

Title Page

Saturday, 9 November 2019 14:04

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Pathway: Primary PGCE Student

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

Link to One Note:

<https://1drv.ms/u/s!Al2fmXjtmldBnRz81hKLenRQ8>

Targets from Previous Assignment:

	Target	What I've done in this assignment...
Target 1	To become more discerning again regarding the quality of background reading and to use it to support writing with greater frequency again.	I have used the suggested reading and then gone to look at other books and peer reviewed journals for sources rather than websites and blogs.
Target 2	To reference tightly in line with the UWTSD guidance. Consider the inclusion of page numbers where possible for further accuracy.	I have sort help in making sure these are all correctly formatted for this assignment.

Evidence One - Appendix 1a

Saturday, 9 November 2019 14:07

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

----- Evidence One - Appendix 1a -----

Student-teacher	Mr A Bluck	Class:	Nursery
AoLE or Subject	Knowledge and Understanding of the World	Date:	15.11.19
Lesson Focus:	Taste and Describe Fruit		
Meaningful links to Curriculum	Explore and Experimenting Making observations and measurements and keeping records		
Meaningful links to: Cross Curricular Responsibilities	Writing - Communicate by using symbols and pictures: Attribute meaning to marks, drawings and art work, e.g. adult annotation Reading - link picture cards or objects with spoken initial sounds Oracy - use newly learned vocabulary in and through play activities		
Personal Targets (Linked to QTS and identified in weekly review) Personal to the Teacher			
Use and introduce appropriate vocabulary Introduce the Walt and Wilf Use signs in Enhanced provisions so that pupils know their focus Explaining the importance of sharing with the group.			

This lesson was planned for Nursery, working with a group of between 8-10 children with the main focus being on the exploration of new fruits from around the world. To record their reactions to the new fruits and collecting data from their class, it made sense to add a cross-curricular focus from the literacy, numeracy framework (LNF). During the planning of each of the lessons I taught I would use the document from HWB to look at the skills that we would be using in the lesson to help with pitching the level of difficulty to the level of the learners. I would pick out aims that would create an additional dimension to the lesson or that were already apparent in the planning and needed to be referenced from the document below.

Language, Literacy and Communication Skills					
Strand: Writing					
Elements	Aspects	Nursery	Reception	Year 1	Year 2
Organising ideas and information	Meaning, purpose, readers	Children are able to: experiment with a range of mark-making instruments and materials across a range of contexts	Children are able to: mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences	Children are able to: write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences	Children are able to: extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences
		attribute meaning to marks, drawings and art work, e.g. adult annotation	produce pieces of emergent writing	communicate purposefully in writing, e.g. may be supported by a drawing	write for different purposes
		communicate by using symbols and pictures	convey meaning through pictures and mark making	use pictures, symbols, letters in sequence and familiar words to communicate meaning	write text which makes sense to another reader, which may include details and pictures
		realise that the spoken word can be written down	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning	talk about what they are going to write	use talk to plan writing
		begin to recognise the alphabetic nature of writing and understand that written symbols have meaning	recognise the alphabetic nature of writing and understand that written symbols have meaning		
		write letters, numbers and/or symbols randomly	copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner	write words, phrases and simple sentences and read back own attempts	re-read and improve their writing to ensure that it makes sense
		use pictures to convey meaning on-screen	use pictures and symbols to compose writing on-screen	select letters, words and pictures to compose writing on-screen	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
		imitate act of writing within role-play activities	use written language within role play and active learning	use written language for different purposes or functions within play and active learning	use written language for different purposes, audiences or functions within play and structured activities

	use pictures to convey meaning on-screen	use pictures and symbols to compose writing on-screen	select letters, words and pictures to compose writing on-screen	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
	imitate act of writing within role-play activities ⇄	use written language within role play and active learning ⇄	use written language for different purposes or functions within play and active learning ⇄	use written language for different purposes, audiences or functions within play and structured activities ⇄

Sometimes the cross curricular aims would inspire an additional part to the lesson, other times it was already planned into the lesson and just needed to be included in the planning. In nursery almost every lesson had links to cross curriculum aims as it was important to reinforce and connect new and previous information.



Here, the pupils chose and matched words they thought would best describe the fruit. The words were originally used to describe the fruit so the pupils could decide whether they liked or disliked the look, smell, feel and taste of the fruit. This would then help them collect the data of who in the group liked or disliked the fruit.



In the same lesson, pupils chose words they would like to write on the board. This was a relatively late addition to the planning of the lesson as the children had been interested in showing their ability to write words. They were learning to recognise these words in a written form and they could orally use them on their own or as part of a short sentence. Therefore a few were interested in showing that they could also write them.

Evidence Two - Appendix 1b

Tuesday, 10 December 2019 16:49

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

----- Evidence Two - Appendix 1b -----

Bonfire Hand Print Pictures

+	Student-teacher	Mr A Bluck	Class:	Nursery
	AoLE or Subject	Expressive Arts/Creative Development	Date:	6-11-19
	Lesson Focus:	Bonfire Night – Hand Print Fire		
	Meaningful links to Curriculum	Explore and experiment with a variety of techniques and materials Use a variety of materials and tools for experimentation and problem solving		
	Meaningful links to: Cross Curricular Responsibilities	Oracy - talk about, in simple terms, drawings, models and actions, retell, in simple terms, an event or experience. Writing - attribute meaning to marks, drawings and art work, e.g. adult annotation Numeracy - follow two-step instructions for simple movements within games and play activities Welsh – Introducing the names for colours in Welsh		
	Personal Targets (Linked to QTS and identified in weekly review)	Personal to the Teacher		

In my first week at Nursery, we had a day out to learn about bonfire night, how to stay safe, what it's all about and discussed fire safety in the school. I created an expressive arts lesson plan for the day after with links across the curriculum. This was an individual task that would be completed in groups of four. When one pupil finished their work another was called over to start theirs. This lesson had several links to the LNF and curriculum cymraeg. These are the particular skills from the LNF framework that worked well and boosted the experience in the lesson. These are taken directly from the Foundation Phase Framework from HWB. I chose to include the Oracy to recap the fire safety talk we had had the day before and what they remembered about the parts of a fire. This gave the pupils a deeper understanding of what was needed to complete the art and backed up their previously learned knowledge.



