1p) Green – 20p (1x10p, 1x5p, 2x2p, 1x1p) Ask the pupils to add up how much they have. Use numicon to support this.	Pupils to add up thier coins with support from numicon.	Selection of coins Numicon

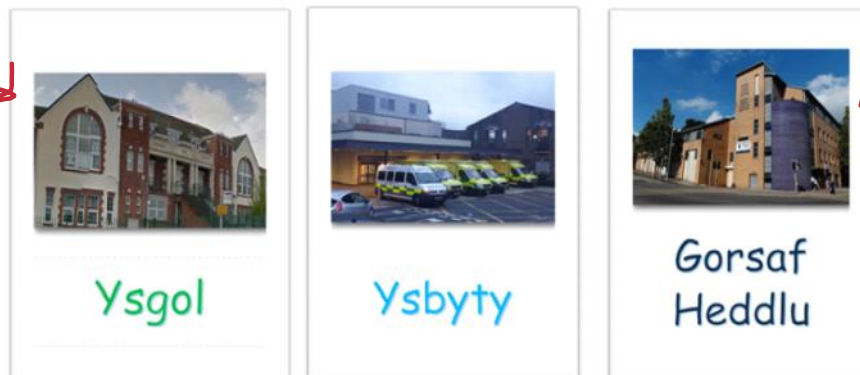
Ask the pupils what woul they like to buy with thier money? Give them the ' my christmas wish list' sheet.	Write down how much they have to sepnd in the 'purse'	My christmas wish list sheet
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	Ask the pupils what would they like to buy with their money? Give them the 'my christmas wish list' sheet. Guide pupils through the costs of the items reinforcing vocabulary such as , price, cost, worth, value. Tell them we will practice buying toys tomorrow but first they must plan what they want to buy. Explain they can't spend more than they have.	Write down how much they have to spend in the 'purse' Place a coin with the same value as the cost on an item they want to purchase. Draw circles around those items	My christmas wish list sheet Pencils, colours
Plenary	Play a game of heads or tails. Introducing new vocabulary and probability/chance/ 50-50/ equal chance Get pupils to guess by asking them to put their hands on their heads or their tails	Pupils to participate in game and guess heads or tails by putting their hands on their heads or their tails.	Coin

Illustrative Example I / Welsh Locations

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When teaching new welsh vocabulary to a reception class, I looked to make the experience relevant to them in order to embed the learning. I decided to create cue cards with images that are recognisable and local to them. The effectiveness was immediately recognised during the lesson. On producing the images pupils remarked with acknowledgement of the locations, "That's our school", "That's [name of school]", "I've seen that before" and "That's in town". The retention of the new vocabulary was very good when revisited a few days after and without prompting pupil's articulated accurate recall. The class teacher commented "I'm surprised on how quick, nearly all of them, picked up those new words".



Critical Reflection

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The initial phase of professional teaching experience (PTE) is vitally important in determining the teaching styles of the novice teacher. Louws et al (2017, p.487) indicated that teachers in the early stages of their career predominantly focused on and “formulated learning goals in terms of communication and classroom organisation”. Whilst these are critical factors to consider, one should adopt a holistic approach to professional development. A valuable resource in directing one’s focus are the twelve “pedagogical principles” as suggested by Professor Donaldson (2015, p.63-70). The following examination concentrates on three of these principles and the effect their implementation into PTE has. Reference to illustrative examples from PTE placement will be made throughout. The institution (School X) is an English-speaking primary school situated in an area of high deprivation in South Wales. All examples of practice occurred in a mixed-ability reception class of 30 pupils.

