

Overview

Monday, 9 December 2019 09:40

Shannon Matthews

1900177

Primary PGCE

Targets from Previous Assignment:

	Target	What have I done in this assignment?
Target 1	Aim to write in a clear manner avoiding over use of words and phrases.	I have tried to avoid using words and phrases constantly throughout my work and have tried to stay succinct and clear.
Target 2	Occasionally you are making assumptions - aim to support points made with evidence.	I have included the use of references where I feel are applicable.
Target 3	Ensure your referencing is correct and consistent with the University expectations.	I have followed the University guidelines closely to ensure that my referencing is consistent and accurate.

Link to One Note: https://uwotds-my.sharepoint.com/:o/g/personal/1900177_student_uwotds_ac_uk/EtMues5ytPJGjLPGnAdMNvOB_jXguEfqkEy7CUGW0Gssqw?e=Vmc8Zc

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Consent form for taking photographs and filming

Statement
Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Shannon Matthews as a representative of the APLA, to:

(Tick accordingly)
Take photographs ☒
Film ☒
Record ☒

Name of Head teacher/ Senior Mentor: Kevin Smith
Signature: K Smith
Name of School: Mas yu Hwa Primary

To be completed by student-teacher:
If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: Shannon Matthews
Signature: S Matthews
Student no.: 1900177

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): PGCE Primary
Date: 22nd October 2019

Thank you for your co-operation. October 2019

Questioning

Monday, 9 December 2019

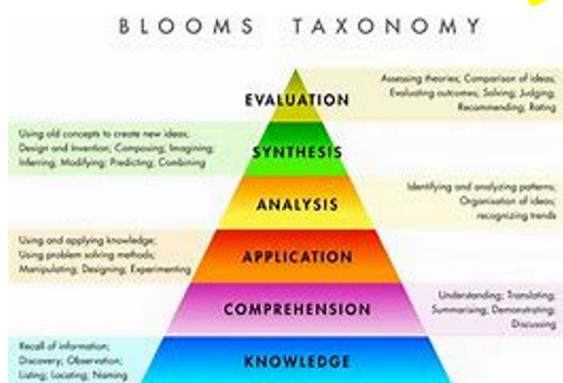
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)
Opening phase (with links to prior learning)	- Teacher will recap on tally charts as experienced the previous week to the whole class. - Teacher will get the children to create a human pictogram that is differentiated by colours of hair or birthdays- links to authentic contexts for learning. - Get children to count the number of people in the column and the teacher will explain that we can use knowledge of number facts and strategies to show how many are in each column. "Which column has the most?" "How do you know that?"	- AfL- Thumbs up, Thumbs down- "do we understand?", "Why did you choose the thumbs up?" Questioning- "How many is in the column?", "how do you know that?", "how can we find out which column has the most?", "how did you work that out?"

In the Pictogram mathematics lesson (as shown to the left), with a Year 1 class, I ensured to implement a range of effective questioning techniques (in red) in order to engage the children's interest within the activity and develop their reasoning skills in more depth. It can be stated by WAG (2010) that questioning encourages high quality thinking within the classroom. Additionally, this can furthermore lead to a development in high quality talk in and amongst the students. In correspondence to this, the questioning that was used within the classroom often derived itself from Bloom's Taxonomy in order to aid progression of the children's reasoning, thinking and development (Magas et al, 2016). Within my time on PTE1, I have often referred to Bloom's Taxonomy in order to ensure that the questioning is effective in order for the children's learning to be enhanced. I ensured to undertake research within my own time to ensure that I was enabling the best learning opportunities possible through questioning.

I found that questioning worked particularly well within this activity as the children had opportunities to think about their answers and developing their reasoning skills. The questions that I used (as circled to the left) encouraged the children to provide reasoning along with their answers. When the children answered the questions, I always ensured to extend their answers through asking how they knew that. As this activity was the first time that the children had learnt about pictograms, I ensured to make it interactive and fun. This therefore, allowed me to use questioning in an effective way through using the children as participants in the pictogram columns. As one half of the class were in the pictograms, the others could see how they worked and how each column differentiated in length. This was beneficial for the children as the questioning was able to be answered and thought about through two different perspectives.

I found that it was particularly beneficial for encouraging the children to participate within the activity. However, within the class, the MAT children more often than not, answer the questions confidently before the other children get a chance. In order to improve this, I could have implemented different AfL strategies such as lollypop sticks in order to give each child a fair chance of providing their answer and opinion on the topic. This in the long term, could encourage all children to answer, instead of relying on the MAT children to answer.

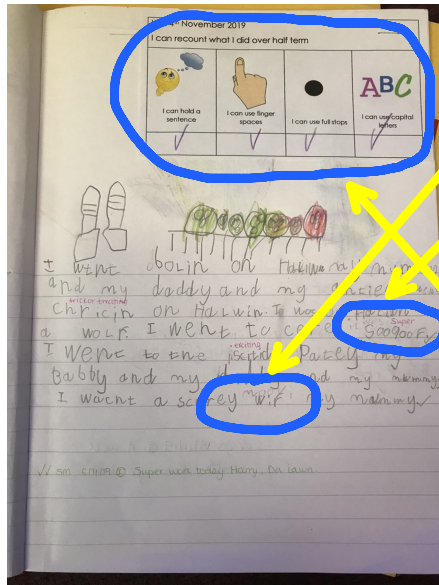


This was a very good activity and the children really enjoyed participated well. Shannon's questioning of the children was excellent throughout the lesson and helped to further the understanding

In my reflective Journal, my class mentor provided feedback on the lesson delivered and how questioning was implemented. Upon discussion, she praised me on how the questioning engaged the children within the lesson and encouraged them to understand the task in more depth.