To create the pieces of work seen above, the pupils were given two step instructions to follow, which links in to their LNF framework. For example: Chose a colour to paint your hand, once painted put your hand on the paper to create parts of the fire. Each of the colours used were referred to in both Welsh and English and pupils were encouraged to explore with what other colours they knew, may see in a fire and in the fireworks displays.

Evidence Three - Appendix 1c

Tuesday, 10 December 2019 16:51

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

Student-teacher	Mr A Bluck	Class:	Nursery
AoLE or Subject	Literacy	Date:	11.11.19
Lesson Focus:	Create price tags for Candle shop		
Meaningful links to Curriculum	Experiment with a range of mark-making instruments and materials across a range of contexts		
Meaningful links to: Cross Curricular Responsibilities	Numeracy - use mark making to represent numbers in play activities that can be interpreted and explained, Understanding the concept of one more, one less in their play. Demonstrate an awareness of the purpose of money through role play. Oracy - use newly learned vocabulary in and through play activities; imitate real-life and make-believe experiences within role play. Use small sentences and respond to questions Cymraeg – Bore Da, Sut wyt ti?, Da iawn diolch. colours		
Personal Targets (Linked to Q15 and identified in weekly review)	Personal to the Teacher		
Use and introduce appropriate vocabulary			
Introduce the Walt and Wilf			
Use signs in Enhanced provisions so that pupils know their focus			

In this lesson the nursery pupils were building on prior knowledge from lessons taught previously in the week and week before to come up with a way to mark how much each candle was going to cost. This lesson had the pupils role playing as customers and shop owners, buying and selling candles to each other then realising they didn't know how much the candle would be. Each pupil decided how much their candle would be from the range of prices available to them (Numbers between 1-5 to avoid confusion). Below you can see examples of the price tags that the pupils wrote. This was the main focus of the task however it allowed us to really create a more rounded experience with the addition of the cross curricular themes seen above in the highlighted box.

Each of these Cross-Curricular Responsibilities (CCR) were chosen because they added something valuable to the experience of role playing shopping without taking away from the focus of the literacy in the writing of their price tags. For example, the pupils in nursery will more often than not refer to the colours of the candles in both English and Welsh, this is because when there is an adult present in the area they are promoting the use of that language. For numeracy, we had introduced a number of one pence coins into the shop. The pupils have had practice buying and selling in an African market we had set up for them a week or so prior and are always keen to play with the money. It added to the lesson and to the pupils wanting to get involved with the lesson. It also worked as a way of explaining that each label correlates to a candle and that it works in the same way in any normal shop. In nursery, all lines between subjects are completely blurred and so it lends itself to so many cross curricular opportunities.



Evidence One - Appendix 2a

Saturday, 9 November 2019 14:07

Good teaching and learning means employing assessment for learning principles

Evidence One



For a personal and social development lesson with the Nursery class, we learnt about different animals who live in Africa, what they look like and how they sound. Here is a selection of the Resources used.

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)	Good Morning Routine Look at good sitting and good listening Show each of the resources, the animals, what they look like and what they sound like.	Answering the register and joining in with the songs Show they are ready listen Join in with the naming of resources, ask and answer any questions. Ping Pong Questioning This is a (Holding a lion)...?	Register African Animals Elephant Giraffe Rhino Lion Zebra Hippopotamus Leopard
Teaching & Core Learning	In pairs turn to your partner and say "Hello (Name). The animal i like best is..." The animals are now displayed on the tables and the children respond to the sight of them by naming them.	Talk to their partner about their favourite animal. Walk around the class looking for the animals. What do they look like? What do they sound like?	I have some soft play animals that can be hid around the class. We can go on a safari to find them.
	(Take care here to explain that the soft toys are to be shared with each other) The teacher then makes the noise of an animal and the pupils name the animal. Get the pupils to try and make the noise. See if the others can guess what that animal is. Ask the question. "Animals like to eat as well as make sounds. What do you think the animals like to eat?"	Very important to use kind hands and share Respond to the noises made by the adult What could that noise be? Respond to the noises their peers make. Choose a sound and see if your friends can guess. Think about what these animals may eat. Talk to your partner	Printed pictures, laminated to name the animals. Write the names of the animals Some rules about sharing and the tablet for DOJO points
Plenary	What other animals sounds can you make? Now say "Thank you (Name). You make a good (animal) sound"	Discuss what noises you can make Children make other animal sounds Turn to a partner and say "Thank You"	

Above you can see in **BLUE** writing are examples of assessment for learning at the planning phase of the lesson. These range from tactics like 'Think, Pair, Share' to questioning from the teacher. Each question building upon the learners understanding as we go through the lesson. The reason I planned for the pupils to speak to each other was because it was apart of the planning of the lesson to get the pupils speaking to each other and building that as a skill. The questioning was used them to get the Nursery students used to working and talking with an

adult. One of their Oracy skills from the LNF is to be understood by their peers and adults. So as well as learning about animals from Africa, it was about the personal growth of the children in the lesson.