It is assumed that all teachers strive to obtain excellent teacher status which is why it is important to adopt the recommendations of the twelve pedagogical principles in order to attain good and effective teaching and learning. A core element of the proposal “will see the Cross-curriculum Responsibilities of Literacy, numeracy and digital competence, together with the wider skills, embedded into the Areas of Learning and Experience” (Donaldson, 2015, p.68). It appears, ever since the late 1960s, that a cross-curricular approach to teaching has been central to education in England and Wales. This, however, was perceived by teachers in the late 1980s, to be threatened by the National Curriculum and rhetoric from government officials (Cox, 1996). This perceived threat was substantiated as many critics questioned its validity as an exclusive approach. Kerry (2015, p.5) generalises that opposition comes from those who’s understanding about “how knowledge is constructed” is bound to a conventional argument that suggests knowledge, and the learning of it, is specific and contextualised to domains or subjects. The implication that deep learning cannot occur outside of a specialist subject is echoed by Sanders (in Cox, 1996, p.73), “Subjects have unique elements in their nature” suggesting they can only be taught independently, further arguing “the ideology of the complete curriculum being delivered in a cross curricular or thematic way was never a reality” (ibid). The unequivocal risk that a cross-curricular approach poses is that “Children may be unsure which subject they are learning” (Barnes, 2015). In contentious topics like this there is usually a duality of opinion. Advocates for a cross-curricular approach contend that topic work fosters “artificial links between the subject components” and provides pupils with “a very superficial experience of subjects” (Webb, 1996). Kerry’s (2015) synthesis, of some modern views on curriculum approaches, discusses some limited trappings of a subject driven curricula; learners’ intellectual values, perceptions and interpretations, interactions between the learner and the environment, and the ability for the learner to construct knowledge as an experimenter are inhibited by the over-prescribed, fact finding and content-driven approach that reflects only a fraction of learners’ potential achievement through simplistic testable means (Kerry, 2015).

Despite the limited objections to a cross-curricular system there are numerous professional opinions that it is a valuable and viable approach to overcome the “grossly over-loaded National Curriculum” (Webb, 1996). Kerry (2015, p.3) is convinced that cross-curricular teaching allows for “effective learning in any context”. This claim is evidenced by the significant number of schools, identified by Estyn, who have adopted a cross curricular approach which has yielded desirable results (WAG, 2019). The schools are reported to have commented that pupils’ attainment have developed to very high levels and they take pride and ownership of their work. The benefits of a cross-curricular approach are echoed throughout the education community. Cullingford (1995) recognises its potential to “create conditions for motivation and have a very subtle and profound effect on a pupil”. Furthermore, according to Sanders (in Cox, 2015, p.68) “Many teachers contend that the only way to approach coverage of a national curriculum as broad as that in England and Wales is by adopting a thematic, cross curricular approach”. However, this is not a revolutionary idea; it has been steadfast in pedagogical practices in England and Wales for decades but what appears to be debatable is how to optimise its utilisation. Kerry (2015, p.5) deliberates the question, “should

learning be divided into segments known as 'subjects', or would it be better and more effectively acquired in some more homogeneous form?"

Although ICT is a uniquely individual subject, it has been given status as a cross-curricular responsibility. Simpson and Toyn (2011) encourage teachers to embed ICT into the teaching of other subjects as it "can promote interest, engagement and motivation" and provide access to deeper and broader learning experiences. Such application is not without its challenges, which could include limited resources, prior knowledge, personal knowledge of the teacher and classroom management implications (ibid), however, Simpson and Toyn advise that thematic planning is a good starting point for integration. It has further been expressed that the cross-curricular cousins, literacy, and numeracy, can also be effectively applied to other learning experiences. Cullingford (1995) refers to reading as "an art that needs constant development and practice", whilst Barnes (2015) states that literacy consists of "nonverbal, visual, tactile, and aural means of understanding the world"; these skills are truly cross-curricular and present throughout the Areas of Learning and Experience. Additionally, numeracy has meaningful opportunities for example in progressive play exploring numbers, measurements, and shape (ibid).

