

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

Monday, December 9, 2019 10:15 AM

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Pathway: Primary PGCE Student

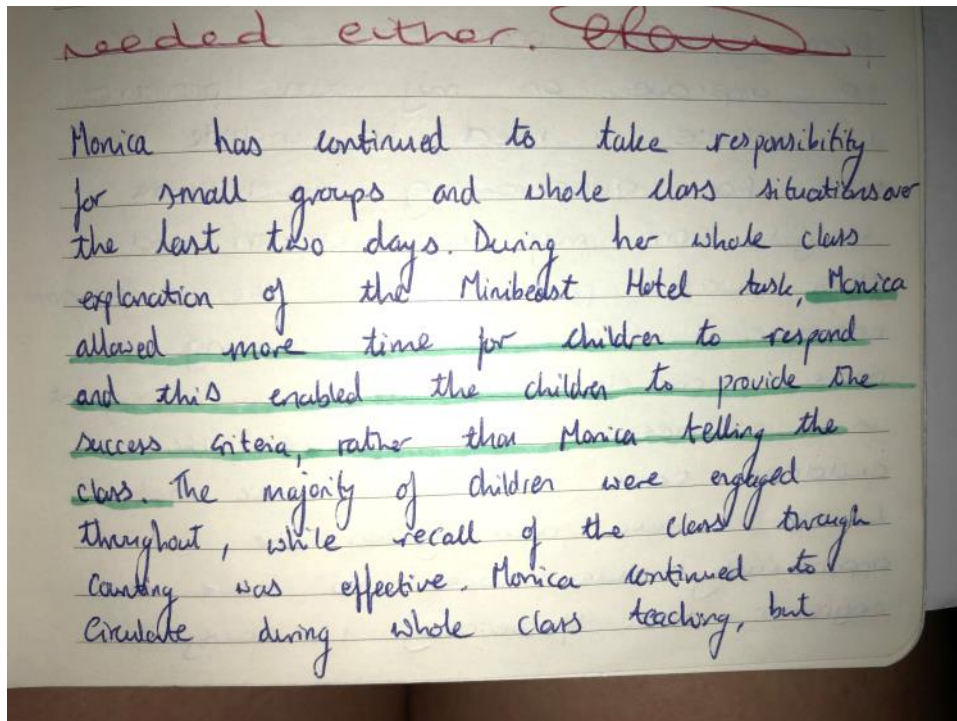
Target One	To concisely explain key terms when they are introduced	I have backed all key terms with descriptions and references.
Target Two	In relation to ARC reflections and essays, write as if in the knowledge that individuals may read what we have written.	I have been mindful about the language used in this assignment as though a practitioners may view it.

Link to One Note: https://uwtsd-my.sharepoint.com/:o/g/personal/1500481_student_uwtsd_ac_uk/Eshfl8guQlhOtTFCR-zA_AIBO4BYBonUHIKK7vrjElkkAg?e=2rGAd9

Good teaching and learning means employing assessment for learning principles

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Example one (above): This feedback was given by my classroom mentor after an English lesson based around the vocabulary of advertisement. The topic session was over two lessons with one lesson going over the key vocabulary needed to be included when writing adverts and the second required the children to actually write their own advert for a bug hotel as Beast Creators was the topic. The target given from the first lesson stated to give more time for children to answer questions. I took this on board by allowing the class to create a success criteria on the whiteboard before writing their own adverts. This included bandwagon, alliteration, adjective and exaggeration techniques. This allowed the children to know and understand exactly what they needed to include in their work to be successful. By allowing the children to create the success criteria as a class, this shows they are aware of the importance features of the lesson too (Wallace, 2009). When marking this piece of work, I was able to use the children's success criteria in order to write a praise comment on what they included and give feedback on a feature they may have missed.

Monica only had one session today due to a whole school trip to Portsmouth Pavilion. During her session of finishing off the 'Big Hotel' advert, Monica offered positive feedback to students. This had followed Monica's first attempt of marking, using the school's marking policy - 'ticked pink' and 'green growth'. Once again all children were engaged throughout, but there was some fussy behaviour from the children at the start of the session due to instructions being provided by Monica and books being given out at the same time. Monica should aim to organise resources ^{either} before ^{the} explanations or after to avoid disruption.

- Resources were of a good standard (help sheets, worksheets) and prepared in advance of the lesson.
- Children were provided with clear instructions at the start of the lesson.
- Monica displayed persistence with her class management - waiting for all children to listen.
- Positive reinforcement and ClassDojo's were used throughout.
- Monica stopped to address issues/questions with whole class.

