

Overview

10 December 2019 20:21

Assignment Title: Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Student Name: Stephanie Dalton

Student Number: 1902912

Pathway: P-PGCE

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	To develop the use of paraphrasing and reduce the number of direct quotations used.	Reduced the number of direct quotes, and used paraphrasing more throughout the assignment.
Target 2	Use the 'draft Turnitin drop box' to check for similarity before submission of your next assignment.	Used the 'draft Turnitin drop box' to check the similarity before submitting the assignment.

Link to OneNote assignment: https://uowtsd-my.sharepoint.com/:o/g/personal/1902912_student_uwtsd_ac_uk/Es6uPGinYEVKrAiVYLflopQBISm3dLEMxcqvmeJt20dLqQ?e=Isk5qr

Illustrative Example 1

10 December 2019 20:12

Assessment for Learning

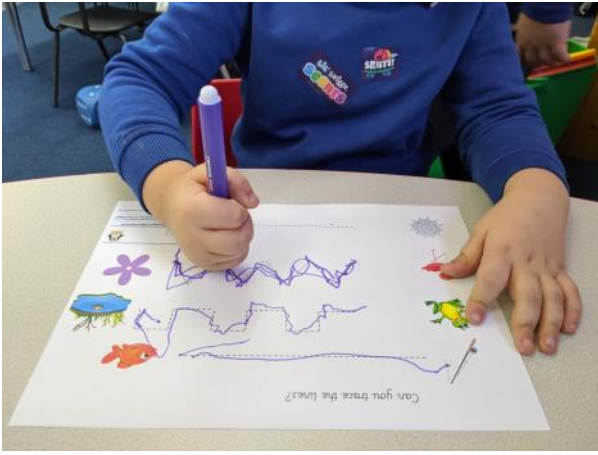
Observation

Quality of questions/quality of talk

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) (2 mins)	- Activity completed in small groups. - Pupils asked to pick a felt tip pen to use and hold it in their hand. - Teacher to check their pencil grip and adjust as necessary to correct grip.	- Pupils pick a felt tip pen. - Pupils attempt to hold the pen correctly.	Felt tip pens.
Teaching & Core Learning (10 mins)	- Pupils given sheet. - Pupils asked to find one item on the sheet, then trace their finger along the line. - Check each pupil has found the item you called out, and observe them tracing their finger along the line. Support pupil tracing the line by guiding their finger. - Pupils asked to now trace the line using the felt tip pen. - Observe pupils tracing the black line with their felt tin pen, and provide support or guidance where necessary. - Differentiation: Amount of support provided to pupils on their pencil grip, and ability to follow the line.	- Pupils point to item on page and tell teacher when they've found it. - Pupil follow the line with their finger, trying to stay on the line at all times. - Pupils use a pen to follow along the line, whilst trying to hold the pen with the correct grip.	- Trace sheet. - Felt tip pens. - Pupils class books. - Pencil for teacher. - Glue. - Sheet of names.
Plenary (3 mins)	Discuss with pupils if they found this task difficult or easy. Ask pupils to practice on chalk board if found difficult.	Pupils discuss how easy/hard they found the task. Pupils to practice on chalkboard if found the task difficult.	

This lesson in the nursery was focusing on pencil grip, and was delivered in small groups. Whilst the pupils were completing their task, to trace along the lines using the correct pencil grip, I was using an observation assessment technique. Prior to teaching any lessons, I spent time researching and discussing with colleagues the best assessment for learning techniques which would be appropriate for a nursery class. Due to limitations of their writing and self reflection abilities at this age, one of the most common techniques I used was observation (Welsh Assembly Government, 2008a).

As well as observing the learning taking place, I engaged the pupils in quality questioning and talk at the end of the task, regarding their thoughts on the lesson. This needed to be age appropriate and therefore the language I chose to use was important. The lesson itself was successful as the observation technique allowed me to provide feedback and support pupils learning throughout the lesson. For example, as can be seen below, I was able to correct a pupil's pencil grip and progress his learning. If pupils had been left to complete this task alone, or if it had been delivered in larger groups, the formative feedback would not have been delivered as quickly (Handley, 2019). The discussion with the pupils at the end was limited, as the pupils only provided one word answers. This is an area I would like to improve upon. As the nursery pupils vocabulary is limited, as to be expected for their age, I would look to develop a traffic light system with "smiley faces" which may help the pupils articulate how they found the lesson.