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Who: Evaluate the groups learning and the individuals engagement with the lesson and the others in the group. How: Evaluate the group during the lesson and in the plenary to see what they have learnt and remembered. What: Looking for the recognition of the animals by sight and by the sounds that they make. Why: The evidence will be their ability to talk about their favourite animal to a friend and make a link between the African animals and what they sound like.
Next Steps for Progress	Who: Working with groups of 8-10 pupils, leading the learning, asking questions and modelling the sounds of the animals. Looking for the children to copy the sounds and interact with each other during the conversation. How: Sat in a circle on the carpet with some of the students that need some extra attention when it comes to behaviour closer to me. What: Varying the questions used for the different abilities in the group making everyone feel challenged but able to join in really benefited the participating in the group. Why: In the next lesson I will continue to differentiation the questions and try to further challenge the pupils.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Pupils were able to recall the names of the animals and some of the sounds that they made. Through modeling we were able to form sentences together and ask the other pupils in our groups questions about our favourite animals. At the end of the lesson, the children were invited to think about what the animals might eat, they decided to explore this through playing with each other and the animals. Listening to learners, Learners leading learning. We soon found out that both the Lion and the Leopard ate other animals. Blended learning experiences, Real life authentic contexts. Pupils were given the opportunity to take part on each level of difficulty in the lesson. For example, in the oracy, I was looking for the lower ability to name and make the sounds of some of the animals, the core were looking to talk to a friend with an extended sentence, saying which was their favourite animal. The higher ability were then asking and answering questions about the animals in full sentences. Differentiation, Challenge and expectations. I feel like in this lesson both time management and managing the learning environment has continued to improve.
Areas for my Development	African animals make very strange noises which can be hard to imitate, I think if I was to do this lesson again I would download the sounds on to a tablet and play them through a speaker. This lesson would have been good with farm animals. I brought in 6 cuddly toys of different African Animals (Lion, Leopard, Giraffe, Zebra, Elephant and Rhino). These were great for describing the animals and the pupils shared very well. I think it is important to continue to bring things they can physically hold and use. One improvement could have been to include the Welsh words for the animals and include some more Welsh into the lesson. My differentiation was well recieved.
Personal Targets for Progress	

This lesson was taught to all the pupils at the same time. This is not typical practice in a Nursery class. The main focus to the lesson was the personal and social development of the children rather than that the animals themselves which come from Africa. Animals from Africa were chosen as one of the teachers in the school was on a learning experience in Africa for the week, therefore all of our lessons linked up with that as a cross-curricular theme.

Questioning for Progress	
Remembering	- What is . ? - How many . ? - Can you list . ?
Understanding	- Explain why . ? - How does . ? - Who do you think . ?
Applying	- How else would you use . ? - Where else would see . ? - How would you solve . ?
Analysing	- What caused . ? - Why did . ? - How many ways can . ?

As part of the schools training for AfL, we were given these question sheets to help us when using questioning in the classroom. We had a session on AfL as part of one of the staff meetings. It was a useful resource during my time teaching and many of the questions I adapted for my time in Nursery. This is a school wide program for types of questions

Analysing	◦ What caused...? ◦ Why did...? ◦ How many ways can...?
Evaluating	◦ What are the strengths of...? ◦ What is the most important...? ◦ What do you think about...?
Creating	◦ How would you improve...? ◦ How would you find out...? ◦ What is an alternative to...?

useful resource during my time teaching and many of the questions I adapted for my time in Nursery. This is a school wide program for types of questions in AfL.

Evidence Two - Appendix 2b

Tuesday, 10 December 2019 16:59

Good teaching and learning means employing assessment for learning principles

During this lesson, we were sorting everyday objects in to two different piles. Were the objects used in the day or were they used in the night? Highlighted below is a list of the objects we used. This was in the Nursery class and was a task that was done in groups of between 4-6. This was so that the pupils could have a lot more assistance if needed and a more hands on experience to the learning. The main focus of the lesson was to use small sentences to recognise that some objects are used in the day or night and why.

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)	Talking about day and night What happens in the day time? What happens in the night time? Where do we go? What do we do?	Pupils talk about personal experiences of the day and the night Listen and engage in conversations with the teacher and their peers about day time / night time	
Teaching & Core Learning	Get the everyday objects out of the bag and name them. Sun Hat, Toothbrush, Pencil, Pyjamas, Pillow, Cereal Bowl, Torch and Soft toy Bear. Present the class with two large circles, name them 'Things we use in the day' and 'Things we use in the night'	Repeat the names of the objects back I say – You say Ask questions if they dont know what an item is What is this? What do we use it for? Day time / Night time Check that the pupils know which circle is which. Point at the day time, point at the night time.	Sun Hat, Toothbrush, Pencil, Pyjamas, Pillow, Cereal Bowl, Torch and Soft toy Bear 2 x Hula Hoops Day time and Night time signs

	Ask the Pupils to choose an item and put it in the circle they think it belongs in. Ask them what is it? Do you have one at home? When do you use it? How do you know it goes in that circle?	Call out "day time" or "Night Time" and pupils move to the circle. Go and choose an item and put it in the right circle. Why does that go in the day/night circle? Talk about their daily routine, When do you use that item?	
Plenary	Check the work together Can you think of anything else we could put in these circles. Thinking time! Think, Pair, Share	Name the items in each circle. Call and response Agree or disagree that they're in the right place Perhaps name a few other items we could have used?	