Purple pencil

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In the Recounting what I did over half term Literacy lesson (as shown to the left) with a Year 1 class, I implemented the school policy of encouraging the children to use a purple pencil to mark their own work or make corrections to their work based on verbal feedback. As displayed in the picture, the children were able to insert words that they had missed out in their sentence, which linked back to one aspect of the success criteria- I can hold a sentence. This also allowed the children to participate in self-assessment as they were able to identify and correct their own mistakes, which is an expectation for all children within my PTE1 school. Klenowski (1995) indicated that AfL strategies are used to encourage children to actively involve themselves within and take full responsibility for their own learning processes. Self-evaluation/assessment within this activity allowed the children to be able to do this as they were able to spot their own mistakes, change them and mark their work with a purple pencil. This also meant that the children were henceforth, able to mark themselves against the success criteria (as shown to the left) and identify their own next steps in learning.

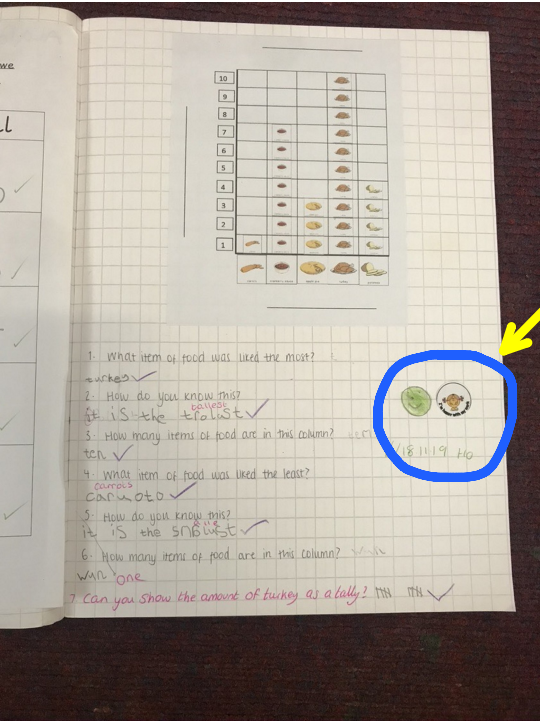
I found that self-assessment worked well within the Year 1 class and particularly within this activity. The children are familiar with the concept of using the purple pencil, and the aim behind that initiative within the school. Although effective, I think that as the children are young (5 years old), it can be difficult for them to spot their mistakes or missing words within their work. I found that when providing verbal feedback during pit stops in the learning, some of the children could read their sentence back to me, and not recognise that they had missed out a word- meaning that they could not mark using the purple pencil. For next time, I need to ensure that I am encouraging the children to re-read over their work throughout and use the purple pencil more efficiently throughout in order for the self-assessment to be more prominent within their work.

Teaching & Core Learning	- Children to be split into groups. - MAT / Able will have the full Pocahontas comprehension. - ALN / Basic Skills will have the basic Pocahontas comprehension. - MAT / Able will have more questions to find the answer, which will be in more depth. - ALN / Basic Skills will have less questions. - Teacher to read through the comprehension with the children, until they reach the first question. Ask children to identify the answer, (MAT and Able to write answer, ALN and Basic skills to highlight or circle answer). Children to immediately mark their answer with purple pencil and feedback is given. - Teacher to carry on with comprehension until the next question is reached. Carry on this process until all questions have been answered.	- AfL- Self assessment of work- Using the purple pencil to tick own answers or change answers if necessary. Children should be able to identify the answer within the text. (MAT/Able to write and tick answers, ALN/Basic skills to write/tick answers and highlight or circle the answer in the text). - MAT/ Able children should be able to retain information confidently and recall answer. - MAT children should be able to infer. - ALN/ Basic skills children should be able to answer 4 questions independently. ALN may require additional support (MKO). - Able/ MAT children should be able to answer all 8 questions independently. - AfL- Peer assessment- discuss the answers that they have found, are they the same as their peers?
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Within my planning for a Literacy comprehension lesson, I ensured to incorporate purple pencil as a means of self-assessment. As shown to the left (in red), the pupils were expected to tick their answers if they had found the information required in the text and write the corresponding answer. I ensured to allow the children to mark their own work as we went along the activity in order for them to consistently identify and use self assessment effectively. The children were able to confidently mark their work knowing they had found the correct answer in the text. If any children found an alternative answer to the correct one, they were able to use the purple pencil to correct their mistakes straight away. This was extremely beneficial to the children as they had only just written the answer, and didn't have to go back to correct it at the end.

Mr Men stickers

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Within my pictogram mathematics lesson (as shown to the left), the children used the AfL strategy of self-assessment. Within the school, and particularly the Foundation Phase, Mr Men stickers are regularly used at the end of the lesson in order to identify how the children felt they did within the lesson, and to check their level of understanding. Andrade and Valtcheva (2009) support this through the indication that achievement can be highlighted through the effective use of self-assessment.

In the picture shown to the left, the child chose a 'Mr Happy' sticker and also used a green traffic light next to the sticker to symbolise that they had understood the activity. Usually, the child would explain why they chose that sticker and had to provide efficient reasoning behind it. This is a beneficial strategy to use within the Year 1 class as the children can often choose a sticker because it has their favourite character on it, or because they know it is seen as a 'good' sticker to have on their work.