Before formative feedback



After formative feedback

Illustrative Example 2

10 December 2019 20:12

Assessment for Learning

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	This activity was completed in small groups. Pupils were assessed via observation, watching to see how they hold their pencil, adjusting and reassessing if pupils are able to continue the grip. This activity is looking for perseverance, that pupils are able to trace each line, even if difficult.
Next Steps for Progress	All pupils will require more practice of their pencil grip, continuing activities like this. The pupils who were struggling will also require practice of other similar activities such as fine motor tasks.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I began the activity by asking pupils to identify the pictures then trace their fingers along the line. The images used were all things beginning with our sound of the week 'f'. I asked the pupils what the item was and what sound it began with. I then asked pupils to tell me their favourite colour pen before choosing. I was observing if the pupils were able to identify the colour correctly, although this was not part of the lesson. Pupils began the activity interested and engaged. I encouraged them and corrected any pencil grip required, to try to progress them on. I believe this activity met my person target, as I tried to make it engaging the whole way through and the resource was pupil friendly. I found that as the lesson was happening, I added more teaching points in such as the colours and sounds of the words, as this happened naturally, but was not planned for.
Areas for my Development Personal Targets for Progress	While I was observing the pupils to see if they were meeting the learning objectives, I did not make any formal record of which pupils needed further progress. On reflection I think this would be useful, to then provide intervention or extra support activities for these pupils. I needed to note which pupils were using their left or right hand, if they were achieving an outcome 1 or 2, if they needed extra support to move the pen, if they lacked confidence and probably other areas. I had intended to try and remember but found that as the lesson moved so quickly, the pupils began to blur together. An assessment grid would have been useful to look at and tick off which pupils were on track and those who needed support. I will ensure that whilst the method of observation is used I am making formal records of the pupils learning.

Pupils in the nursery class were observed during the mark making/pencil grip lesson. This lesson was undertaken in small groups. The initial idea was to observe the pupils and assist with formative feedback as they were learning and practicing. Following the lesson a discussion took place with the class teacher regarding the pupils' learning and whether any intervention is required. This prompted a reflection about the methods of recording assessment for learning. Within this lesson I did not undertake any formal records and was therefore unable to reflect and discuss individual pupil progress with the class teacher. It was important to note that these records should have been made whilst the teaching was taking place. This is because the principle lesson learning objective was the ability to hold the pencil, rather than how well the pupils traced the lines. Following this reflection, I researched into the best methods to track pupil progress formatively (Coe et al, 2014). Upon guidance from the class teacher and further reading, I

established an assessment grid, which could be easily used whilst observing pupils practising their mark making/pencil grip. This is an element I will evaluate in the next lessons I take, especially as I progress in to KS2.

Outcome 1: Begin to hold a crayon/chalk using all fingers and thumb.

Outcome 2: Start to hold a large crayon/pencil using two to three fingers and thumb.

Pupil Name	Left or Right hand?	Outcome 1 or 2?	Extra support required?	Confidence?

Illustrative Example 3

10 December 2019 20:12

Assessment for Learning

Quality of questions/quality of talk

Sharing criteria with learners

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) (4 mins)	- Pupils reminded about sound of the week, 'e'. - Teacher asks what words the pupils can think of that begin with 'e'. - Teacher shows pupils the book and asks them to point out where the letter 'e' is in the title.	- Pupils think of as many 'e' words as they can, answering by putting their hands up. - Pupils look at the title of the book and a few pupils are chosen to show the teacher where the letter 'e' is.	Book
Teaching & Core Learning (5 mins)	- Pupils and teacher develop success criteria for reading the book together, with the teacher using WABOLL to prompt the pupils. - Hold book upside down = Books must be held upright, you can tell by the pictures and words on the book. - Read from the back of the book first = You start reading from the front of a book. - Read from the right page first = You start reading from the left side first. - Ask pupils if they can think of any other important things to remember when reading a story book ? - Read story to pupils, pausing when there	- Pupils watch teacher and point out when the teacher is doing something wrong (not prompted by teacher). - Pupils tell teacher what they should be doing instead to read the book correctly. - Pupils listen to story and engage in any questions or opportunities to join in.	Book
	are rhyming words to allow them to join in if possible.		
Plenary (5 mins)	- Talk to pupils about the story, and the meaning. - Ask pupils questions based on their reactions.	Pupils engage in quality talk after questioning from teacher.	

This lesson was developing the nursery class's ability to read. Whilst quality talk and questions were used during the lesson, the main assessment for learning focus was the creation of success criteria together with the pupils. Following guidance provided by the University, and further research into creating success criteria, I decided to use a 'deliberate error' technique. I purposefully made 'deliberate errors' and didn't prompt the students to correct me, but instead waited for the pupils to notice and correct my mistake. For example, I began by holding the book upside down and after a pupil called out to point out the mistake, I then spoke to the whole class about the correct way to hold a book (Stem Learning, 2019).

This method worked well as the early years pupils enjoyed correcting me, and as the ideas came from themselves or their peers, they paid more attention. It also provided visual prompts for the pupils, as opposed to simply telling them verbally. Whilst this engaged pupils, not all pupils answered or were listening, and the same pupils were often answering. Therefore, I could explore the option of using randomised question techniques.

Illustrative Example 4

10 December 2019 20:27

Cross Curriculum Responsibilities - Literacy

Literacy/Oracy

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) (2 mins)	- Activity completed in small groups. - Pupils asked to have a look/smell/feel the ingredients (baking powder, vinegar) and think about what might happen if we mix them. <i>Vinegar is an acid, baking powder is a base, mixing them causes a reaction and creates carbon dioxide, which is the bubbles.</i>	Pupils look/smell/feel the ingredients (baking powder, vinegar) and talk about what they observe and what they think may happen if we mix them.	- Plastic tubs - Pipettes - Baking powder - Vinegar - Food colouring - Aprons
Teaching & Core Learning (10 mins)	- Pupils use pipettes to suck the vinegar and squirt it into the baking powder, and watch it fizz. - Pupils asked to listen to the noise of the fizzing and think about what is happening. - Pupils asked to think of words that describe what they have observed. - Differentiation: Pupils describe what they have observed in full sentences.	- Pupils squirt vinegar, using the pipette, into the baking powder. - Pupils observe the reaction and describe what they can see. - Differentiation: Pupils use full sentences to describe their observations.	- Plastic tubs - Pipettes - Baking powder - Vinegar - Food colouring - Aprons
Plenary (3 mins)	Pupils asked questions about the experiment; WHAT/WHY/HOW (base these on what answers the pupils provide)	Pupils answer questions from teacher about experiment.	