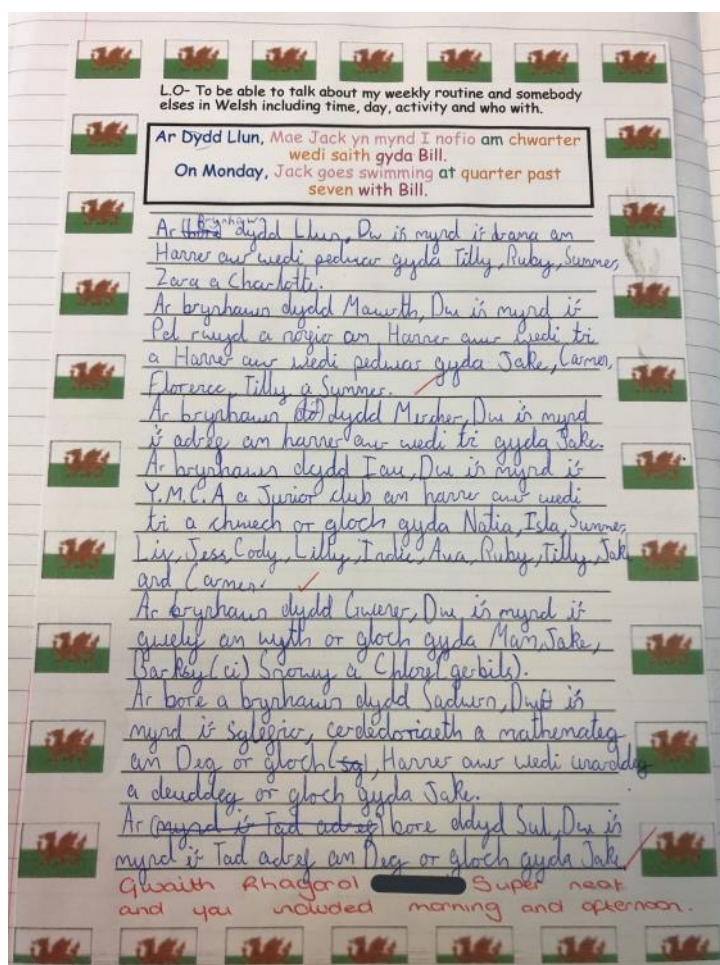
and I clearly displayed that Monica had ^{improved} listened to my advice and implemented this into her teaching. Her organisation of resources was improved, ~~at~~ all activities were pitched at a suitable level and pupils were engaged in the learning experience. Monica ~~one~~ again used her initiative throughout - ie. circulated well, took control of activities that had been started, finished registration.

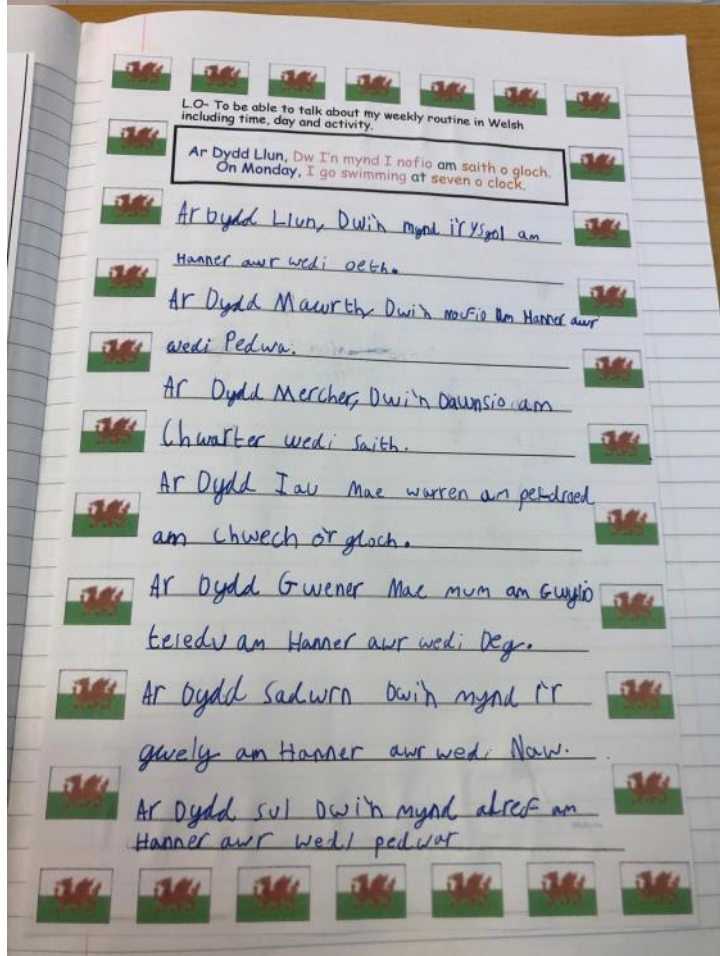
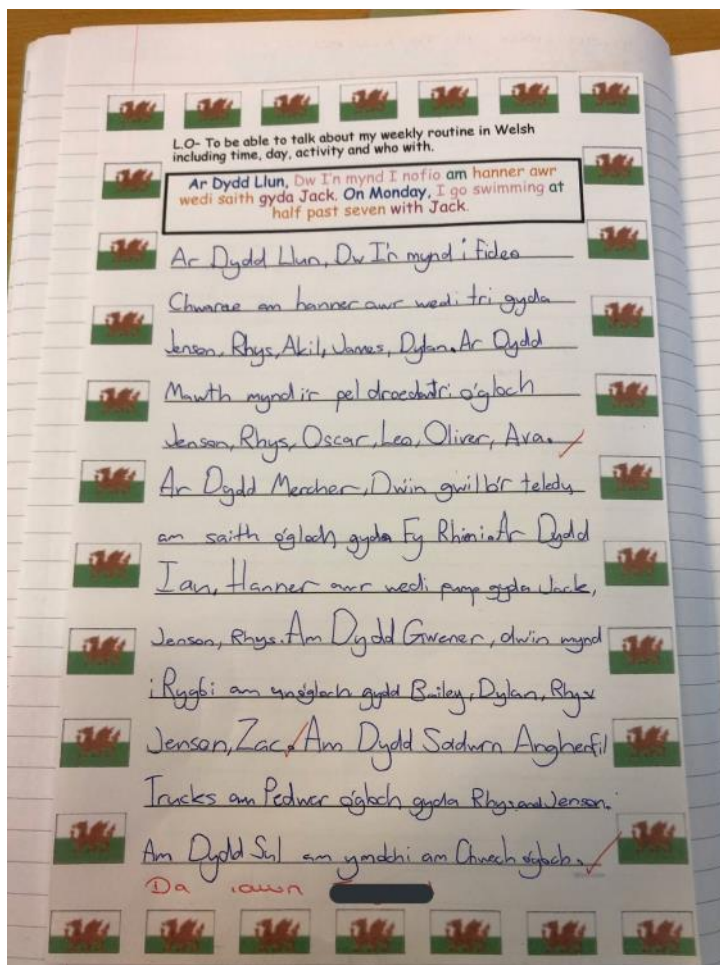
N. Ashby