In the evidence above, you can see that all of the assessment for learning (AfL) has been written in BLUE. For this lesson, the pupils were encouraged to discuss what each item was, when they might use it and then put it in to a pile. To do this, I asked a lot of questions to those who needed it, to gauge their understanding of the lesson. Some pupils were more than capable to complete the activity on their own, whereas others required a little more scaffolding. By asking them direct questions about the objects, they were able to draw upon personal experience to help them with the task. The questions above are the questions that during the planning phase of the lesson I had decided to use, however there were others used during the lesson that came to me as I was teaching. Which helped to boost the learning experience and also fill any gaps that the pupils have when they take the learning further.

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Who: Evaluate the groups learning and how they work together to probelm solve. How: Evaluate the group during the activity, see how they communicate with each other and how the distinguish between night and day. What: Looking for the children to get involved and sort at least one item, to work as a group and share the items. Why: The evidence will be the finished sorting and the oral responses to the questions such as "Why does that go in the day time pile" or "When do you brush your teeth" as example questions. Use of Questioning to gage understanding
Next Steps for Progress	Who: Working with groups of 4-6 pupils, leading the learning, asking questions and encouraging those to get involved. How: Sat in a small group naming the items with emphasis put on quieter children who are sometimes shy about speaking aloud. What: Varying the questions asked about the objects the pupils chose and modelling appropriate sentences for the children to respond with, adjusting them where necessary. Why: In the next lesson I will continue to differentiation the questions and try to further challenge the pupils.

In keeping with the rest of the lesson plan, again the AfL is in [BLUE](#). One of the key components of the lesson was the differentiation needed in the degree of difficulty in the questions. This as well as they amount of questioning used and types of AfL strategies.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices (QTS STANDARDS IN RED)	
Evidence of my Effective Practice	The majority of pupils were able to sort items corectly in to day time or night time piles. One pupil was struggling to sort the items in to the correct pile. He was able to tell me which pile he wanted to put it in but then forgot which one it was. Therefore I changed the way he participated so that he could correctly identify where the object needed to be, but would ask another in the group to put it in that pile. This increased the amount of sharing we were doing in the lesson. Differentiation, Progression in learning. Pupils after a few questions from me, started to ask each other about objects. They were copying questings that I had asked them and asking other pupils, this was lovely to see. Challenge and expectations, Blended learning experiences, Real life authentic contexts, Learners leading learning.
Areas for my Development Personal Targets for Progress	Today I have noticed I haven't been using or planning DCF so this is something I need to look into and find a way of imporving and incorporating it into my planning. I was able to focus parts of the task on sharing and believe that the children are getting better. We have also added sharing on to the DOJO rewards so that they can see how much they are sharing. It was important during the task that i stood back and let the pupils sort the items as much on their own as possible. I made sure that the work was their own and when evidencing it, did not correct anything to make for a good picture. Children were able to justify why they has sorted each object into each pile.

During the reflection I talk about one pupil who could correctly identify which pile the object belonged in but was unable to put the object in the correct pile. It had happened with the first two objects they had chosen. They were able to tell me that they used the toothbrush in the morning before school, so that meant it was a day time object but proceeded to put it in the night time pile. They repeated this with the cereal bowl. I explained again which pile was which but unfortunately that didn't clear things up for this pupil. From this the pupil would tell another member of the group where to object went, and they would then put the object in the correct pile for them. Through assessing the pupils learning, and speaking with them, I knew that they understood the task but were unable to physically complete it.

Evidence Three - Appendix 2c

Tuesday, 10 December 2019 16:59

Good teaching and learning means employing assessment for learning principles

This was a Personal and Social Development lesson, we had them every Monday. As the week before had gone well as a whole class lesson, I decided to do this lesson as a whole class lesson too. The idea behind the lesson was to close your eyes and listen to soundscapes from different locations in the world, pick out sounds, think about where those sounds could have come from and finally it was to see if we could make any of those sounds ourselves.

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)	Good Morning routine Can you show me good sitting and good listening Talk to your partners and say one thing you like about your friend	Show good sitting and listening Say something nice to their friend	
Teaching & Core Learning	Play some sounds and after each sound ask the pupils to discuss what they think it is. Share your ideas with the group If we listen with our ears and we see with our eyes, what do we feel with?	What can you hear? Where might you find these sounds? Listen to the sounds and make a link to what it might be Discuss with their partner what they think it could be	Speaker A selection of sounds

Plenary	What sounds can you make? What sounds would you like to record? Thank you for taking part in the lesson and listening to those sounds	Make any sounds that they can think off? Think about what they could record Thank you	
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As part of the planning I have highlighted any potential questions in BLUE as these are points of assessment for learning (AfL). These are the questions I would have planned to ask during the lesson however there were a few more that I added in during the lesson because of answers the pupils gave during the lesson. The lesson plan is set out like a semi structured interview so that I have the freedom to add anything in during the lesson that could build on the experience, help the learners and explore anything that I may not have thought about in the planning. It could have been beneficial to come back to the plan after the lesson and add those extra questions in.