The focus of this lesson was Science, using an experiment looking at the combination of baking powder and vinegar. The pupils were asked to mix ingredients together, and learn about the reaction. Throughout the lesson, oracy was heavily embedded. Pupils in the nursery class were developing their ability to speak clearly, listen and respond to questions with growing concentration. This combination of oracy through the science lesson was based on observation of lessons conducted by other teachers. Upon discussion with my class teacher, the importance of developing a rich language environment in the nursery classroom was noted, encouraging pupils to develop their vocabulary (Education Endowment Foundation, 2019). During this activity I had pre-prepared discussion points and questions to ask the pupils, to ensure pupils were stimulated. However, upon teaching this activity, pupils were often more interested in the science reaction and their discussion was limited. This limitation may be due to their current experiences. A way to progress vocabulary further would be to continue providing opportunities for pupils to develop their oracy, through other interesting and engaging activities, which provide a talking point.



Illustrative Example 5

10 December 2019 20:26

Cross Curriculum Responsibilities - Numeracy

Numeracy

Numeracy also included



Cynllunio i Gyfoethogi'r Ddarpariaeth Planning for Enhanced Provision



Y darpar athrawon i nodi gweithgareddau cyfoethogi a chynnwys amcanion dysgu pan yn briodol. Dylid nodi lleoliad y ddarpariaeth (tu mewn/tu 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: 18/11/19

Ardal Darllen/ Reading Area Igloo – free choice <i>Show an interest in books and enjoy their content.</i>	Ardal Darganfod/ Discovery Area Feely bag – textures (feathers, sandpaper, silk, leather, foil) <i>Express some enjoyment or interest.</i>	Ardal Mathemateg/ Mathematics Area Frogs on a log Down on the farm <i>Transfer mathematical skills to play and classroom activities.</i>	Ardal Cerdd/ Music Area Christmas songs F rhymes <i>Listen to and join in with songs, rhymes and stories.</i>	Ardal Corfforol/ Physical Area Football Fitness – classroom yoga <i>Develop gross motor skills. Develop coordination.</i>
Ardal Adeiladu/ Construction Area <i>Exploring and experimenting.</i>	Ardal Chwarae Rôl/ Role Play Area Friends, Florist, Fairy <i>Imitate real life and make believe experiences within role play.</i>	Wrth y bwrdd/ Table top Frogs in the pond (jumping frogs) <i>Develop fine motor skills.</i>	Ardal Gwneud Marciau/ Mark Making Ardal Colouring: friends, flowers, fish, flamingo, Sprinkle letter bags Chalk board White board <i>Communicate by experimenting with mark making, using a variety of media</i>	Ardal Creu / Creative Area Folding elves Fizzy rainbow science <i>Develop fine motor skills.</i>
Ardal Tywod /Sand Area (In+Outdoors) Farm animals <i>Listening to other's ideas.</i>	Ardal Dŵr/ Water Area (Outdoors) Fishing Floating <i>Express themselves creatively and imaginatively.</i>	Ardal Peintio/Painting Area Finger painting Fork Xmas trees Firework painting (DCF) <i>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.</i>	Ardal Toes/ Dough Area Foam F playdough cutters/shapes <i>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.</i>	Ardal Byd Bach/ Small World Area Finger puppets Farm Fairy garden <i>Form relationships and feel confident to play and work cooperatively.</i>

Profiadau Ychwanegol / Additional Experiences:

P.E – Cooking, Food tasting, Fire Brigade visit,



The enhanced provision activities this week were themed around the sound of the week

'F'. The table top activity, to develop fine motor skills, was an activity where pupils were played with hopping frogs. To develop this activity further I placed lily pads around to encourage pupils to hop their frog onto that number and identify it.

Following professional dialogue with colleagues, I was encouraged to embed learning the key elements of the LNF (Literacy Numeracy Framework) through enhanced provision activities (Welsh Government, 2019).

When the pupils engaged with the activity, they simply tried to hop the desired number of frogs (number on the lily pad) on to the pad. They then brought the frogs and lily pad to me to confirm if they had counted the correct number of frogs. This wasn't the intended purpose, but was instead pushing the pupils further as it was requiring them to identify the number and count, which are two key skills from the LNF which need developing at nursery age. On reflection, simpler instructions should be given to the pupils before allowing them to engage with the activity. This would ensure the pupils were learning the intended outcome. It would also open up a discussion with the pupils, to allow them to identify what learning could happen with the numbers.