Example Two (Above)- The feedback that has been highlighted was given by my class mentor on the movement made by myself when teaching a lesson and the range of feedback given throughout my

time in the placement class. When teaching in upper key stage 2 I was able to give continuous feedback throughout my lessons by circulating the class during whole class activities. By doing this I was able to see who needed extra support and who I could give more independence too. I was also able to see if the same questions/struggles were occurring and able to pause the lesson to reiterate instructions or problems as a whole. I found this technique to be useful as it allowed the students to self-assess their work against my verbal feedback without giving a personal comment. This is known as indirect feedback that requires cognitive engagement by appropriately pushing the students to correct mistakes, rather than direct feedback that the teacher corrects the work for the pupils (Brown, 2012). For example writing the correct spelling under the mistake instead of highlighting and giving time for corrections.

I found it was also quicker and easier to give feedback this way when the same issue occurred rather than individually speaking to 30 pupils. If the children were then still struggling after this, I was able to tell quicker and again promote independence with those who did not need additional support. The second type of feedback I was able to provide was written. If the children had not finished a piece of work, I would mark with a green highlighter for aspects of their work that met the success criteria, and a pink one for improvements e.g. spelling mistakes. The children were given opportunity to finish work and use this feedback to correct mistakes in purple pen. This followed the school's marking policy. This also links to my previous point about indirect feedback and allowing the children to have knowledge of their mistakes but use problem solving skills to improve it (Brown, 2012).





Example 3 (Above)- This is evidence of differentiated 'what a good one looks like' (WAGOLL) examples used within a Welsh lesson based around daily routine and time. By using a WAGOLL, children are able to identify areas of the success criteria within the work and comment on the good

features of the text. Alternatively, 'what a bad one looks like' are also used within the school, allowing children to comment on what is missing and how to improve. This allows practitioners to have an idea of the children's understanding of the task and how they can produce a high quality piece of work (Winwood, 2016). WAGOLL are also beneficial for children to refer back to throughout the activity to ensure they are on track and allows the children to self-assess their work. Through self-assessment, pupils can track their development and set themselves goals and targets by identifying where they feel are gaps in their progress (Spendlove, 2015).

Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy, digital competency and provides opportunity to practice them

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Meaningful links to: Cross Curricular Responsibilities	Education for Sustainable Development and Global Citezenship (ESDGC)- Health: - Nutrious and sources of food, the relationship between health and quality of life. Digital Competence Framework: - Producing: Planning, sourcing and searching- adjust keywords and search techniques to find relevant information; begin to reference sources used in their work; consider if the content is reliable, e.g. find information using accurate terms, use a range of sources to check validity and understand the impact of incorrect information
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- To explain that next week we will be finishing off the beast creator topic and have one more important task. - To show children examples of healthy bug snacks. - To go over what counts as a fruit and vegetable e.g. what to include/ not to include. - To explain what vitamins and minerals are and give examples of how they help our bodies e.g. benefits to nervous system or eyesight. - To ask if any children have knowledge of any vitamins or minerals	- To have a short discussion on different vitamins that they may have knowledge of e.g. vitamin C is found in oranges. - To get their hwb log ins to use encyclopedia britannica.	Example of bug snacks pictures
Teaching & Core Learning	- To ensure children have a wide variety of vitamins and minerals. - To ensure children only include fruits and vegetables.	- To research and include five different vitamins and minerals and how they affect our bodies using a range of equipment. - To ensure five different ingredients. - To design their bug snack and label the variety of ingredients.	- ICT (iPads or laptops) - Hwb Log ins - Vitamin poster - Vitamin research sheets - Worksheet - Example fo bug snacks.

Example Four (above)- Within this lesson the children were required to design a healthy snack and include five different vitamins and minerals within their chosen foods. In order to do this, the children were given multiple research tools such as books, research sheets, posters, iPads and Laptops. The children had to use key words to find the information using digital technology required to meet the success criteria e.g. searching 'vitamin C benefits.' There are many benefits to using digital technology within the classroom and research suggest that engagement and children's retainment is higher when using technology as they are more involved and in charge of their own learning (Donohue, 2015).