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Who: Evaluate the class as a whole, see which individuals stand out and lead the learning as a group. How: Evaluate how the group during the session and test what they have learnt at the end of the session. What: Look for good sitting and good listening, offering their answers and interacting with each other Why: The evidence will be their social and personal development with the other pupils in the class
Next Steps for Progress	Who: Working with the whole class, leading them through the listening, asking them questions and managing how they interact with others. How: The pupils, after registration are on the carpet, we will work on quiet sitting and listening to all the sounds around us, before playing soundscapes from a variety of locations. Talk about what they can hear and where they think they may hear these sounds What: Asking questions about sounds and listening, what possible sounds would you hear in a specific location, etc. Why: In the next lesson, I would bring a speaker so some of the quieter noises could be heard all over the classroom, would change the way the children listen. They could find any spot they would like to listen.

Above, I have highlighted in BLUE as part of the evaluation the pieces of AfL I have used in the lesson and for the evaluation. It was important to use a lot of questioning during the lessons as the pupils sometimes struggled with open ended questions. They needed more scaffolding in place to be able to help them when answering these questions. I believe this to be because of their age, but I found it useful to ask a lot of questions to gauge their understanding, they would then ask a lot of questions back and to their partners and others. This helped to assess where the learner was in each lesson. Below I have written about starting at a level that everyone in the class could achieve and join in. Through questioning, I was able to find the base line and work our way up from there.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices (QTS STANDARDS IN RED)	
Evidence of my Effective Practice	The pupils would be all together for this lessons so it was important to start at a level that all could take part in, then as the understanding grew to what we were trying to achieve, the questions got progressively more difficult to push all of the learners. Four purposes of learners, Progression in learning. As well as listening to the soundscapes from YouTube, we also listened to our own environment to see what we could hear around our school. We talked about the pupils trying it at home and in their gardens. Blended learning experiences, Real Life, Authentic Contexts. By having all of the class together Managing the learning environment was a top priority.
Areas for my Development Personal Targets for Progress	The lesson went well, I would have liked to have a few different examples of sound scapes for this lesson if i was to run it again and have a better speaker for the session. Nursery usually work in small groups but for this lesson we decided to keep them all together. They worked really well together and were able to sit still and listen for the soundscapes. However after a while, with a larger group in the classroom, if one started to fidget then the ripple effect takes more class members with it. It was interesting to try and manage the whole class and all together I think it went well.

Evidence One - Appendix 3a

Saturday, 9 November 2019 14:08

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

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices (QTS STANDARDS IN RED)	
Evidence of my Effective Practice	Some pupils were able to understand the idea of sorting objects from the individual task created. Challenge and expectations . For the others who struggled, I was able to see them develop and work with them in the enhanced provisions so that we could back up the learning within different contexts. Differentiation, Progression of learning . To start the lesson we recapped the book, (Reflection on Learning) talked about little bear, how he struggles to sleep because of the dark and the children retained a lot of information from the book. Cross-curricular themes . They felt like they were part of the story and were really engaged in looking for the lanterns to help little bear sleep in the dark. Blended learning experiences, Real life authentic contexts . During the lesson, some of the pupils understood the concept of sorting by size faster than others. With this I was interested in getting those who understood to share their understanding with the pupils who struggled. Listening to learners, Learners leading learning . In this lesson both time management and managing the learning environment worked well.
Areas for my Development Personal Targets for Progress	I found that this lesson has had one of the strongest links with the enhanced provisions and with so many of them focused on size and ordering, if pupils struggled with one, they were able to try and understand it within a different context. If you look at the plan for 'Enhanced Provisions Week 4' you will see we had several tasks and provisions set up for the pupils to work through independently as with myself if they were struggling during the focused task. Through assessing their understanding through the task we were able to then gauge where their ability was and how we could use the provisions to best aid the learner. I've very much enjoyed that. I think that I'm looking forward to trying this out in KS2. The lesson was successful and the children really enjoyed having the lanterns in the class to physically hold and search for.

In Nursery, we were looking at the topic 'Light and Dark'. During a lesson on sorting by size order, we had three different sized lanterns available to the children to use for the sorting activity. These had been hidden by little bear and the pupils had to search the classroom to find them and sort them in to size order. It was also the order they were used in the book "Can't you sleep little bear?"

Some of the pupils understood the difference between big and small from the beginning however there were a few that struggled with the activity. As you can see from the highlighted section above, I believe that this lesson had it's strongest connection with the enhanced provisions. Below you will see a layout of what those provisions were for the week. The majority of them were based around the concept of 'big' and 'small'. Therefore if pupils struggled with the lantern sorting, I was able to use the time after the lesson to go around the enhanced provisions with the pupils to see if in a different context they could do the activity. Some of the examples below include: **sorting the candles by size in the candle shop**; **separating the big and small stars buried in the sand** and **making big and small stars in the playdough area**. There was also a sorting game on the computers.

Y darpariaethau honi nodi swyddi gweithgareddau cyfoethogi a chytuno ar amcangyfrifedig ym mwyd. Dylid nodi lleoliad y ddarpariaeth (i.e. mewn/ys allan). Student Teachers should complete boxes for planned enhanced activities including learning objectives where appropriate. They should indicate whether such provision occurs indoors/outdoors.					Dyddiad /Date:
Ardal Gartlen/ Reading Area Indoors Bear Cave with books about bears "Can you read a bed time story to Little bear?"	Ardal Darganfydd/ Discovery Area Indoors Teddy Bears Picnic "Where are all these bears from?"	Ardal Mathemateg/ Mathematics Area Indoors Shapes "What shape is this?"	Ardal Cerdd/ Music Area Indoors Percussion "Can you play music together?"	Ardal Corfforol/ Physical Area	
Ardal Adeiladu/ Construction Area Indoors Blocks, Lego and Track "Bigger and Smaller Blocks and Towers"	Ardal Chwarae Rôl/ Role Play Area Indoors Little Bears Bedroom "Can you sing a bedtime song to Little Bear?"	With y bwrdd/ Table top Indoors Chalk and Black Paper "Can you draw the night time sky?"	Ardal Gwneud Marciau/ Mark Making Area Indoors Pencil Control Can you draw some stars and moons	Ardal Creu/ Creative Area Indoors Building bears with cardboard "Can you build a bear?"	
Ardal Tywod/Sand Area Indoors Sand and Glitter "Can you find big and small stars?"	Ardal Dŵr/ Water Area Outdoors Water Playing games and sharing with your friends	Ardal Pwintio/Painting Area Indoors Paint and Sponges "Can you paint a night time picture?"	Ardal Toes/ Dough Area Indoors Playdough Can you make different sized stars?"	Ardal Byd Bach/ Small World Area Indoors Candle Shop "Sorting candle buy size on the shelves"	