Illustrative Example 6

10 December 2019 20:26

Cross Curriculum Responsibilities - Digital Competence

Digital Competence

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Cynllunio i Gyfoethogi'r Ddarpariaeth
Planning for Enhanced Provision

APLP
PDPA
Partnership Design Professional
The Alliance Professional Learning Partnership
Partnership Design Professional Learning Partnership

Y darpar athrawon i nodi gweithgareddau cyfoethogi a chynnwys amcanion dysgu pan yn briodol. Dylid nodi lleoliad y ddarpariaeth (tu mewn/tu 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: 18/11/19

Ardal Darllen/ Reading Area Igloo – free choice <i>Show an interest in books and enjoy their content.</i>	Ardal Darganfod/ Discovery Area Feely bag – textures (feathers, sandpaper, silk, leather, foil) <i>Express some enjoyment or interest.</i>	Ardal Mathemateg/ Mathematics Area Frogs on a log Down on the farm <i>Transfer mathematical skills to play and classroom activities.</i>	Ardal Cerdd/ Music Area Christmas songs F rhymes <i>Listen to and join in with songs, rhymes and stories.</i>	Ardal Corfforol/ Physical Area Football Fitness – classroom yoga <i>Develop gross motor skills. Develop coordination.</i>
Ardal Adeiladu/ Construction Area <i>Exploring and experimenting.</i>	Ardal Chwarae Rôl/ Role Play Area Friends, Florist, Fairy <i>Imitate real life and <u>make</u> <u>believe</u> experiences within role play.</i>	Wrth y bwrdd/ <u>Table top</u> Frogs in the pond (jumping frogs) <i>Develop fine motor skills.</i>	Ardal Gwneud Marciau/ Mark Making Ardal Colouring: friends, flowers, fish, flamingo, Sprinkle letter bags Chalk board White board <i>Communicate by experimenting with mark making, using a variety of media</i>	Ardal Creu / Creative Area Folding elves Fizzy rainbow science <i>Develop fine motor skills.</i>
Ardal Tywod /Sand Area (In+Outdoors) Farm animals <i>Listening to other's ideas.</i>	Ardal Dŵr/ Water Area (Outdoors) Fishing Floating <i>Express themselves creatively and imaginatively.</i>	Ardal Peintio/Painting Area Finger painting Fork Xmas trees Firework painting (DCF) <i>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.</i>	Ardal Toes/ Dough Area Foam F playdough cutters/shapes <i>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.</i>	Ardal Byd Bach/ Small World Area Finger puppets Farm Fairy garden <i>Form relationships and feel confident to play and work cooperatively.</i>

Profiadau Ychwanegol / Additional Experiences:

P.E – Cooking, Food tasting, Fire Brigade visit,

The enhanced provision activities for the nursery class were themed around our sound of the week 'F'. In the painting area, we were developing pupils' use of colour and shape through various activities. One activity was creating firework paintings using the interactive whiteboard. Pupils independently were able to use the whiteboard to create a picture, as seen below. The whiteboard is the main avenue for pupils to develop their digital competence skills, therefore it was important to ensure at least one activity was through this means (Pérez-Escoda, Castro-Zubizarreta, Fandos-Igado, 2016). The pupils are familiar with the whiteboard and able to work independently, which is also an important aspect of the enhanced provision activities and suitability for their age. The activity was successful and pupils were engaged and interested in creating their own firework paintings, or building on the work of others. On reflection, whilst the pupils were able to meet the learning objective, only one pupil at a time was able to use the whiteboard. Moving forward, I would look to use the interactive whiteboard for activities where multiple pupils can participate, and facilitate the pupils taking turns to use the piece of equipment.



Illustrative Example 7

10 December 2019 20:30

Authentic Context for Learning

Meet - identify your target

To ensure resources are suitable and engaging for all members of the class.

Pedagogy - Real life, authentic context. " The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience."

Think - are you carrying this target forward, or developing a new target?

This is a new target based on a lesson taught. A maths activity was carried out with printed dinosaurs. Some children were not engaged or interested in this activity. Taking this forward, I will try activities that are more concrete and hands on, making them more playful.

Test - implementation

This target was tested in a maths activity involving counting elves. This was a whole class activity on the carpet. During this activity I provided a back story about Santa coming to visit the classroom, and hid a Santa's hat. I told a story before asking the children to pull the elves out of the hat, counting them out loud on the carpet, and then allowing them to rub Santa's hat to send him a message or Christmas wish.

Think - reflect on your implementation

The pupils responded to this activity in a better manner than the dinosaurs. Pupils were engaged from the start of the story, and particularly excited about the potential of holding Santa's hat. The context of this activity was more relevant and real to these pupils and tapped in to their interests.

Share - what were your reflections shared with class teacher / mentor

The class teacher and I discussed the improvement of the engagement in the activity. The use of the hat was a step forward, however it could have been improved by using real elves.

Think - develop your strategy

The development of this will include building resources throughout my teaching career, and using resources from around the school. The development of my progress in relation to this target will continue as I work in the Foundation Phase, ensuring learning has a real life, authentic context.

At the start of the Professional Teaching Experience I delivered two mathematics lessons to the pupils in my nursery class. The first lesson I delivered involved counting and attaching pegs onto pictures of dinosaurs. Following the lesson I reflected with my class teacher and we discussed the importance of resources and learning being as real life, or authentic for pupils as possible (Pearce, 2016). Following this I tried to provide more context and background to the next mathematics lesson I taught, where pupils had to count elves out of Santa's hat. Reflecting on this, the pupils were more engaged as they were interested in the story about Santa, the elves and wanted to participate in the lesson. Upon further reading around authentic context for learning, I have understood that experiences and learning need to reflect real life situations that pupils could find themselves in (Donaldson, 2015). Authentic context for learning naturally takes place in the nursery, via personal and social development, however I found it difficult to embed this in structured taught lessons. The improvement between the two mathematics lessons was more focused around developing resources that are concrete and hands on for pupils, as opposed to authentic contexts. I took time to reflect on this and discuss this further with my class mentor before our next week of teaching.