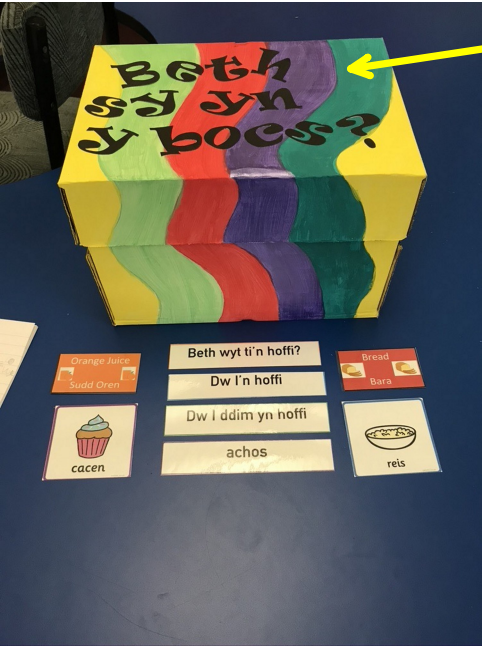
I enjoy using the Mr Men stickers at the end of the children's work to promote the use of self-assessment. It is insightful to speak to the children when choosing which sticker they think best suits their work and why they chose that. The Mr Men stickers are used to encourage the children to take ownership of their work and to think about the quality of it. However, I think that for my own professional development, I could ensure that the Mr Men stickers are used more regularly throughout my plenaries to engage the children within that aspect of AfL effectively.

Plenary	- Explain and discuss how else we could display these results. (MA) (Tallying?- Link back to previous learning). - Check understanding with the Mr Men stickers if any children pick the tricky sticker follow up on why?	- Children to discuss with their partner how they could display this in different ways. (MA) (Think, pair, share) - Children to select the appropriate Mr Men sticker which displays how they think they did in the activity (Self assessment).
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The planning for the mathematics pictogram lesson (as shown to the left) displays the incorporation of the AfL strategy Mr Men stickers, as associated with self-assessment. The aim was for the children to become confident with developing their reasoning for choosing a particular Mr Men sticker that corresponds with the work that they have produced.

Beth Sy Yn Y Bocs?

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The 'Beth Sy Yn Y Bocs?' Welsh lesson (as shown to the left) incorporates a Cross curricular link with Literacy, and specifically oracy and writing. The children were able to use the box to develop their Welsh language skills as well as their oracy skills and writing skills in both Welsh and English. The children participated in the activity through being able to choose an item of food out of the box and expressing whether they liked it or didn't like it with reasoning to their opinions.

When planning for the lesson, I ensured to highlight the clear links between both languages (as shown below), with emphasis on developing the children's writing and oracy skills bilingually. The Cwricwlwm Cymreig emphasises that the Welsh language should be integrated into all lessons when applicable (Jones and Roderick, 2003). I attempt to do this as often as I can within my teaching. Within this lesson, I ensured to implement as much Welsh as I could, with elements of English to support the children's understanding. This was beneficial to both myself and the children as I was able to develop my own knowledge, understanding and confidence of speaking Welsh, and the children were able to have an opportunity to develop their Welsh language skills in further depth.

Within the planning, I ensured to include differentiation of the expectations in oral and written responses. As shown below, the MAT and Able children were expected to respond in Welsh, with additional reasoning using 'achos'. The Basic Skills and ALN group were expected to respond in Welsh, however, they could use English to express their reasoning further.

In the future, I think it would be beneficial to implement more Welsh within lessons in order to ensure cross-curricular links as often as possible. As previously mentioned, a main goal of Y Cwricwlwm Cymreig is to encourage the implementation of Welsh within all lessons. This is also a main priority for myself as a trainee Teacher as I have seen the impact and enjoyment of participating in lessons where aspects of Welsh are included.

Teaching & Core Learning	- Introduce the box and the "beth sy yn y bocs?" song to the children. - As the song plays, get the children to pass the box around the circle until the song has finished. When it has landed on a child, allow them to pick one item of food out of it and say what it is in English. Model the Welsh translation and encourage them to repeat after- My turn, your turn. - Child to use "dw i'n hoffi.../ dw i ddim yn hoffi when talking about the item that they have picked out". - Children to write in their books what had been picked out of the box using "dw i'n hoffi" and "dw i ddim yn hoffi" and explain why. - The first couple in the group will just be examples, then the last three or four will be written down in books.	- AFL strategy- My turn, your turn. Children will repeat Welsh after the teacher. - When discussing the item of food, differentiate expectations of length of response. <u>MAT / Able:</u> Children will be asked 'pam?' when talking about if they like it or don't like it and encouraged to answer using "achos". Children to include achos when writing in their books and can further describe reasoning in English. <u>Basic Skills/ ALN:</u> Children will be asked 'pam?' when talking about if they like it or don't like it and encouraged to answer- can use English to describe reasoning in books. <u>ALN:</u> Group will be split down into half in order to encourage the concentration of the group and ensure that the children understand the activity.
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Lesson Focus:	Welsh- Beth sy yn y bocs.
Meaningful links to Curriculum	- Children to respond verbally (Oracy- WLD). - They communicate simple personal and factual information clearly (Oracy- WLD). - They use an increasing range of vocab and sentence patterns which are usually correct (Oracy- WLD). - They communicate by writing words, phrases or sometimes sentences using familiar patterns (Writing- WLD). - They write short, basic sentences using suitable and familiar vocab (Writing- WLD). - Express what they like and dislike (Rec). - Express an opinion on familiar subjects (Year 1). - Listen to others, with growing attention, usually responding appropriately (Year 1). - Express opinions, giving reasons, and provide appropriate answers to questions (Year 2).

Native American Art

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The Native American art lesson (as shown to the left) indicates a cross-curricular link with mathematics and literacy. The children had to decorate the Native American animals using 2D shapes that they had previously learnt about. When introducing the activity to the children, we recapped upon the 2D shapes, their properties and how we can use them within the animal pictures to make patterns. As shown below, the planning for the lesson incorporated close links to the Foundation Phase framework and in particular; mathematics, literacy, and knowledge and understanding of the world. This activity enabled many cross curricular links to these different Areas of Learning within the Foundation Phase.