The success of a cross curricular approach can, in many cases, be accredited to the value of pupil voice which also bridges to teaching through authentic contexts. These three principals do not appear to be mutually exclusive; rather, they work symbiotically to enhance their effectiveness. The quandary is that schools seem "to have a purpose that is all its own and ultimately irrelevant to the outside world" (Cullingford, 2015). Therefore, logically, the rhetoric of creating "authentic context for learning" so that "children and young people see the relevance in their learning to the world beyond the school gate" (Donaldson, 2015, p.67) should be embraced emphatically. Joyce, Colhoun and Hopkins (1997) discuss learning through 'simulations': scenarios that have been constructed from real-life situations, simplified, and modified for the classroom. The intent is that students develop transferable skills that are practical and applicable to realistic contexts. The teacher blends the curriculum into the recognisable context highlighting and reinforcing the learning inherent in the simulation. Desirably, "the result of authentic experience is true engagement" (Barnes, 2015). This motivation for learning is somewhat inevitable if Cullingford's (1995) hypotheses are correct:

Children cannot avoid making use of all sources of information and being influenced by them. They learn by witnessing, making contextual guesses and by making relationships with what they see.

Barnes (2015) concurs that "meaningful and relevant experience motivates participants." Finding opportunities to learn through authentic contexts also promotes inclusion and accessibility, "If experiences are truly shared and genuinely meaningful, then they are likely to reach all children at a level appropriate for them" (ibid).

Habitual reflection of pedagogical practices that encapsulate good and effective teaching is a constructive implication of Professor Donaldson's recommendations. It is intended that the statements would "promote the basis for focus and consistency in teacher professional development" (Donaldson, 2015, p.21). The endeavour to deliver effective teaching is a principle component in the twelve pedagogical principles and Black and Wiliam (1998, p.2) champion that Assessment for Learning (AFL) is "at the heart of effective teaching". As with the topic of cross-curricular responsibilities, there is a great debate on this matter. Assessment is institutionalised in the education system and forms the basis of how we educate learners. A concerning pitfall of assessment, in particular by formal or summative means, is that of "self-fulfilling prophecy", where pupils "believe they are limited in what they can achieve" (Wragg, 2001, p.15). Black and Wiliam (1998, p.9 -14) acknowledge this consequence and offer that AFL "can be a powerful weapon" to instil "a belief that all can achieve" and works best with "the assumptions of 'untapped potential'". Atherton (2018, p.91) mirrors the significance of AFL as "a powerful tool" in his belief that "it causes relevant thought and recall, and this creates long term learning". Motivation is a key factor to effective learning and pupils who "respond better to intrinsic motivation" benefit most from continuous assessment (Wragg, 2001, p.9).

Two significant aspects of AFL that appear to dominate the discussions are questioning and self/peer-assessment. The first, is consistently visible in the classroom and "accounts for up to a third of all teaching time" (Hastings, 2006). Wragg (2001, p.32) suggests that "since classroom questioning represents a significant investment in time and energy" then it is worth carefully

considering its repercussions. It is common “that only a few pupils in the class answer the teacher’s questions” (Black and Wiliam, 1998, p.11) More often than not the reason for this is likely to be associated with Hasting’s (2006) thinking that “pupils who don’t know the answers feel like failures”. In addition, the purpose of questioning to “explore students’ understanding” (Black and Wiliam, 1998, p.39) is often overlooked, as frequently used lower order questions elicit simple factual responses that demand little cognitive thought. Hastings (2016), alleges that “Teachers ask too many of these basic recall questions”, therefore, it imperative we recognise that “the wording of questions is important as is the nature of their response to pupils’ answers” (Wragg, 1997, p.25). One course of action recommended by Black et al (2003, p.35) is to consider the length of the wait time proceeding a question which may well increase the volume of “students being involved” and the “length of their replies”.

Peer/self-assessment is uniquely valuable as it has “been found to improve the motivation of students to work more carefully”, developing pride and ownership over their work (Black et al, 2003, p.50). When it comes to peer and self-assessment “it cannot be assumed that every pupil automatically knows how to make an appropriate and factually correct response” (Wragg, 2001, p.61-67). The teacher must offer a “checklist” or “criteria” to guide their reflections and feedback (ibid). Wragg (ibid) suggests that self-assessment endows pupils with a sense of autonomy over their learning and reflecting on their work “may help them learn more effectively” by having “the opportunity to rectify any omissions or misconceptions by their own hand”. Successful self-assessment is achievable when pupils have “a sufficiently clear picture of the targets that their learning is meant to attain” (Black and Wiliam, 1998, p.9). Nevertheless, Black (et al, 2003, p.2, Black and Wiliam, 1998, p.13) confesses that implementing AFL methodology into already “established routines” is challenging and involves “significant changes”, “taking risks” and in the initial stages “extra work”. However, “investment of time will yield rewards in the future”, it is about “working smarter” and introducing gradual “step by step” changes (Ibid). The collective authors are “confident” in the “ample evidence” that improving formative assessment will “raise the scores” of students as well as the gratification and satisfaction of pupils and teacher (Black et al, 2003).