Profiadau Ychwanegol / Additional Experiences: ICT – Sorting by size, Clay – Making Diva lamps

By working with the learners, through different enhanced provisions it gave depth to the learning of those who were able to understand the original task and provided those who didn't with further opportunities to learn with a different input. As we know, not all children learn in the same way and at the same speed. Below, you can see that the use of the enhanced provisions to help with the lesson was noted by my class teacher. All of the enhanced provisions you can see in this weekly time table and in the PTE1 OneDrive file are filled with enhanced provisions myself and the teaching team came up with together.

PEDAGOGY – Advancing learning (through effective application of subject knowledge and discipline)

On track

- Comments and Evidence
- Targets for improvement and suggested ways forward

Arran demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately. Arran planned a variety of activities to reflect strategies used by the class teacher. Arran demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences. He amended a creative activity task to allow the children more independence and choice. Arran understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners. He demonstrated this during the development of an activity where the children used all of their senses to investigate and describe different fruits introduced through the story 'Baby Goes to Market.' Arran demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. During a session on bigger or smaller the children were sorting lanterns by size. For those who struggled Arran worked with them during the enhanced provision to develop their understanding.

Evidence Two - [Appendix 3b](#)

Tuesday, 10 December 2019 17:00

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



The candle shop was not only used for lessons but was available to the pupils at all times. In my first week I was asked to design a role play area that would fit in with our topic, 'What happens when I go to sleep'. The teacher had talked about the class doing light and dark, Diwali and that they had previously had a candle shop as a role play area. Once set up, each week when creating the enhanced provisions we would come up with a challenge for the pupils in the role play area. Week 1 was just to see how children would use and interact within the shop, week 2 we introduced money and by week 4 the pupils were stacking the shelves and sorting the candles by colour, size, shape and any other way that they could decide.



Planning for the role play area was done by the class teacher and myself. A sign was created so that the children could see it and so that the teachers could join in and help direct children in the enhanced provision. We would put up signs with vocabulary that we would like to use in the shop so that all the teachers were working along the same guidelines. This was important as I was the only member of staff in for the full week. Both the teachers and LSO's were part time.

Evidence Three - Appendix 3c

Tuesday, 10 December 2019 17:00

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



Building upon the Nursery classes knowledge of Bears through the many books we have been reading about the night time and our topic "What happens when I go to sleep?", we decided to create a 'bear cave' for our pupils to use as a reading den. Each week there would be a new challenge in the cave set up as an enhance provision and sometimes included in the main lessons too. In the photo above the pupils were asked to read baby bear a story to help him go to sleep. They had lessons that were about how to hold a book, the difference between text and pictures and they would suggest what is happening on each page and what could happen next. This area was then set up for the pupils to continue building upon that taught knowledge.



Along the same lines the picture above comes from the same book "Can't you sleep little bear?" Pupils were asked if they could sing a lullaby to little bear to help him get to sleep. There were also a selection of pyjamas that the children could practice dressing themselves in and go to bed. Both of these areas proved to be very popular as the pupils were very familiar with the story. On the first day the children in nursery saw their new cave in the classroom, they were so excited and jumping for joy as they screamed "Mr Bluck, we've got a cave, we've got a cave!" These areas were heavily used during pupils free choice of where to work and play.

Critical Reflection

Saturday, 9 November 2019 14:11

A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress.

Word Count: 2864

Introduction

During my first block in the Professional Teaching Experience (PTE1), I have been studying the effects of how the pedagogical principles are implemented in the teaching and planning of lessons in the school. Using a combination of teaching methods, curriculum and assessment practice, pedagogy has been described as the shaping of the learning environment as a whole (Thomson et al. 2012.). There are twelve pedagogical principles in the successful futures document. Within this critical reflection, I will be focusing on; Cross curriculum responsibilities (CCR); Assessment for learning (AfL) and engaging with enhanced provisions. For my placement, I was based in the smaller of the two locations, housing only the nursery and reception classes. The school has 282 pupils with around 22.5% qualifying for free school meals (My Local School. 2018). My placement was with the Nursery class where the majority of the pupils were in school for the full day, with two pupils going home after lunch.

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

At the beginning of my PTE1, I had never worked in a Nursery, I did not know the learners or their prior ability and what was expected of them at this age. David Ausubel claimed that the most important factor in teaching is finding out what the learner already knows for certain and teach them accordingly (1968: vi). When I arrived, I spent my time observing the pupils and the teacher, looking at how they planned and set the work to the right degree of difficulty. In my first week of teaching, I found many of my lessons were too difficult or too long. The nursery pupils have a limited attention span and therefore in the planning it was important to keep lessons simple and make better use of the enhanced provisions in the classroom to further the learning of the focused tasks.