The Foundation Phase Framework (WG , 2015) point out that the seven Areas of Learning should be delivered using an integrated , cross-curricular approach and that no Area of Learning should be isolated. I have attempted to implement this within my teaching throughout PTE1, and hope to continue it further. Kerry (2015) indicates that cross-curricular opportunities enable the children to transfer the knowledge that they had gained in one subject to another. This was particularly beneficial for the children as they needed to use their maths knowledge and implement that within the art lesson.

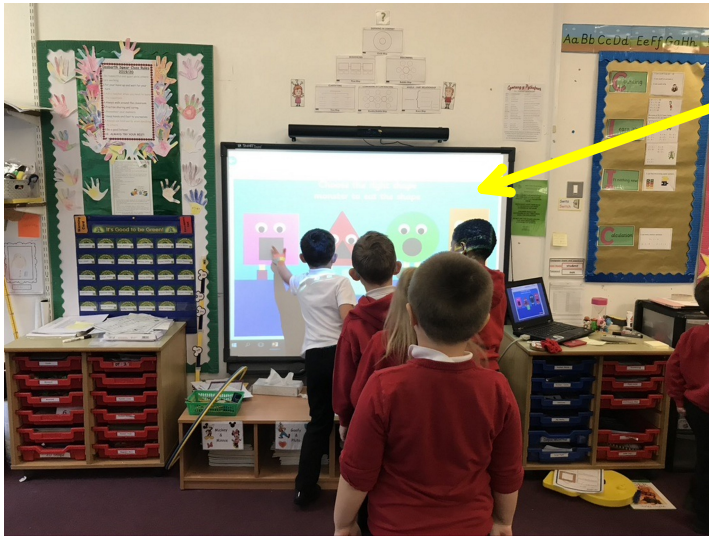
This lesson worked well with the children as they were able to experience a widely cross-curricular activity which allowed them to develop a large skill set in those areas. The children especially participated well within the shapes aspect of the activity through talking about their properties, why it would fit in a particular area of the animal and why it would not. E.g. a rectangle would fit in the legs, but a triangle would not.



Lesson Focus:	Native American Art
Meaningful links to Curriculum	• Make choices when choosing materials and resources. • Use a wide range of resources and stimuli. • Experience art from Wales and other cultures. • Maths- ⇒ Identify steps to complete the task or reach a solution (Rec). ⇒ Select appropriate equipment and resources (Rec). ⇒ Recognise and name common 2D shapes (square, triangle, rectangle, circle and semi-circle) and 3D shapes in order to begin to compare and sort (Year 1). • LLC- ⇒ Express what they like and dislike (Rec). ⇒ Use words, phrases and simple sentences (Rec). ⇒ Use a variety of questions, e.g. who?, what?, Why?, when? And how?, for a variety of purposes and to clarify understanding (Year 1). ⇒ Take part in activities with others and talk about what they are doing (Year 1). ⇒ Express opinions, giving reasons, and provide appropriate answers to questions (Year 2). • History- Begin to identify differences between ways of life at different times. • KUW - Making comparisons and identifying similarities and differences. • KUW - Thinking creatively and imaginatively. • KUW - Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others.

Shape Monsters

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Within the Shape Monsters mathematics lesson (as shown to the left), I incorporated the cross curricular link with the Digital Competence Framework (DCF) through an interactive whiteboard game. I was able to deliver an interactive mathematics lesson with the specific focus of introducing 2D shapes. The Shape Monsters activity was a perfect, short, and enjoyable game that the children each had an opportunity to play on. The cross-curricular activity was extremely beneficial for both myself and the children. This was because I was able to identify how much the children had learnt throughout the lesson and identify next steps forward in their learning, and the children were able to demonstrate their newly acquired knowledge in an alternative way that they do not often get the chance to experience.

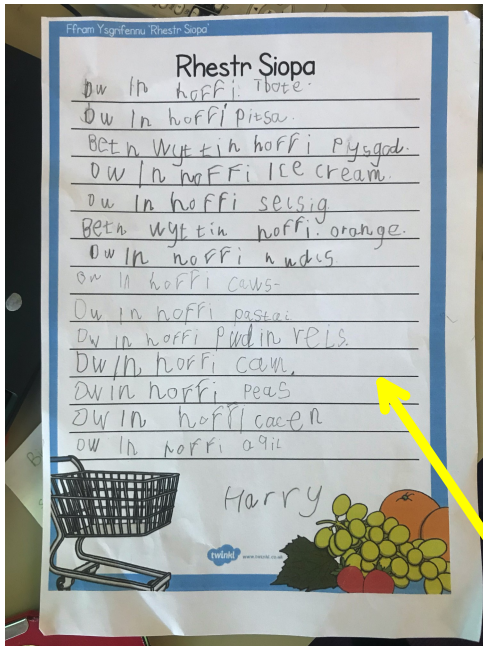
The DCF provided a plethora of opportunities within this activity for the children to develop their digital skills. For example, the DCF states that children in Year 1 should be able to 'use digital devices within a controlled environment, time and context' (WG, 2018). To support this, the Foundation Phase Framework emphasises that 'children should be given opportunities to develop their skills using a wide range of equipment and software' (WG, 2015, p.6). This was an increasingly important aspect that I ensured was implemented within this mathematics activity as it provided additional opportunities for the children to learn in an interactive and fun learning environment. It can also correspond with the idea that the children learn better when they are actively involved. This is linked with the theory of Bruner (1983) who indicated that children conduct better learning outcomes when they are able to actively participate within a lesson or activity.