Meaningful links to: Cross Curricular Responsibilities	needs when undertaking food preparation tasks Education for Sustainable Development and Global Citezenship (ESDGC)- Health: - nutrious and sources of food, the relationship between health and quality of life. Literacy, Numeracy Framework (LNF): - listen to others, asking questions and responding to both the content and the speakers' viewpoints - build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Discuss the different ingredients available on the table. Encourage them to try new foods. - Ask the children to come up with a do's and don't's of safety. Demonstrate how to safely use the equipment. - Show picture example of bug snacks. Explain they can design their own or copy one of the pictures but must work out what from ingredient is needed and how to prepare it safely into the shapes e.g. celery for the body or strawberries for the wings. - Discuss the benefits of vitamins within food. Explain children must include 4 different types of vitamins within their creations.	- As a group of 4-5 discuss health and safety rules for the task e.g. keep the knife at the table, do not rush when using sharp equipment, wash hands. - Decide on which bug they wish to create and what ingredients they may wish to use.	- Health and Safety- Find out if anyone has any allergies. Avoid nut products. - Knowledge on nearest first aider in the school - Knives/ spoons - Chopping boards - Examples of Bug Snacks - Sink and soap
Teaching & Core Learning	- Ensure everyone is safely using the equipment - Provide constant support with equipment (keep groups small to be able to do this. Only 4 or 5 children) - Keep ability groups mixed - Ask children to explain their process e.g. what are you planning on using the strawberry for and the benefits. - Record process with iPad.	- Ensure health and safety rules are followed throughout the whole task. - Use problem solving skills in order to take simple ingredients into bugs - Ask for support if they are not confident using equipment - Able to help less confident pupils - Share ideas if someone is stuck - Use a variety of ingredients and vitamins	- Ingredients: blueberries, strawberries, raspberries, celery, cherry tomatoes, grapes, cucumber, hummus, Philadelphia. - Knives/ spoons - Chopping boards
Plenary	- Ask the children to show their finished bug snacks to the group. Individually discuss how they created it and the benefits this snack will have on the body - Ask after discussing as a group, if they were to do another would they change it and how - Store childrens work on a tray with their names underneath. Allow children to take work home to eat.	- Explain the process of creating their snacks e.g. I used a piece of celery for the body and had to use the knife to cut it into this shape or I took some ideas from the examples but changed it by using tomatoes instead of blueberries. - Explain the different vitamins incorporated into the snack and where e.g. carrots give off vitamin A which is beneficial for eyesight.	- iPad to record finished products and research - Tray with names on, Children can take them home at the end of the day to eat. - Vitamin Worksheet - Vitamin Information sheets.

Example Five (Above): This session was mainly practical, with the children being required to create a design from food that they had previously planned. However, the opening phase and plenary required a variety of oracy. The children had to discuss food hygiene and safety rules to follow before undertaking the task. They also had to discuss afterwards the learning process and why they included certain aspects to their creations, e.g. using carrots for the body of their created bug for vitamin A to benefit eyesight. They also discussed how they could adapt each-others creations and gave verbal feedback. By allowing the children to verbally recap on the session and feedback, it allows the practitioner to observe the children's understanding of the lesson in a less formal way while also incorporating AFL strategies (Boyd, 2015).

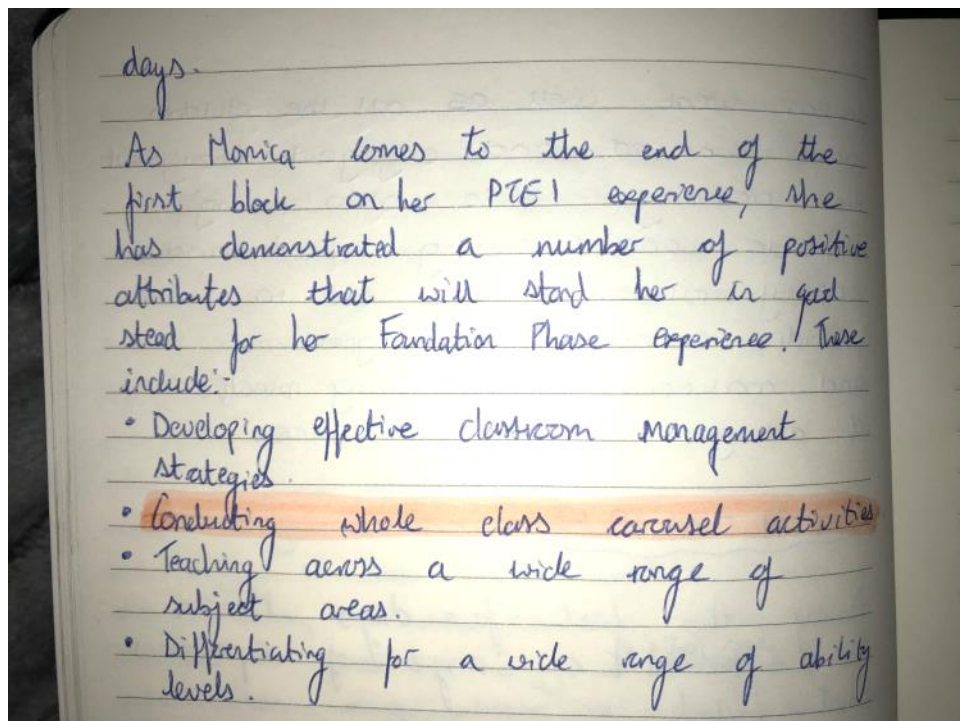
Meaningful links to: Cross Curricular Responsibilities	Literacy Numeracy Framework. Oracy – - build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas - speak and listen individually, in pairs, in groups and as members of a class - use appropriate vocabulary suitable for the situation or purpose Education for Sustainable Development and Global Citizenship (ESDGC)- - Ask questions, listen and respond to others - ask relevant questions - begin to build on existing skills, knowledge and understanding for the task - Take different perspectives to inform opinions and decisions - Link the learning to similar situations, within and outside school
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Example Six (above): The education for sustainable development and global citizenship helps pupils understand how choices and decisions affect their lives and those around them. Throughout my time in PTE1 I undertook multiple PSHE lessons, linking them to everyday challenges and experiences for some children, e.g racism, online safety and anti-bullying. These activities required the children to develop empathy and look at different perspectives. The children were also able to link concepts to situations within school, e.g. linking racism and inequality to only girls being allowed break. This allowed the children to have a real feel of inequality and from this the children would discuss how others may feel having to face these difficulties daily. Learning about the world and developing skills