Illustrative Example 8

10 December 2019 20:30

Authentic Context for Learning

W/C: 18/11/19

Sound of the week: F

Days	LLC	M+N	Humanities	Health and Well being	Expressive Arts	Science and Technology
Tuesday 19th • P.E • Book Bags out.	• <i>Sound of the week – Introduce 'F'</i> • Story • Rhyme				• 9-10AM: Christmas concert practice (singing, dancing) • Fork Christmas trees (Adult)	• Fizzy rainbow science (Adult) • Feely bag (Adult)
Wednesday 20th • Forest School	• <i>Sound of the week</i> • 'F' on whiteboard (Writing) • Trace broken line (Adult) • Story • Rhyme				• Christmas concert songs • Fork Christmas trees (Adult)	• 10/10.30 11.30AM: Fire brigade visit • Fizzy rainbow science (Adult)
Thursday 21st	• <i>Sound of the week</i> • Story • Rhyme	• Foam counting + ordering (Adult)			• 9-10AM: Christmas concert practice (singing, dancing) • Fork Christmas trees (Adult)	• Feely bag (Adult)
Friday 22nd • Cooking	• <i>Sound of the week</i> • Find the 'F' object (Oracy) • Trace broken line (Adult) • Story • Rhyme	• Foam counting + ordering (Adult)		• Fitness – class yoga	• Christmas concert songs	• Cooking – flapjacks (with Adult) • Food tasting – fruit cake (with Adult)

Other authentic context lessons



During an EPIC (Everyone Planning In Class) session in the nursery class, pupils identified they wanted to learn about fire engines for the sound of the week 'f'. One of the main focuses of the foundation phase is creating authentic contexts for learning (Welsh Government, 2015). Therefore, when pupils proposed fire engines, this was an excellent opportunity to arrange a visit from the local Fire Services Unit. As proposed by Donaldson (2015) in the Successful Futures curriculum review, one of the four purposes we should embed into the classroom is creating 'ethical and informed citizens'. With the benefits of authentic contexts and Donaldson's purposes in mind, I chose to arrange for a hands on, real life experience. This visit from the fire service was extremely successful, as pupils were able to meet and question real fire service employees, learn about the equipment, the fire engine and fire safety. To improve upon this visit, I could build more of a rapport with the fire service employees and provide more context and advice for ensuring the content is age appropriate. Some of the elements discussed were pitched at an older audience, such as smoke alarms, however this was still useful to bring to the awareness of the nursery pupils, but may not have had the full impact intended.



Illustrative Example 9

10 December 2019 20:30

Authentic Context for Learning



Authentic Context being discussed



Other authentic context lessons that week



Cynllunio i Gyfoethogi'r Ddarpariaeth Planning for Enhanced Provision



Y darpar athrawon i nodi gweithgareddau cyfoethogi a chynnwys amcanion dysgu pan yn briodol. Dylid nodi lleoliad y ddarpariaeth (tu mewn/tu 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: 4/11/19

Ardal Darllen/ Reading Area Igloo – free choice <i>Show an interest in books and enjoy their content.</i>	Ardal Darganfod/ Discovery Area Tasting dried fruit Dark room <i>Express some enjoyment or interest.</i>	Ardal Mathemateg/ Mathematics Area Dominoes Big dice on carpet <i>Transfer mathematical skills to play and classroom activities.</i>	Ardal Cerdd/ Music Area Drums <i>Listen to and join in with songs, rhymes and stories.</i>	Ardal Corfforol/ Physical Area Driving – cars Dribbling balls <i>Develop gross motor skills. Develop coordination.</i>
Ardal Adeiladu/ Construction Area Diggers <i>Exploring and experimenting.</i>	Ardal Chwarae Rôl/ Role Play Area House – Doctors Dressing Up <i>Imitate real life and make believe experiences within role play.</i>	Wrth y bwrdd/ Table top Colouring: Dragon, donkey, daffodil, Daisy Chalk board White board Dot to dot <i>Communicate by experimenting with mark making, using a variety of media</i>	Ardal Gwneud Marciau/ Mark Making Ardal Colouring: Dragon, donkey, daffodil, Daisy Chalk board White board Dot to dot <i>Communicate by experimenting with mark making, using a variety of media</i>	Ardal Creu / Creative Area Dabber 'D' worksheet <i>Develop fine motor skills.</i>
Ardal Tywod /Sand Area (In+Outdoors) Dinosaurs <i>Listening to other's ideas.</i>	Ardal Dŵr/ Water Area (Outdoors) Dirt area Ducks in water <i>Express themselves creatively and imaginatively.</i>	Ardal Peintio/Painting Area Duck Masks <i>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.</i>	Ardal Toes/ Dough Area Playdough with D cutters <i>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.</i>	Ardal Byd Bach/ Small World Area Dolls <i>Form relationships and feel confident to play and work cooperatively.</i>