Lesson Focus:	Shapes
Meaningful links to Curriculum	- Select appropriate mathematics and techniques to use (Rec). - Select appropriate equipment and resources (Rec). - Recognise and name common 2D shapes and some 3D shapes within activities and the environment (Rec). - Sort and classify objects using more than one criterion (Year 1). - Recognise and name common 2D shapes (square, triangle, rectangle, circle, and semi-circle) in order to begin to compare and sort (Year 1).
Meaningful links to: Cross Curricular Responsibilities	- Literacy- Describing the shapes, talking about the shapes using communication / oracy. - DCF- Take pictures of work to put in books. (Upload pictures to Seesaw). - DCF- Using Shape Monsters on the interactive whiteboard to match the correct 2D shape to the monster.

Within the planning of the shape lesson (as shown to the left), I ensured to incorporate specific links to the Foundation Phase curriculum as well as the DCF. Although it was beneficial to use and implement the DCF into a mathematics lesson, I found that the children were completing the activity very quickly and after a while, they were finding it simplistic to match the shapes. I need to ensure that I choose to include a more challenging activity on the whiteboard for the children to use to develop their mathematical knowledge.

ICE Challenges

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Linking to the pedagogical principle of setting tasks and selecting resources that build on previous knowledge and experience and engage interest, the ICE challenges provide children with additional opportunities to develop a range of skills based on previous learning. The ICE challenges are changed weekly in order to ensure that the children are able to demonstrate their learning progression through a variety of activities. It can be stated by Welsh Government that 'A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand' (WG, 2015, p.4). I ensured that the ICE Challenges linked closely to what the children had learnt the week before in order to identify possible next steps in learning. Pupil voice was significantly used to ensure that the children's interests were being included within these and that they had plenty of opportunities to develop their skills based on that they wanted to learn.

When setting the ICE challenges, I ensure to link to the 4 core purposes of the new curriculum where possible. For example, the Rhestr Siopa (as shown to the left) was linked to the purpose of ensuring that the children are 'Ambitious, Capable Learners' who are able to 'communicate effectively in different forms and settings, using both Welsh and English' (Donaldson, 2015). The children had participated in a 'Beth Sy Yn Y Bocs?' Welsh lesson where they were introduced to 'Beth Wyt Ti'n Hoffi?'. The children were able to demonstrate through the Rhestr Siopa that they understood the activity and were able to confidently communicate their likes and dislikes in Welsh and English.

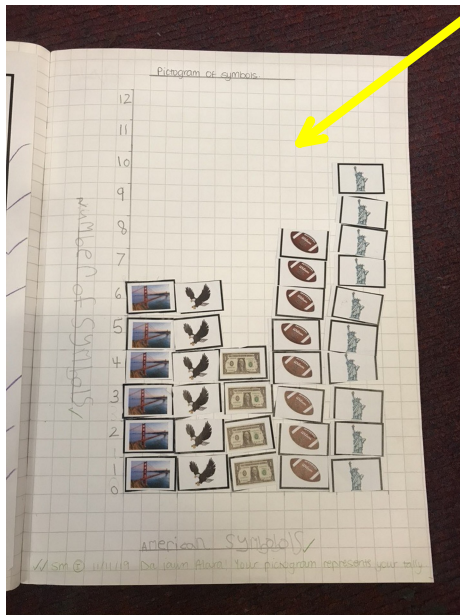


Another ICE Challenge that was set for the children linked to 2D shapes. The children had received an introductory lesson to 2D shapes and were able to use the Shape Monsters interactive Whiteboard game to develop their understanding. However, as an ICE Challenge, I wanted to ensure that the children were able to confidently identify a variety of 2D shapes that they had learnt about. For this reason, I created 3 work sheets that were differentiated to suit ability levels. The first worksheet was created for the ALN group and encouraged the children to match circles and squares to the correct boxes. The second worksheet was created for the Basic Skills group and the Able group, and encouraged them to match triangles and rectangles to the correct box. The third worksheet (as shown to the left) encouraged the MAT children to match hexagons, pentagons, quadrilaterals and octagons to the correct boxes. These challenges enabled me to identify if the children understood the 2D shapes and henceforth, identify next steps in learning.

I found that the ICE Challenges were particularly beneficial to the children and their learning progression as long as they were planned to stimulate this further. Occasionally however, I found that as the ICE Challenges were only changed weekly, the children were completing these challenges quickly and were therefore, getting bored of doing them over and over again.