such as empathy enables the children to think about how they act around others and that their actions can have serious consequences (Bennell, 2011).

Good teaching and learning means employing a blend of approaches including direct teaching

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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Teacher to have a number problem on the board (adding and subtracting/ division and multiplication) and ask the children to think, pair, share ways to solve it and look for links between them both (Inverse) - To go over the column method with examples - To go over terminology e.g. difference mean subtracting, altogether mean addition.	Pupils to engage in a think, pair, share activity in order to activate prior knowledge of how division and multiplication (adding and subtracting) are linked.	- Whiteboard - Pen - Rubber
Teaching & Core Learning	- Teacher to explain one example of worksheet. E.g. Can start on any challenge card but must write question and answer out in their books. - To explain they need to figure out which method to use for questions. - To explain task is independent however children allowed to work in pairs. - To explain that children must show their workings out.	- Lower ability: Green challenge cards. Addition and subtraction one part questions only. - Middle ability: mainly addition and subtraction two part questions. Some multiplication and division questions (however can also be completed through addition or subtraction). - Higher ability: multiplication, division, addition and subtraction two part questions. - To work collaboratively, using problem solving skills to answer questions. - To be resilient	- Differentiated maths challenge cards (three way). - Maths books - Pencils - Rubbers

Example Seven (Above)-Within Key Stage 2 direct teaching seems to be the majority of teaching style used throughout many schools. However, within my placement school, as they have adopted Donaldson's pedagogical principles into practice already, carousel methods are encouraged as much as possible. I was able to do this a range of times, including a maths lesson. This included planning for three lessons; Independent, Challenge (where pupils could work together) and teacher led. Carousel style lessons are beneficial for students because 'approaching a topic from many different angles helps the student to gain a more in depth understanding of a topic' (Chapman et al., 2001. p. 285)

12/11/19 - Today we went to seaquest for outdoor learning. The children were split into three groups doing shelter building, making fires/roasting marshmallows and making christmas decorations from natural materials. I found this trip very insightful, especially as generally key stage 2 do not do much outdoors. Notting do weekly lessons for outdoor learning and this links closely to the trip. During the trip, I tried to allow the children to be independent throughout but made myself readily available to help if the children required. This involved providing an extra pair of hands to hold materials while building shelters, ensuring children were safe during the fire activity and reassuring they were safe to encourage their participation. We contributed to the classroom

differences.

21/11/19

Monica has had P.P.A and attended a yr 3 trip to St Fagans, so has only started teaching from Wednesday. However, she has planned and taught two Maths whole class carousel activities, and has overseen a number of whole class activities that have needed to be completed.

Maths

Evidence Eight (Above)- Another learning approach adopted within my time on PTE1 is school trips. I was able to attend multiple trips with a variety of classes including cinema, theatre show, outdoor learning experiences and topic related trips too e.g. St Fagans. Within these trips, children were exposed to a range of experiences including talks from experts, artefacts (toys, clothes), and also hands on experiences such as weaving wool, making dens, building fires, visiting old buildings and making items from environmental materials. Theorist Jean Piaget believed children learned best through hands on learning and it enabled them to produce knowledge and meaning around their experiences (Whitebread, 2012).

Time 1 hour	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)	Introduce the Jigsaw charter to the children. APK: Teacher to ask pupils what they already know about culture and differences.	Pupils to understand how these sessions will be structured and how it is important to listen and respect each others opinions. Pupils to engage in a think, pair, share activity in order to activate prior knowledge on differences. Pupils to listen to other children's thoughts and contribute if and when necessary.	Jigsaw Charter
Teaching & Core Learning	Teacher to adopt a open dialogue with the students during this session. Teacher to introduce Jez to the children. Children to pass Jez around and only speak when they are holding him. Teacher to call out different groups such as boys, girls, those who have brown hair, go to clubs etc. Explain that we are all different and belong to different groups and why this is important.	Children to speak when holding Jez and suggests ways to make him feel welcome. Children are asked to say something that will make Jez feel welcome. Children to stand up when the teacher says a group that the children belong to.	Calm me script Jigsaw chime Jigsaw Jez Jigsaw Jerrie Cat Culture wheel template Timer Scenario cards Bullying powerpoint
	Teacher to use the 'calm me' section and encourage to relax and think about their breathing. Children to complete a culture wheel. Children then will pair/group up (3) and discuss their wheel and what is different between each one. Teacher to ask children what they know about situations where differences have caused conflict. Possibly in school or in the world. Introduce the scenario cards to the children and explain how they are to be used. Teacher to show the children the slide show on bullying. Teacher to ask children to pause and think about their feelings at this time.	Children to relax in their seats, listening to the calm me script, thinking about their breathing and relaxing in their chair. Children to think about their culture, such as the clothes they wear and the food they eat. Children to complete the wheel. Children to think about what they know about cultural differences and explain to the group. Children to watch slide show and interact/answer when needed. Children to use this time to reflect on what they have learned this session.	
Plenary	Teacher to work through the 'My Jigsaw Journey' with the children and ask them to feedback on the statements provided.	Children to respond at first with thumbs up/down on how they feel they relate to the statements on the journey.	'My Jigsaw Journey' reflection sheet.