Atherton (2018, p.2-18) provides an impartial standpoint on the assessment debate. He acknowledges some of the transformative potential that formative assessment could have to learning and pedagogical practice. However, according to Atherton (ibid, p.2), AFL “fails to capture all possible dimensions of formative assessment” and he cautions that its ambiguity and lack of clarity as a model results in it being widely misunderstood and ineffectual in its implementation. It is important to ask, “what am I seeking to achieve?” before any methodologies are applied. (ibid, p.82)

The Foundation Phase in its very nature is cross-curricular; pupils migrate from one provision to another gaining a broad experience of the curriculum. However, finding interrelation between the Areas of Learning and Experience was not always easy when planning teacher-led focus tasks. This was the case when looking for opportunities to implement the Digital Competency Framework (DCF). The lesson discussed in the Illustrative Example A took place late on in the PTE as elements of the DCF had not been addressed. The possible challenges of ICT application, provided by Simpson and Toyn, (2011) of limited resources, prior knowledge, personal knowledge of the teacher and classroom management implications were prevalent in this experience. However, once the DCF was analysed, opportunities to creatively apply it to a lesson were discernible. The initial concerns, stated above, resulted from inexperience but were overcome by developing a greater understanding of specific curriculum requirements. This confidence transferred to the rest of the PTE and other opportunities to address the DCF in more detail are exemplified in Illustrative Example C.

The idea that pupils may become confused as to what ‘subject’ they are learning when being taught through a cross-curricular approach, had no validity during this experience. Illustrative Example B gives a brief account of a mathematics lesson in which elements of the Literacy Framework were used to give the learning context and inspire engagement in the task. A remarkable response from the pupils was witnessed during the lesson and subsequent lessons. After watching a short clip of an animated performance of the ‘Guy Fawkes’ poem, pupils were able to articulate detailed and well-structured observations; one pupil was able to infer intent from the poem and commented,

“Guy Fawkes wanted to kill the King. He was sad.”

When previously questioned on similar tasks pupils’ responses were limited to one or two words

and were prompted through closed questions. Pupils' ability to retain the learning from the lesson could be accredited to the cross-curricular approach that was employed. Assumptions could also be made that learning mathematical skills through literacy was effective and motivated the pupils as it created connections to meaningful contexts. Cullingford (1995, p.98) says "Children do not just learn; they learn how to learn". Teaching content alone is not sufficient; one must look to cultivate young minds that are "ambitious and capable" (Donaldson, 2015).