Cooney, Gupton and O'Laughlin (2000) found that the most beneficial learning activities for the pupil and the teacher were those that were co-directed by the teacher and pupil, followed the desire of the learner and incorporated aspects of work and play. The 'Curriculum for Wales: Foundation Phase Framework' highlights the importance of children learning through authentic experiences within their activities and that 'play' should be at the centre of all learning (Welsh Government, 2015). I created a candle shop role play area so that pupils could imitate real life and create a make-believe shopping simulation, using what they had learnt in focused lessons and then developing it further in their play. Pupils were able to use the shop, as and when they wanted to. Through the use of 'individual challenge signs' and key words and phrases sheets placed in the shop, LSO's and teachers oversaw and joined in with the activity; always following the lead of the pupil and using the whole teaching team's pre-decided upon strategies and terminology to do so. As noted in evidence two for this principle, pupils were able to build on their knowledge of counting and exchanging money through play. Another incident involving the use of building upon the pupils understanding can be found in evidence one, where a pupil was struggling with the concept of bigger and smaller

lanterns. They were unable to sort them in to size order when there were more than two items. Together we worked through some of the extra provisions to try and understand the concept in a context that worked for the pupil. This also relates to another of Donaldson's (2015) pedagogical principles: 'Good teaching and learning creates authentic contexts for learning'.

As I became more familiar with the with the class, how they learnt and what they enjoyed, I was able to plan more effectively the use of the enhanced provisions. Hattie (2012, P39) recognised that children think differently to adults, and that we should not only be focused on 'what' the pupil is learning but 'how' they are learning. The enhanced provisions zones covered all areas of learning whilst continuing with the main themes and learning for the directed tasks. Each area had challenges for the pupils that linked to the skills that we were learning and our topic. Two zones that proved to be quite popular whilst reading the book "Can't you sleep little bear", included our 'Reading Bear Cave' and 'Little Bears Bedroom'. In each of these areas were tasks for the pupils to complete that could be adapted for each pupil's ability. In the 'Reading Cave' pupils were asked to read little bear a story. All of the books in the reading area had been chosen to coincide with our topic of 'What happens when I go to sleep'. In little bears bedroom, pupils were asked to sing lullabies to help little bear sleep or to go through their bedtime routine. Building on a pupil's experiences and knowledge comes from the constructivist theories of Piaget and Vygotsky who also believe in the importance of play in education with a focus on learning through play (Cooney, 2004).

The use of the enhanced provisions, resources and building on previous knowledge was so important to my first PTE1 placement, I have already started planning how I can adapt it for the second part of my PTE1 placement with years five and six. One of my targets will be to use effective provisions that build on the learning that can be differentiated to each learners' individual needs. I will hope that this boosts the confidence of the learners who need a little extra practice and promotes challenge for those who need the push.

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

Assessment for learning (AfL) can be described as the activities undertaken by teachers or pupils to enhance their learning and understanding (Black and Williams. 1998: p8). Finding out where the learner is on their learning journey, where they are expected to be and how best to get them to their destination. One of the ways in which I did this in PTE1 was to employ questioning to the pupils during the lessons. This was done at the beginning of lessons when there were discussions about what they knew already; by further questioning the learners as they progressed throughout the lesson, to check levels of understanding; by stopping and giving pupils time to talk with each other to discuss the topic amongst themselves and promote peer learning; and through questioning from myself at the end of a lesson to see how much they have been able to understand. Throughout my placement, my planning of questioning evolved. At first due to unfamiliarity with the pupils and the language they were used to, some of my questions would be too difficult or not understood. As part of evidence one, the school ran a session on AfL in one of the staff meetings. They provided us with a list of example questions to help get the best from the pupils when assessing where the learner is with their learning.

One of the ways in which it is possible to increase the pupil's levels of higher thinking is to create interventions throughout the course of the lesson, this gives pupils a chance to practice these thinking skills (Shayer. 2003:481). Throughout each of my lesson plays, I have added in pitstops to assess the pupils understanding of their learning. This can be done in a number of ways by either stopping the whole class, small groups or speaking with pupils individually. When posing questions and giving an appropriate amount of time to think and respond, this can boost student's achievement. In Hattie's 'Visible Learning', questioning is given a rating of 0.48, which is above the 'hinge point' of 0.40 suggesting that when done

correctly, questioning has a positive effect on a pupils learning (Hattie. 2012). Examples of these breaks in the lesson can be found in all three pieces of evidence. Examples of questioning were written in blue to stand out during a lesson to help with the delivery.

As a teacher we need to be able to listen as well as talk. Particularly in whole class discussions it is important to create a space that encourages all pupils to feel safe to voice their thoughts, opinions and understanding (Shayer. 2003. Hattie. 2012). I found in the planning stage of any lesson it was nearly impossible to predict all of the questioning that would have been necessary for the students to be able to get the most out of their learning. I found myself through conversation with the pupils, adding additional unplanned questioning, during the lesson. This followed the overall structure of the lesson but also engaged with how pupils learn giving the learning a deeper understanding in a much wider context. This could be in the form of a pupil's question, response or allowing a pupil to make a connection with a previous experience. It is therefore important that we engage in this type of dialogue with the pupils so that instead of a lesson where you are leading everyone throughout, you are giving the pupils a voice and a choice in their learning. My next placement is with a mixed class of year five and six pupils. As a target for the second part of my PTE1, I am looking to expand my own use of AfL, by learning and putting in to practice a variety of new techniques suitable for the new age group, whilst adapting those that have previously worked in my first placement.