Example Nine (Above)- Within my time in Key Stage 2 I was able to observe and teach through the direct teaching approach. One way in which I undertook this method is through a PSHE lesson based around bullying and celebrating differences. When teaching this lesson, it required the teacher to guide discussion around topics and to be the more knowledgeable other within the situation. Psychologist, Vygotsky, believed children learned through scaffolding from the more knowledgeable other (MKO). A MKO is a person who had more prior knowledge to a topic or situation and can lead learners through the process of learning (Abtahi et al., 2017).

Critical Reflection

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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.

In order to continuously improve and develop good practice within the education sector, reviews must be conducted and critically evaluated. In 2015, Professor Donaldson carried out a study within Welsh schools from Foundation Phase to Key Stage 4 focussing on assessment and curriculum and, from his findings, published *Successful Futures*. From his findings, Donaldson suggested twelve pedagogical principles which ensure excellent teaching, blending practical and theoretical experience together to ensure efficient and valuable learning opportunities (Donaldson, 2015). My placement school is located in South Wales and has started to adopt these principles into their practice. There are around 440 pupils enrolled between 16 single-age classrooms, aged between three and eleven, including 45 split between two nursery classes. Within the school, 10% of pupils are eligible for free school meals. The school identifies around 12% as having additional learning needs, which is well below the national average of 25%. There is a very small minority of non-British pupils, with the majority having English as a first language (Estyn, 2017).

One principle I have started implementing is 'Good teaching and learning means employing assessment for learning principles' (Donaldson, 2015). Assessment for learning is a formative assessment approach which allows changes to happen as a result of on-going feedback and promotes further learning through a short-term approach. Due to the short-term nature of the assessment, changes can be made somewhat instantly through a cycle; assessment - evaluation – planning – teaching (Blanchard, 2009). Formative assessment can also be viewed as a constant, crucial minute by minute process, allowing practitioners to make critical reflections of the students learning and understanding (Black and Wiliam, 2012). On the other hand, when determining student's end of year results, this is based on summative assessment, for example GCSE grades, and therefore suggests that summative assessment may have a more significant place in education than formative (Harlen, 2012). However, Black et al. (2005, p. 46) would disagree with the importance of summative assessment, stating 'feedback by grades focuses student's attention on their ability rather than on the importance of effect, damaging the self-esteem of low attainers.'

Assessment for learning was first introduced in 1998 by Black and Wiliam after a longitudinal, international research project based on over 250 studies, discovered the impact of formative assessment within the classroom, especially with lower attaining students (Black and Wiliam, 1998). Black and Wiliam explained from their results that there was too much emphasis on directed teaching time, however within Donaldson's twelve pedagogical principles, one states 'Good teaching and learning means employing a blend of learning approaching, including direct teaching' (Donaldson, 2015, Black and Wiliam, 1998). This suggests that although Donaldson agrees with the majority of Black and Wiliam's findings, there may be an appropriate need for the approach within the classroom. Theorist Vygotsky believed when learning, one must travel through the zone of proximal development, which is guided by a more knowledgeable other (MKO) through scaffolding (Abtahi et al., 2017). The MKO in a classroom is mainly the practitioner and therefore, without direct teaching, building on experience and sharing knowledge would be down to simply exploration.

Informal assessment for learning is categorised into four sections; questioning, feedback, peer-assessment and self-assessment. Black and Wiliam (1998) state that practitioners that provide informal feedback effectively provide eight months of increased attainment within the classroom environment. Hattie (2018) agrees with the importance of feedback, scoring 0,70 on the visible learning ranking, while questioning scored 0,48. In order for an intervention to be successful within the classroom on the visible learning ranking, it must score above 0,40. However, one common issue with feedback is the child's understanding of it and opportunities allowing the child to reflect on the feedback and time to use it (Black et al. 2005). One way I overcame this issue was by providing verbal feedback during the lesson. In this way the children are given time within the lessons to amend any work and have the opportunity to ask the teacher if they understand the teacher's comments. Example Two

explains how I was able to implement this within my placement class. I felt it was vital to make myself readily available within my lessons for the students to eliminate confusion as quickly as possible. I was also able to see if the same questions/struggles were occurring and able to pause the lesson to reiterate instructions or identify problems as a whole. I found this technique to be useful as it allowed the students to self-assess their work against my verbal feedback without giving a personal comment. It was also beneficial when reflecting on my lessons as I was able to see if aspects needed to be changed as they were too challenging/easy and sometimes I had time to do this within the lesson.