Within the nursery environment, learning through authentic context is a prominent element of the curriculum, especially as pupils are developing their personal and social skills (Thomas and Lewis, 2016). In the enhanced provision areas, I aimed to provide an authentic context as much as I could. Based on professional dialogue and the experience of the teaching team in the nursery, I utilised the already established "home corner". To create discussion and ensure pupils were developing their oracy around our sound of the week 'd', I themed the home corner with items such as dolls, doctors' medical bags and introduced these to the pupils before allowing them to explore independently. This set up allows pupils to develop their skills, learn and explore, with some subtle hints and suggestions from teachers, such as reasons for visiting the doctor's surgery, in a real life setting (McLeod, 2018). The home corner is a successful tool for creating authentic context for pupils to learn. The challenge that may be faced whilst pupils are allowed to learn independently in this environment is that they may deviate from task, and create an experience that is removed from the objective. To mitigate this, I would ensure that a member of the teaching team is observing nearby and prompting pupils if necessary.

Critical Reflection

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For the first block of my first professional teaching experience, I worked in the nursery class at X Primary School. I will be following BERA's 2018 'Ethical Guidelines for Educational Research' (BERA, 2018, p.21) to anonymise the school and pupils for this assignment. The nursery is split into two classes. Morning nursery class currently has thirty pupils aged four years. Afternoon nursery is pupils who have just turned three years of age, of which there are twelve children.

It can be argued that a key skill for a teacher is the ability to evaluate and change their teaching methods, based on the pupils in their classroom, and the success of their learning (Saric and Steh, 2017, p69). The variety of needs and abilities within one classroom requires teachers to critically reflect, and implement change based on educational research. As well as benefiting pupils' learning, the teacher will be able to use this tool for personal professional development, learning from personal experiences (Korthagen, 2017, p.392).

Following a curriculum review, Donaldson (2015, p.63) proposed twelve pedagogical principles, which underline the key elements of good teaching and learning. For the purpose of this assignment, I will examine my own practice in planning and implementing three of these principles, reflecting on my progress and areas for further development.

Assessment for learning is an essential part of teaching and has become a prominent area of research, generating extensive research, regarding techniques and methods for supporting pupils. Black and Wiliam (1998, p.1) were among the first to highlight the importance of using formative feedback to support and progress pupils along their learning journey. This is opposed to assessment methods of a one time end of year test, formally known as summative feedback. Whilst summative feedback is important for evaluating learning at the end of a period, formative feedback is the main vehicle for tracking pupils' understanding, whilst teaching (Handley, 2019). The Education Endowment Foundation (2018) discuss the results of a recent meta-analysis of feedback, and the impact that formative feedback has on writing, proposing this can produce "eight months progress". However, Education Endowment Foundation go on to argue that feedback can have a variable impact, with multiple influencing factors, with some research cases proposing a negative effect on learning (Education Endowment Foundation, 2018 and Hattie and Timperley, 2007, p.81).

Welsh Assembly Government (2008a, p.6) provide support and guidance to teachers in conducting observations in the Foundation Phase setting. Following professional dialogue with colleagues in X School and the University of Wales Trinity Saint David, I used observations as my main method of assessment of learning of pupils. Illustrative Example 1 shows a lesson delivered at the beginning of my placement. I carried out a lesson looking at pencil grip, where pupils were required to complete a worksheet where they practised their writing skills. Following the Foundation Phase Framework learning outcomes (Welsh Government, 2015, p.52), I used observations to assess which outcomes pupils were working towards. Working with pupils in small groups allowed me to observe each child, correct and adjust their grip, to progress their learning. The progress pupils made, based on the formative feedback I provided, can be seen in Illustrative Example 1. As well as observing pupils, I tried to engage them in quality talk and quality questioning, as highlighted by Black and Wiliam (1998, p.7), as key elements to succeeding in implementing assessment for learning techniques. Pupils were lacking engagement at this point and the discussions were limited. A better technique could have been used to assess their understanding from the task and begin to develop their understanding of the methods of self-assessment. This is a difficult concept for pupils in the nursery to understand, however a technique such as "smiley faces" to evaluate how difficult they found the task would have been more helpful. This visual aid could have complimented the discussion and helped produce more informed and reflective responses.

Donaldson (2015, p.67) suggests that assessment for learning can be powerful when it gives pupils the ability to move on to the 'next step'. Reflecting on the pencil grip lesson, I reviewed pupils' success and the evidence I had gained to show pupils' learning. I realised I had not identified nor documented the next steps for each pupil. This led to discussion with my class teacher to address my method of assessment through the use of assessment grids. As shown in Illustrative Example 2, I proposed the use of a grid with various outcome options, to be used as an efficient and quick method of note taking, plus enabling further planning of extra support, such as intervention sessions, for pupils. Therefore, upon reflection, I had embedded assessment into the planning of my lesson but had not considered the implementation. Coe et al (2014, p.2) highlight quality of instruction, encompassing assessment, as one of the top six elements for effective teaching. As I progress into Key Stage 2 for my next teaching placement, I will ensure that when I am conducting formative assessment on pupils' learning, I also develop effective documenting of learning during the lesson.