Literature on cross-curricular methodology emphasises the reciprocal relationship to the pedagogical principle of creating authentic context for learning. This ideology is intriguing because it supports *how* children learn by answering the *why*; connecting cognitive ability with "all other needs of an individual: cultural, psychological and natural" (Cullingford, 1995, p.92). This became a focal point for much of the planning during PTE which was instinctive for the most part. A thematic approach also aided in providing opportunities for authentic learning which are exemplified in the Illustrative Examples G, H, and I. Providing realistic and recognisable resources was a starting point of building an authentic experience. This however could be problematic at times as it depended on accessibility and financial commitments. A pivotal moment that demonstrates the effectiveness of creating authentic contexts is discussed in Illustrative Example I. This simplistic application appeared to have an immediate and considerable effect. Pupils responded enthusiastically when they recognised the locations on the cards which not only appeared to motivate them but gave purpose to the vocabulary being taught. Pupils made swift progress in the topic as a result of cognitively connecting the learning of welsh vocabulary with real life context, the images of buildings from their local area. A further demonstration of the effective use of authentic context is evident in Illustrative Example H: in the lesson pupils explored money and its value. Providing pupils with real money, as opposed to plastic replicas, connected the learning to the outside world. This also facilitated the pupils to identify the numerical value of each coin by their physical properties. The learning culminated in a lesson where the pupils used their knowledge of money to pay for items in a 'shop' in the classroom. Despite having displayed good knowledge in previous lessons, the pupils were not able to consistently demonstrate the skill. Although, Barnes (2015) states "Learning experiences should feel like play", a possible cause was that the activity had too much emphasis on play and was not truly authentic. Finally, in Illustrative Example G, independent learning in an authentic context is displayed. Entirely autonomously, pupils investigated recyclable materials in an enhanced provision. This area followed the thematic theme of 'people who help us' which along with the genuine litter made this experience authentic. A key element to authentic learning is making it purposeful. So, in order to comply with this, pupils were told that the school's 'Eco' team, who collect the recycling bins daily, needed their help and they were tasked with sorting the materials without any definition on how. This proved to be very effective as the area was populated regularly and the task was carried out with accuracy. Furthermore, during a lesson to expand and consolidate the learning that had been occurring, pupils were able to make sound and justifiable reasons for decisions; plastics were described as 'see through' and 'bendy', whilst metals were 'shiny' and 'hard', and paper as 'light' and 'you can rip it'. These responses were elicited through carefully selected questions; rather than simply asking 'Describe this object?', pupils were asked 'Why is this plastic?'. Through the subtle difference in the questions, pupils were able to devise their own definitions and consequently, their own success criteria.

Assessment for learning was present throughout PTE and was fundamental in planning. Extensive literature verifies that implementing AFL into the classroom can be challenging, which was the case during this PTE. Selecting appropriate techniques which would be accessible to reception class pupils was complicated as many of the known techniques demanded a level of written or cognitive ability that pupils hadn't achieved yet. The solution was to focus on the intention of the method rather than the method itself. Aware that "The average time that teachers allow between posing a question and accepting an answer is less than a second" (Hastings, 2006), efforts were made to avoid this, and questioning became a valuable AFL tool. The way in which questions were worded was considered and implemented into planning, as in, Illustrative Example D. The intention of the question in the opening phase was to engage and prepare the pupils to begin to think. The addition of the word 'might' into the question gave validity to all responses, which were diverse and included 'an elephant', 'apples', 'a pirate', 'water', and 'a dragon'. This one question and its responses, whilst being enjoyable and engaging were able to assess the pupil's prior knowledge and current understanding of capacity. Additional AFL methods were used to enhance the effectiveness of the

questioning. Think-pair-share allowed the pupils to formulate a response and a form of peer assessment would occur during the pair stage, before lollipop sticks were used to randomly select pupils and avoid Black and Wiliam (1998, p.11) scenario “that only a few pupils in the class answer the teacher’s questions”. PTE encouraged reflection of when and how AFL was developed. In some cases, such as that in Illustrative Example F, modifications were made to existing strategies for it to perform in the current context. Pupils used mini white boards, a resource often used in AFL, to design their own success criteria. As their written skills were not developed, pupils were asked to draw a picture of a human body which would act as a blueprint for the group activity. The effectiveness of this method was evident when the pupils referred to their drawings and compared them to the sculpture they had created; ‘it’s the same’, ‘it has two arms and two legs’. Immediate feedback on how to improve was provide by encouraging the pupils to think about ‘what is different in your drawing?’.

To summarise, the PTE was enlightening. First and foremost, it has revealed the collaborative cohesion between the pedagogical principles and how they work harmoniously in effective teaching and learning. Moving forward into the next phase of PTE, AFL in a new context will be developed further with an emphasis on self and peer assessment, as well as, use and quality of feedback. Opportunities to embed cross-curricular responsibilities will be explored particularly the DCF, advantageously, resources for this appear to be more abundant in the new context. Development of coding is a priority at School X and will be explored through DCF. Atherton’s advice, “what am I seeking to achieve?” is an inspiring quotation to guide the next phase of Professional Teaching Experience.

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