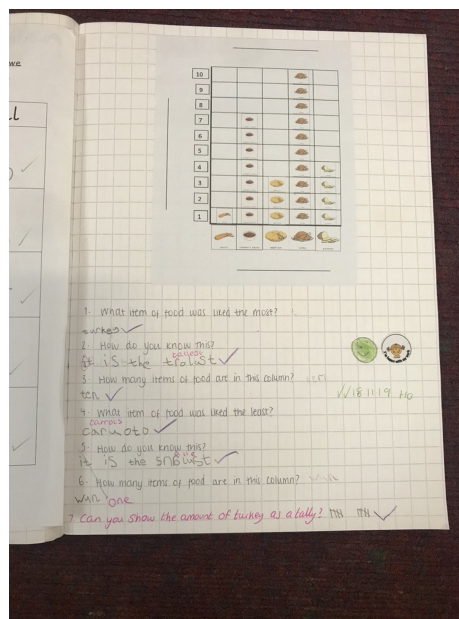
Pictogram lessons

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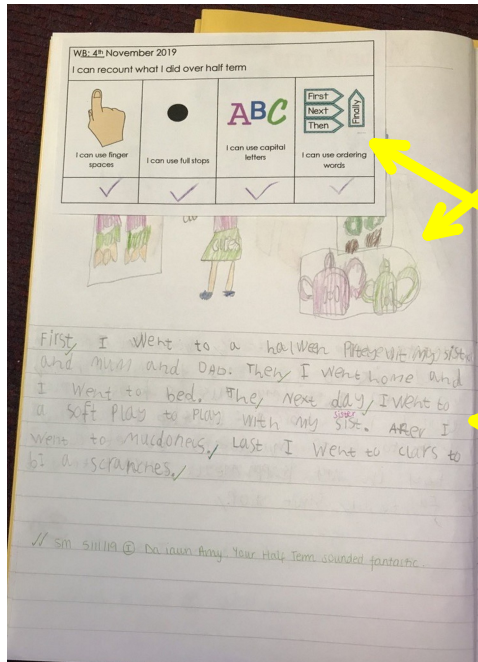
As a part of the Pedagogical Principle: Sets tasks and selects resources that build on previous knowledge and experience and engage interest, I planned a maths journey which covered the topic of Pictograms. The children had previously created a human pictogram, a pictogram in their books from collated tally data, and as shown below, they then had to create a pictogram on the computers and answer questions based on what they knew about the information found in the pictogram. As the children had experienced using pictograms and were aware of how to gather information from it with reasoning, the activity planned was beneficial. I found that it worked particularly well to ensure that the children were able to bring the mathematics learning journey to a close by demonstrating their clear and precise understanding of the topic of pictograms.

I may need to ensure that the use of pictogram ICE Challenges are incorporated within the classroom to ensure that the children are provided with additional opportunities to enhance their knowledge and understanding of the topic. This could have been done through the children creating their own pictograms of real life items that they have found within the classroom. This would have therefore, demonstrated that they were able to understand pictograms independently and confidently.



Recounting what we did over half term

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Relating to the Pedagogical Principle: Sets tasks and selects resources that build on previous knowledge and experience and engage interest, the Recount activity (as shown to the left) demonstrates how the children were provided with the opportunity to engage within their previous experience over half term, and allows them to share their experiences. As the picture shows, the children were also able to mark their own work against the success criteria using purple pencil. This furthermore, links to the pedagogical principle Assessment for Learning. This was beneficial for the children as they were able to identify which aspects of the success criteria they needed to include within their writing about their half term.

I believe that the activity worked well with the children as they really enjoyed being able to talk and write about what they did over their half term. This activity followed a previous task where the children had to write about what they would like to do over half term. This was beneficial for the children as they were able to talk about the things that they did compared to the things that they didn't get to do.

For next time, I may need to ensure that the children are able to recount what they did over half term in a variety of ways. For example, A PSHE lesson would be a stimulating and enjoyable way for the children to express what they did over half term and hear about what their peers did. This may have helped the ALN children in particular when attempting to hold a sentence in their writing.

Critical Reflection

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This portfolio aims to explore the affiliations between theory and practice in order to identify how effective practice can impact the ways in which the class progress in their learning. Additionally, close emphasis will be placed on the currently considered pedagogical principles, and the ways in which they have been implemented within a classroom context. This will provide an opportunity to identify recommendations for professional development.

The professional teaching experience (PTE) was based in a Year 1 class, with 31 children. Within the class, there is one child who is on an IEP for Literacy and behaviour, as well as 2 children who receive additional interventions for speech and language within the school. One in which, attends an external programme in order to further develop his speech and language. A handful of children receive extra phonics interventions as they are low attaining and require encouragement. The class structure sets the children into ability groups, which they work and sit in every day. The teacher also provides differentiated tasks and independent challenges weekly, which engage the children within their learning and progress their understanding of previous knowledge.

When researching and gathering a deeper knowledge into the topic of effective teaching and learning, a plethora of perceptions on the field were identified.

It can be stated by Kyriacou (2009) that effective teaching relates to the understanding of why and how planned activities lead to learning and what influences this. This is supported by Coe et al (2014) who point out that effective teaching can be defined through identifying achievements of the students, which are correlated to the outcomes that impact their future successes in learning. Although, research on effective teaching has highlighted that in order for education systems to have high performance and attainment, the quality of teaching has to be extremely effective (Barber and Mourshed, 2007; Husbands and Pearce, 2012).

Considering this, it can be emphasised that effective learning should be inspired by effective teaching within an educational setting (Corte, 2010). Pupils should have opportunities to engage within aspects of effective learning, such as collaboration and independent working in order for their learning and skills to enhance. The research of Loughrey and Woods (2010) outlines that effective teaching can increase the children's development of thought and collaborative learning amongst their peers. This can be supported by Neaum (2016) who emphasises that collaboration can lead to stronger relationships amongst the class and more confidence flourishing from the learners, which encourages them to become independent individuals.

Within the Foundation Phase (FP), the children have vast opportunities to engage within effective learning. Throughout PTE, the children were often set off on tasks in which they were able to undertake independent learning or collaboration. It can be stated within the FP Framework that 'the Foundation Phase environment should promote discovery and independence' (WG, 2015, p.3). This allows for effective teaching and learning to take place.

With the aspect of effective teaching and learning in mind, it is essential to consider the view of Professor Graham Donaldson. Donaldson (2015) indicates that pedagogy surrounds

the topic of teaching through more than just the methods used effectively. He justifies that these methods should combine theory and practice in order to meet the needs of the child and the purposes of the curriculum. He also underlines that good teaching should indicate a expertise in subject knowledge, classroom skills, the pedagogy that surrounds learning, and the ability to inspire children to learn independently.

When developing the proposed curriculum, Professor Donaldson introduced 12 Pedagogical Principles which specify close links to his perception on good teaching and learning within educational settings in Wales. For the nature of this assignment, 3 principles were chosen and closely implemented throughout my PTE.

Pedagogical Principle 1: Good teaching and learning means employing assessment for learning principles.

Assessment for Learning (AfL) can be defined as gathering information from the students and teachers in order to identify where the learners are, what they need to do next and how to get them there in their learning (Assessment Reform Group, 2002). Donaldson (2015) indicates that assessment is a fundamental part of teaching and learning.