Illustrative Example 3 includes a lesson plan, where I co-created success criteria for the lesson with the pupils. Stem Learning (2019) highlight the importance of and ways to co-create success criteria, including use of 'deliberate error' for the pupils to identify. In my reading lesson, I began by recapping on our phonic sound of the week and letter identification. I aimed to read to the pupils every day, following guidance from my class teacher and research into the benefits of daily reading (Pearson, 2019), therefore I felt confident the pupils would be able to identify the 'deliberate errors'. I had identified in my lesson plans the mistakes I was going to act out and allowed time for pupils to call out and correct me. This pedagogical principle of assessment for learning was successfully implemented in the lesson, as pupils confidently called out, without prompting. Pupils enjoyed the role reversal element of this lesson, which encouraged them to participate. Observing the pupils learning, I identified the same pupils were calling out answers. I reflected on the learning of the other pupils, considering what elements prevented them from participating (Welsh Government, 2016, p.1). To address this and encourage all pupils to participate I will look at using a different questioning technique. I could use methods that randomize how pupils are chosen or use a questioning technique that enables multiple pupils to participate (Olivares, 2016).

The second principle I have been implementing in my teaching practice is "Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them" (Donaldson, 2015, p.68). In literature, cross-curriculum teaching is often described as 'deep learning' (Johnson, 2014), emphasising the need to combine teacher's expertise, with learning through a more holistic approach. This is often employed in primary schools through thematic teaching (Teacher Funder, 2019). Within the proposed Welsh curriculum, Donaldson (2015, p.68) emphasises three areas to embed across all Areas of Learning; literacy, numeracy and digital competence. Cross curricular teaching can make key areas more relatable. By embedding these in other subjects, pupils can see the real life application, and may find these create new ideas and understanding by seeing through a different lens (Shaw, 2018).

The Education Endowment Foundation (2019, p.1) provide research into the benefits of developing literacy within the early years setting. Oracy and vocabulary are emphasised as important, with pupils involved making "approximately six months additional progress over the course of a year" (Education Endowment Foundation, 2019, p.1). With a large body of evidence supporting these claims, I aimed to build

language and literacy opportunities into all lessons and all parts of the day. In Illustrative Example 4 the focus of the lesson was Science, developing the pupils' skills in experimenting with different compounds creating chemical reactions. The lesson was conducted in small groups enabling me to spend time speaking with each pupil and listening to the conversation between pupils. I had prepared questions to stimulate discussion, ensuring that the level of questioning was suitable for the pupils' abilities, and I modelled appropriate language to encourage the pupils to develop their vocabulary. Throughout the lesson I observed and listened to the pupils for signs of understanding, range of vocabulary, and their ability to verbalise their thoughts. Undertaking observations of pupils' learning and evaluating the effectiveness of a lesson is often a challenge faced by teachers (Millard and Gaunt, 2018). I felt I struggled to capture pupils' learning. My class teacher observed my progress in making observations, and during our reflective discussion noted my ability to steer conversation to develop the pupils' oracy in different areas, using questioning techniques that were open ended, explorative and engaging with pupils. I recognise my need to develop confidence in identifying learning taking place, whilst managing the rest of the classroom and teaching team. The lesson outcome was dependent on the pupils themselves. Some groups of pupils were more interested in the science experiment and did not respond to questions. This challenged me as a teacher to try to develop and extend pupils' oracy skills. Donaldson (2015, p.40) emphasises the importance of embedding literacy across the curriculum, creating environments that are rich with language, allowing pupils to "reinforce, extend and apply" their learning. Therefore, to progress my use of this principle, I would ensure that I continue to embed literacy in a wide range of lessons, creating opportunities for all aspects of literacy to be developed as often as possible.

Estyn (2017, p.8) recommend that schools provide frequent opportunities for pupils to practice their numeracy skills across continuous and enhanced provision areas. As mathematics is often seen as a "hard" subject, it is essential mathematics is embedded across the curriculum to develop positive learning, as pupils' skills develop (Dalton, 2019). In Illustrative Example 5, I demonstrate how I implemented the cross curricular focus of numeracy into a fine motor activity, as part of the enhanced provision activities available for pupils in the nursery. The aim of the task was for pupils to develop their fine motor skills by hopping frogs onto lily pads. The lily pads were numbered, for pupils to work on number recognition, however pupils interpreted the numbers as how many frogs they needed to collect. Pupils began hopping frogs onto lily pads and counting to the desired number. Whilst this was not the original aim of the activity, this is still a skill in the Literacy and Numeracy Framework (Welsh Government, 2019a) that nursery pupils should be developing. Recognising this I therefore let the learning continue. Assessing the effectiveness of this activity was also through observation. The teaching team were then able to check understanding by asking pupils to re-count the frogs and address any misconceptions. Estyn (2016) and Pulis (2016) highlight the benefits of pupil voice in engagement and learning. To develop this cross curricular activity further I would utilise pupil voice and provide pupils with the opportunity to decide what elements they learn, with teacher guidance. This activity could look at other aspects of the numeracy framework.