Within my time in a classroom setting, I felt that I embedded assessment for learning in a range of ways. One way in which I implemented this is through success criteria. A success criteria outlines features of a piece of work in which a practitioner is specifically looking for when marking in order to see the child's level of understanding of the work (Deluca et al., 2018). Example One shows written feedback from the classroom teacher on the use of success criteria and allowing the children to discuss as a class what features of the work that needed to be included. By allowing the children to create the success criteria as a class, this shows they are aware of the important features of the lesson, giving a sense of empowerment and responsibility for their own learning (Wallace, 2009).

Although the children were technically creating the criteria, it can often be guided subconsciously by the teacher as they already have an idea of what they are looking for and this is one thing I found myself doing on times. Allowing students to determine their own success criteria can also be difficult when tasks involve differentiation. Within my class the children were set into three ability groups and therefore the level of work and expectations from the children were different. Therefore, allowing children to be empowered and create their own success criteria for the differentiated tasks was not always possible. According to Didau (2018) creating differentiated success criteria with pupils 'leads to both students and teachers anchoring themselves on data never intended for this purpose and gives tacit permission for low expectations.' This was also time consuming within the lesson and confused some pupils as to which criteria they were to follow on the board. However, I could ensure the children refer back to their success criteria throughout the lesson more to ensure they have a solid understanding of the lesson and aims (Wallace, 2009). I could do this through plenaries.

Linking to my previous point, example Three shows a technique that is commonly used within key stage two when differentiating is essential. In order to show children the level of work I am looking for from them, 'What a good one looks like (WAGOLL)' are produced. A WAGOLL allows the children to refer to an example of good work and self-assess their own work against this (Spendlove, 2015). When producing examples, the main aims of success criteria would be included, linking to the previous statement of subconsciously creating the success criteria and leading the children's thoughts. However, when using this technique it was difficult to regulate exactly the student's understanding of the lesson and what they are simply copying and following from the WAGOLL (Heritage, 2018). A target to further my practice is to find out to assess effectively children's progress over the weeks in order to see their improvement.

Another principle I have embedded within my placement school is 'Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy, digital competency and provides opportunity to practice them' (Donaldson, 2015). Within the new curriculum 2022 draft documents, subjects will be focussed into six areas of learning and experience. It is mandatory for practitioners to embed literacy, numeracy, digital competency across these six areas when possible and appropriate (Welsh Government, 2018). The Literacy and Numeracy Framework (LNF) was introduced in 2013 in order to raise standards for children aged between five and fourteen after the Minister of Education made it a priority to raise the standards of literacy and numeracy in 2011 as these skills are seen as crucial for employment and further education (Welsh Government, 2013). The framework was also introduced after an Estyn report stated the previous framework 'non-statutory Skills framework for 3 to 19-year-olds in Wales' set in 2008 proved to be unsuccessful (Welsh Government, 2013 and Welsh Assemble Government, 2008).

Program for International Student Assessment (PISA) is an organisation that collects data from literacy and numeracy tests in order to show how countries score against one another. This is one way in which the government are able to measure literacy and numeracy in order to see if a framework is successful (PISA, 2018). Wales' latest PISA mean score for reading was 483 which was slightly below the average of 487 but has persisted since 2006.

However, the mean score in numeracy was 487 which again slightly below average from 489 but has increased by 19 points since 2012 (Welsh Government, 2019). This suggests that the LNF has been successful in raising standards for numeracy significantly; however literacy still remains at the same level. One reason for this may be practitioners understanding on cross-curricular responsibilities and how to effectively implement them into everyday teaching.

In order to promote digital competency throughout the curriculum, the Welsh Government conducted the statutory document 'Digital Competence Framework' (DCF) for children aged between three to over sixteen. The main aims of the DCF is to build children's abilities and confidence when using digital technology in the classroom to take these skills into everyday subjects or the new areas of learning and experience as well as the employment world (Welsh Government, 2018a). One way in which the government are able to monitor schools effective use of the DCF is through Estyn inspections and each report will have a section on the children's current use of ICT as well as how the school has embedded the DCF in a range of ways throughout the school (Welsh Government, 2018b). Unlike the LNF, there is no international testing system to compare Wales' implementations against foreign countries and therefore cannot comment easily on whether it is as successful as others.

When planning for my placement class I realised the importance of these statutory cross-curricular responsibilities and made a conscious effort in their implementation throughout my lessons. However, I felt this was a very difficult task to do in some situations and found myself adjusting lesson plans to fit these frameworks. I felt somewhat pressured to make very loose links to the frameworks due to their importance and I recognise this is something I may need to develop further in my next placement class. Example Four is taken from planning of a topic lesson. In order to complete the lesson, the children were required to research using a range of materials including books as well as digital technology. The DCF states that children in Year 5 should be given opportunities to search key words in search engines as well as 'use a range of sources to check validity' (Welsh Government, 2018a). There are many benefits to using digital technology within the classroom and research suggest that engagement and children's retainment is higher when using technology as they are more involved and in charge of their own learning (Donohue, 2015). However, I was unable to implement lessons including the DCF as often as I liked due to the lack of technological resources within the school and Year 6 having first priority. The class had access to eight laptops which often lost their charge within a short period of time. This would interrupt the lesson greatly and a significant amount of time would be lost on swapping laptops around with the two class chargers.