When researching the aspects behind the pedagogical principle, it was understood that AfL enables the teacher to provide sufficient and timely feedback which meet the needs of the student (Donaldson, 2015; Black and Wiliam, 2006). It can be further accentuated by Black and Wiliam (2006) that this formative assessment can help to determine how effective the learning activity is. This can furthermore lead to student achievement being improved (Black et al, 2004). When implementing this pedagogical principle within my practice, I undertook research into the topic of AfL and the upmost effects that it has on the children's development, confidence and their learning. Hattie (2012) expresses that feedback is the single most powerful influence in a child's development and achievement in learning. However, it can be included by Hattie and Timperley (2007) that the quality of the feedback is integral. They state that more feedback leads to better outcomes for both the teacher and student, though, it has to be effective feedback that can be developed in due course. Feedback was provided throughout all activities, and throughout the examples included.

Example 1- Questioning.

Within my PTE, I ensured to implement this pedagogical principle consistently. As displayed in my examples, I implemented effective questioning as an AfL strategy within the planning for a pictogram mathematics lesson in order to engage the children's interest.

I feel as though I implemented this pedagogical principle well within my teaching as I was able to ask the children relevant questions that encouraged them to think about their answers. I provided them with sufficient time to answer and prompted them with extended inquiries such as 'how did you know that?' to develop their reasoning and thinking skills. It can be stated by WAG (2010) that questioning encourages high quality thinking within the classroom, which can lead to development in high quality talk in and amongst the pupils. In correspondence to this, the questioning within the class was derived from Bloom's Taxonomy (Heery and Noon, 2009) to ensure that the questions used were effective in order for the children's learning and thinking to be developed further.

I found it easy to implement questioning within the majority of my lessons, however,

ensuring that it was effective, and providing the children with sufficient time to answer them was challenging at times due to time restraints and behaviours within the classroom. I often tried to engage the children with challenging behaviour into the activity using questioning, however, it did not always succeed as the MAT children answered the question before the targeted child. In future, I could implement the use of another AfL strategy such as lollipop sticks in order to ensure that only the names pulled out answer the questions. It can be stated by Marshall and Gibbons (2018) that lollipop sticks can provide feedback between the student and teacher, which encourages interaction.

Example 2 and 3 - Purple Pencil and Mr Men Stickers.

Within my PTE, I incorporated both the purple pencil and the Mr Men stickers as forms of Assessment for Learning in line with the chosen pedagogical principle. Both strategies were used as a means of self-assessment which encouraged the children to understand what they had completed within the task and how they felt they did. Klenowski (1995) indicated that AfL strategies are used to encourage children to actively involve themselves within, and take responsibility for their own learning. This is supported through research which describes that self-assessment is an indicative tool used to enhance learning, and children's perceptions of how they can achieve many things through this (Pintrich, 2000; Zimmerman and Schunk, 2004).

Within both activities displayed in the examples, the children were able to engage in the aspect of self-assessment. In particular, within the activity where purple pencil was used, the children were able to spot their own mistakes, change them and mark their own work. This was particularly beneficial as self assessment allowed the children to take ownership of their own work and identify their own next steps in learning (Schunk, 2003). Research into the topic of self-assessment revealed that it is imperative to learning and achievement as the children are encouraged to think about their work as opposed to receiving feedback from their teachers (Andrade and Valtcheva, 2009). This links to the implementation of the Mr Men stickers as the children were able to decide how they did themselves through choosing a sticker, rather than the teacher choosing for them.

For both implemented AfL strategies used to meet the pedagogical principle, I ensured that a perspective on the effectiveness of the learning was gathered through close observation. I found that the children took pride in choosing their stickers and marking their own work, and were able to provide efficient reasoning behind their choices. However, in order to improve the use of both examples, I could ensure to implement them more often within my plenaries in order for the children to have plenty of opportunities to engage within self-assessment.

Pedagogical Principle 2: Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Donaldson (2015) states that children should be competent when using cross-curriculum responsibilities such as literacy, numeracy, and digital competence. He adds that they should be confident when they have opportunities to develop them further, and should apply them within the context of their classroom and their everyday lives.

The research of Central Advisory Council for Education, The Plowden Report (1967), identified that subjects should not be separated into categories when the children are learning. This view has been developed by researchers and used within a variety of educational settings. Pigdon and Woolley (1992) include that an integrated approach to the delivery of the curriculum allows learners to develop their processing and refining skills, and encourages them to explore the information received in a whole sense rather than through segregated subjects. This is supported by Smith and Ellery (1997) who highlight that pupils are able to engage within relevant and purposeful learning through an integrated approach.

Within my PTE, I was able to implement the use of cross-curricular responsibilities in my lessons. As shown in the examples, I included the use of literacy and Welsh; art, literacy and mathematics; and ICT and mathematics.

Example 1: Beth Sy Yn Y Bocs?

Within this example, I have displayed clear cross-curricular links between both aspects of literacy and Welsh. Y Cwricwlwm Cymreig (YCC) emphasises that the Welsh language should be integrated into all lessons when applicable (Jones and Roderick, 2003). As the children did not have regular opportunities to engage within Welsh lessons in the classroom, I wanted to provide them with a fun lesson which they would enjoy and which would encourage them to want to do more Welsh. Donaldson (2015) points out that within the curriculum, a key emphasis on ensuring that children have access to the Welsh language within education is highlighted.

Through 'Beth Sy Yn Y Bocs?', I was able to engross the children's attention and develop their Welsh language skills within the activity. The effectiveness of the teaching and learning was measured through their interaction and participation, along with the outcomes of their written work. The children participated well and showed that they enjoyed, which lead to them being able to confidently write their views in their books. The Welsh Government (2012) express that they aim to increase the amount of people that speak the language. I believe that through the use of activities such as this, the children are able to develop their Welsh language speaking skills and can henceforth take that forward into other aspects of their learning. This is supported by Kerry (2015) who indicates that cross-curricular opportunities enable the children to transfer the knowledge that they had gained in one subject to another.