Pedagogical Principle: Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy, digital competency and provides opportunities to practice them.

During my time in Nursery, I found that the class took part in thematic learning rather than in individual subjects. The school follows an educational program set by Cornerstones and the theme was "What happens when I go to sleep?". Cross curriculum teaching is linked closely with thematic learning as it incorporates more than a single subject area, instead subjects may be linked through a central theme (Jacob. 1989). When planning my lessons on PTE1, I would read through the 'foundation phase framework' and link suitable outcomes to each lesson, despite which subject they were linked to in the document (Curriculum for Wales. 2008). It was important that these cross-curriculum responsibilities were used appropriately and were relevant to the lesson, and not forcefully added in for the sake of including a particular subject. By using the document, it highlighted the areas in which I was already including cross curriculum responsibilities as a part of the lesson. As seen in evidence one for this principle, whilst reading through the document I added in an outcome for pupils' writing. In a previous lesson they had wanted to show that they can write words that they could read. The pupils found that it helped build on their knowledge of the word. They could recognise how it looked, how it sounded and could use it in a sentence orally, however the pupils asked if they could try writing the words. This also links to another of Donaldson's pedagogical principles, encouraging learners to take responsibility for their own learning (2015).

To help with planning I used the literacy and numeracy framework (LNF). This is part of the 'Curriculum for Wales' document. It is a way of helping teachers think about how they can develop pupils' literacy and numeracy skills in practical ways. As well as literacy and numeracy, it also encourages the use of the Welsh language. During my first week in my placement, it was bonfire night. As part of evidence two for this principle you can see we planned an expressive arts lesson for the pupils where they would create their fire as a piece of art using their own hand prints and mixing the colours red and yellow. Links to literacy involved recapping the fire safety talks and the steps taken to create a fire. This gave authentic context to the piece of work whilst building upon and refreshing their previous knowledge from the lesson the day before. Pupils achieved one of the numeracy outcomes; to follow two step instructions, for example, "choose a colour and paint one of your hands". When talking about the colours, we included the Welsh names for the colours as well as the English. One of the issues with teaching subjects separately in individual lessons is that we can create barriers in the minds of our pupils. By teaching the curriculum as an integrated whole, including aspects of each subject in one lesson, pupils' view of their learning is likely to be more holistic (Hayes. 2009). This supports pupils in making those connections between

knowledge.

When crossing the subject boundaries, you allow pupils to investigate what they are most engaged and interested in around that subject, it encourages pupils to take control of their learning, show initiative and discuss with their peers (Hayes 2009). It gives pupils a more authentic experience of learning and I believe better prepares them to become “Ambitious, capable learners who are ready to learn throughout their lives” (Donaldson. 2015). As seen in evidence three for this principle, pupils were asked to create price tags for the candles in the shop. This was building upon previous lessons which included paying for candles, how to shop and other mark making sessions. In this lesson, we asked the pupils how they would find out the cost of a candle. Although the main focus of the lesson was the mark making and ability to write a number between one and five, there were other aspects to the lesson that added to the learning experience.

Each of these Cross-Curricular Responsibilities (CCR) were chosen because they added something valuable to the experience of role-playing shopping without taking away from the focus of the literacy in the writing of their price tags. Pupils used greetings that they had learnt in Welsh as they welcomed customers to their shop, they also used the Welsh language when telling their customers, the cost of the candles and when referring to the colour of the candles. This also covered the link to Oracy, where the pupils used newly learnt language in play and imitated real-life experiences. We had also introduced several one pence coins to the till in the shop. The pupils enjoyed playing with money in the previous week when we were looking at African markets and so they were excited to use the money again in the candle shop. The money became a visual aid when explaining the link between the number written down on the price tag and it's worth. In nursery, all lines between subjects are almost completely blurred and so it lends itself to so many cross curricular opportunities. It also helps reinforce any new knowledge by building connections to previous knowledge and experience.

The new ‘Curriculum for Wales 2022’ is promoting collaboration and cross curriculum development through all of the areas of learning. They have been designed to give learners a more holistic experience in their education (Welsh Government. 2019). Considering this and my experience of PTE1, I feel that the development in the use of cross curricular themes in teaching is one of the most important pedagogical principles to my future practice. The nursery environment had plenty of opportunities to include cross-curricular responsibilities. I look forward to seeing how this is different at the other end of the school and will use what I have learnt from PTE1 to continue developing my practice further.

Conclusion

In conclusion, throughout my time in my first placement of PTE1, I have found that by including these pedagogical principles in at the planning phase they have made my lesson plans more detailed, interesting and beneficial to the learners. By considering how the pupils learn and not only what they are learning, this has made me think more about my own practice and how I can make my lessons more inclusive to each individual learner's needs. In the second part of my placement, I look forward to experiencing and learning more about how these pedagogical principles are included in the planning phase of the lessons in a mixed year five and six class and how this differ from my time in a nursery setting. To ensure further progress I will look to adopt these new teaching techniques as part of my own professional practice. One of my targets to develop further is my use of assessment for learning. I feel I have been quite limited in the approaches I have chosen to use and would like to experience and put in to practice some more varied approaches. I can achieve this by further research in to assessment for learning techniques and working with my class mentor and other members of staff on approaches that they find beneficial in the classroom. Throughout my first placement, I grew with confidence in my ability to be adaptable to the learners needs during the implementation of my lesson plans. I found it was important to continue checking the pupils understanding throughout the lesson and use this prosses to guide my adaptation of the plan when necessary.

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