When implementing the LNF into my lessons, I found literacy to be easier to embed throughout my lessons than numeracy. When implementing the LNF I only embedded numeracy during mathematic lessons. This may be due to my confidence within numeracy compared to literacy and therefore it came more naturally. I believe with more experience and seeking more support from the teacher in my placement on how they implement numeracy within cross-curricular lessons, this will help me execute it into my own practice. Example Five shows the implementation of literacy through a topic lesson where the children were required to build on their ideas and use listening skills. The National Literacy Trust (2017) comments on the importance of literacy within the classroom stating that children who obtain low literacy skills are disadvantaged at every stage of their life including employment.

The third principle I have made a conscious effort to implement is 'Good teaching and learning means employing a blend of approaches including direct teaching' (Donaldson, 2015). My first placement class was upper key stage 2 where direct teaching is common practice. However, as a school, they have started implementing carousel style lessons. A carousel style lesson includes a teacher led activity which would introduce a new concept, challenge and independent activities which would involve previous learning concepts. This technique is beneficial for students because 'approaching a topic from many different angles helps the student to gain a more in depth understanding of a topic' (Chapman et al., 2001. p. 285). This method also promoted independence within the classroom. Hattie (2018) agrees with the importance of independent learning, scoring 0,68 on the visible learning ranking. Example Seven shows a lesson plan based around an independent maths task based on a topic they had previously been studying. One issue I found with implementing carousel lessons with one lesson being solely teacher led is the inability to provide instant feedback to the children and other aspects of AFL. In order to try and overcome this, as soon as the

teacher led activity had been explained and the children were completing one part of the task, I would circulate the classroom to provide support and feedback before continuing with the teacher led task. Even though it was not instantly, I believe this was a start to good practice to provide support as fast as possible. I would also include peer learning within the challenge activities to allow children to work together in order to successfully complete the activities. As previously stated these are vital aspects to providing successful assessment for learning strategies (Black et al. 2005). My next placement class is situated in Foundation Phase where I will get the opportunity to work daily with carousel style lessons and gain confidence with experience and hope to see how more independent activities are conducted when children may require support.

During my time in placement I had the opportunity to go on school trips with a range of classes. These included visits to forest schools, theatres and museums. Within these trips, children were exposed to a range of experiences including talks from experts, artefacts and hands on experiences such as weaving wool, making dens, building fires, visiting old buildings and making items from environmental materials. Theorist, Jean Piaget, believed children learn best through hands on learning and it enables them to produce knowledge and meaning around their experiences (Whitebread, 2012). Hattie (2018) supports the use of Piagetian programmes, scoring highly with 1,20 on the visible learning ranking. Vygotsky also believed children learn best through applying their previous knowledge of a subject from a more knowledgeable other (MKO) and cognitive tools (Whitebread, 2012). I believe this experience was beneficial as, while assisting on the school trips, I was able to observe how other professionals become the MKO, providing their expertise of a subject; for example, building fires during the forest school experience. Within my next placement class, I will be given the opportunity to observe hands on learning intensely through the Foundation Phase which highlights learning through play and experience (Welsh Government, 2015). I believe this will improve my practice as I will be able to implement lessons through experience and reflect on these, deepening my knowledge. Grose (2011) agrees with the importance of hands on learning within education, suggesting the benefits including problem solving skills, raising engagement and critical thinking.

My first placement class was situated within upper key stage two and although a blend of learning experiences was observed, direct teaching seemed to be the most popular technique used. When discussing this with the practitioners in the classroom, one reason for this is in preparation for comprehensive school. However, one issue with this learning technique is teachers understanding of children's knowledge. With direct teaching, practitioners can provide too many instructions, resulting in children becoming obedient rather than retaining information (Sonbul and Schmitt, 2010). Another issue with direct teaching is not allowing the children to become MKO. This links to the previous issue with directing success criteria to a certain way, teachers may stick to their lesson plans without giving any leeway for the children to use their prior knowledge and experience (Sonbul and Schmitt, 2010). Example Nine shows a lesson plan from a PSHE lesson which I did not stick to when implementing the lesson. I made the decision to allow the children to have a class discussion for the majority of the lesson based on the children's knowledge of the topics (e.g. racism); however the discussions were still teacher led as it was a whole class and only one child could speak at a time. If I had not let the children have their input on the subject, I may have taught the children knowledge they already obtained and therefore not an effective lesson (Chapman et al., 2011). Hattie (2018) supports this, explain linking work to prior knowledge scored highly with 0,93. One aspect I did learn from PTE was the ability to be adaptable and the benefits it brought to my practice. In the future I could improve this by blending direct teaching with other methods of teaching, for example more group work. Group work is an effective method of learning for children as it enables a safe learning environment for them to take more risks in their education, feel included and develop respect for other members of the class (Welsh Assembly Government, 2010).

In conclusion, within my time in my first placement class, I believe I have been given multiple opportunities to observe a range of practitioners as well as develop my own practice. This has given me chances to reflect on which practices work well for me and the children, as well as identifying personal targets for me to take forward to my next class. According to Tripp (2012: 43) 'thorough, systematic, accurate and clear analysis is essential to good professional practice because diagnosis and critique questions what is and enables us to think of what might be.' As a practitioner, I must ensure to make a conscious effort in embedding Donaldson's pedagogical principles while also reflecting on my practice and looking for feedback from others to ensure my practice is efficient and effective.

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Tuesday, December 10, 2019

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