In order to improve, I want to ensure that the children are receiving opportunities to engage within Welsh lessons and use Welsh confidently within the classroom and other contexts. I aim to implement more Welsh within my future PTE as I have been able to witness the impact and enjoyment of participating in lessons where Welsh is included.

Examples 2 and 3: Native Americans and Shape Monsters

Pollard and Bourne (2002) states that in order for a curriculum to work effectively, all aspects should be coherent and should have a clear relationship with each other. In both examples, I was able to display how mathematics could be used in correspondence with other subjects in order to effectively engage children within learning. Although, I did find it particularly difficult to incorporate mathematics in cross-curricular links with other subjects. I found it challenging to sometimes force a link with mathematics in order to engage within the pedagogical principle, however, within the examples, it worked effectively.

Both examples encouraged the children to develop a wide skill set that they can take forth into different aspects of their learning and lives. For example, the use of digital competence. Donaldson (2015) proposes that digital competence should be widely incorporated within the responsibilities that teachers undertake within the classroom. He emphasises that being digitally competent is imperative as the digital world progresses throughout all aspects of our lives. The FP Framework underlines that 'children should be given opportunities to develop their skills using a wide range of equipment and software' (WG, 2015, p.6). Within the Shape Monsters activity, the children were able to develop their skills through the use of the interactive whiteboard and apply that to their mathematics game.

Within both activities, the children were able to be actively involved, which created a fun environment for their learning. This is linked with the theory of Bruner (1983) who indicated that children conduct better learning outcomes when they are able to actively participate within a lesson or activity.

In order to develop, I want to ensure that the cross-curricular links are being developed consistently. I hope to do this through planning a plethora of lessons that target more than one area of learning and allow the children to develop their skills further. I also hope to develop an understanding and confidence of how to incorporate more mathematical aspects into different areas in order to develop the effectiveness of my teaching.

Pedagogical Principle 3: Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Donaldson (2015) expresses that children should be able to make their own choices within their learning in order to engage them in the task and develop their knowledge and skills further. However, it is fundamental that the background knowledge is provided in order for the children to do this. Rosenshine (2012) indicates that in order for teaching and learning to be effective, background knowledge must be readily accessible and delivered efficiently. Rosenshine (2012) also adds how reviewing what had been previously learnt can enable children to automatically recall information in an effortless manner.

With the pedagogical principle in mind, I was able to implement the use of resources and tasks which build on previous knowledge and interest through the examples as displayed.

Example 1: ICE Challenges.

The ICE challenges included a variety of activities which built upon previous knowledge and learning. The ICE challenges are changed weekly in order to ensure that the children are able to demonstrate their learning progression through a variation of activities. It can be stated by Welsh Government that 'A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand' (WG, 2015, p.4). I ensured that the ICE challenges linked closely to what the children had learnt the week before in order to identify possible next steps in learning. Pupil voice was significantly used to ensure that the children's interests were being included within these and that they had plenty of opportunities to develop their skills based on that they wanted to learn. It can be stated by

Charlton and Jones (2002) that pupil voice can enhance self-esteem and positive effects on children's attitudes towards learning. This further links to the theory of Bronfenbrenner (1994) and the importance of developing relationships with the environment in which the children's learning takes place, and incorporating aspects in the classroom that interest the child.

I thoroughly enjoyed implementing ICE challenges within the enhanced provision in the classroom. The children engaged in the tasks and were able to build on what they already knew, as well as develop further knowledge and skills. From these challenges, I found that the children were confident in applying their knowledge into different aspects of their learning. However, I often found that the children were easily bored of doing the same challenges for the week. In order to improve this, I hope to change the challenges frequently within the week in order to enhance their interest and knowledge further.

Examples 2 and 3: Pictogram lessons and Recounting what we did over half term.

Within both activities, the main aim was to build on previous knowledge and experience. The pictogram activities were a continuum of mathematics lessons in which the children's previous knowledge was built upon and applied within a different context. The recount activity encouraged the children to write about what they had done over half term; building on previous experiences.

Both activities enabled me to identify how effective the pedagogical principle is for the children's learning. In each activity, the children were able to confidently display that they could remember what they had done previously and apply this within another activity or task within the classroom. The research of The Museum and the Needs of People (1991) states that providing children with activities and experimental opportunities can enable knowledge to be developed in a wholesome manner. The theory of Dewey (1938) developed this further through the idea that activities need to be engaging for the mind as well as the hands. He indicates that although active learning is essential for children, reflective activity must take place to develop skills and knowledge in more depth. I found that the children were able to implement their previous knowledge into the set tasks, which enabled me to identify how effective teaching and learning can be impacted through the efficient setting of tasks and resources.

In order to improve, I feel as though the children could have been given more opportunities to engage within aspects of their interests when learning. For example, the children thoroughly enjoyed writing about what they had done over half term, but often do not get the chance to do so. In order to implement this in line with the pedagogical principle, more pupil voice will be used to identify what the children would like to learn about and how to implement this within teaching and learning in the classroom. It can be highlighted by Flutter (2007) that pupil voice encourages teachers to gather a deeper understanding of how teaching and learning can be changed through the pupils perspectives.

To conclude, the pedagogical principles were implemented within a classroom context in order to identify the effectiveness on the children's learning. Theory and further research into the fields surrounding each principle were explored in depth in order to gather a deeper understanding of how they have impacted the progression of learning within the classroom. Close links to examples that were implemented within PTE were displayed in correspondence to research and the pedagogical principles chosen. From this, positives and negatives of the examples were mentioned and further recommendations were highlighted.

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