The increasingly prominent place of the internet, media and digital devices in our pupils' lives, is calling for a change in the curriculum. Pupils entering primary schools from as young as nursery are showing proficiency in technical skills, however, this is often largely based on their home life rather than schooling. There is a risk of creating a "digital divide" in pupils if education does not acknowledge and support the need for development of digital competence skills across all pupils (Pérez-Escoda, Castro-Zubizarreta, Fandos-Igado, 2016, p.1). The curriculum review by Donaldson (2015, p.41) supports these claims and adds that digital skills and competence will be essential for pupils when they enter the workplace. However, many would argue that too much technology can be damaging for pupils, in particular creating problems in language and communication skills (Miller, 2018). Within the nursery classroom, I felt it was important to create a balance between essential skills, including communication and social development, and embedding digital competency. The interactive whiteboard was used by pupils, using their digital skills, to create firework pictures for our expressive arts session. As shown in Illustrative Example 6, pupils enjoyed this activity, with pictures saved as evidence of effective learning. Implementing this pedagogical principle was limited, due to the resources available in the classroom. Unfortunately, one whiteboard only permits single use. Ideally it would be useful to have a selection of iPads for pupils to access, allowing independent learning. This is a common challenge schools face, with classrooms lacking the digital devices needed to implement this cross curricular skill (National Literacy Trust, 2019). To progress lessons which embed the use of the interactive whiteboard, pupils could take turns to use the board, but will all be engaging in the lesson on the screen and contributing.

The final pedagogical principle I will be reflecting on is, "Good teaching and learning creates authentic contexts for learning" (Donaldson, 2015, p67). This principle focuses on developing learning that pupils can relate to outside school, creating opportunities and utilising skills and expertise from within the community and learning about real life situations (Pearce, 2016, p.1). In the early years setting a significant proportion of the learning is centred around the development of a pupil's personal and social skills, often termed 'emotional literacy', which is advocated by the Welsh Government (Welsh Assembly Government, 2008b, p32). The nursery is organised to create an environment of experiential and exploratory learning, through play and scenarios, set up by the teaching team (Thomas and Lewis, 2016 and Welsh Government, 2015, p.3). Therefore, authentic contexts for learning lends itself naturally to this year group. Shown in Illustrative Example 7, I began my placement by teaching a mathematics lesson, where I created resources in line with our phonics theme. I had laminated dinosaurs which pupils were required to count and attach pegs to. I reflected on the lack of engagement with my class teacher, which prompted discussion around creating or using resources that are as close to life as possible. Therefore, I began my second mathematics lesson using a Santa's hat and a story to engage the pupils. This had greater success, mainly due to the pupils' excitement of holding the hat. Upon reflection, the technique I was using and finding more successful was creating concrete experiences for the pupils, before developing their abstract thinking, namely counting. This is a theory of learning developed by Kolb in 1984, termed the 'Experiential Learning Cycle' (McLeod, 2017). Initially I was under the assumption I had created an authentic learning context, however I subsequently realised I required further research and understanding into the concept.

Education has been described as "what survives when what has been learned has been forgotten" (Pearce, 2016, p.1). This may be understood as the importance of ensuring that learning is relevant, can be related to and meaningful, to encourage engagement and lifelong learning. During our week themed 'f', pupils took part in an EPIC (Everybody Planning In Class) session where they contributed ideas around our theme. An idea proposed by pupils was fire engines. Coupling this idea with my weekly QTS target, to improve on my ability to create authentic contexts for learning, I arranged for the Swansea West Fire and Rescue services to visit the school. It was more effective to implement this principle as its own lesson, instead of creating it as an add-on to an already prepared lesson and creating tenuous links. Pupils should be engaged in discourse, through open ended real world scenarios. Therefore a link which does not embed these will not be successful (Lexia, 2019). The aim of the lesson was for pupils to learn about the fire service, the fire engine itself and some basic fire safety information. It can be seen through the observations and evidence gathered, Illustrative Example 8, that pupils were learning effectively and enjoying the experience. Pupils engaged in quality talk and questioning throughout the lesson, from both teachers and the fire service team. Planning and implementing this lesson proved challenging, as the fire service are an operating emergency service. Education Reform (2013)

discuss the drawbacks of authentic learning contexts, including logistical difficulties, which was evident in this lesson. Planning and implementation revision are often required, and flexibility is paramount.

Rule (2006, p.2) proposed four elements to authentic learning, one of which emphasised the importance of pupil “choice to direct their own learning.” Through play pupils are enabled to make decisions and learn about the world around them (Welsh Government, 2015, p.3). It is important therefore, that I created a safe and supportive environment for pupils to learn and make decisions, and to instil positive learning attitudes, where pupils are not afraid to fail. This is often referred to as a ‘growth mindset’ (Dweck, 2012). Throughout the placement, I spent time creating enhanced provision resources and opportunities for pupils, shown in Illustrative Example 9, which provided the pupils with options to choose their activity and direct their learning. I themed the ‘home corner’ based on our phonic sound of the week ‘d’, to develop pupils’ oracy around this sound, and learn about real life situations. Learning from my teaching experience in the previous week, my competence in implementing this pedagogical principle was improving. As explored by theorists including Montessori and Dewey, observation is an essential element within the Foundation Phase setting (Palaologou, 2013). To capture if pupils are learning in the enhanced provision activities it is important to direct the teaching team, to ensure effective observations are taking place. Within Illustrative Example 9, it was noted that pupils were staying on task and learning effectively. However, the pupils are dispersed across the classroom participating in various enhanced provision activities. I recognise that where there is room for deviation, for example in the home corner, a staff member is required to keep pupils on task. Sometimes pupils were lacking knowledge about the real-life situations, which is where a more knowledgeable other, such as a teacher, can provide prompts (McLeod, 2018). To continue my development of implementing this pedagogical principle in my next placement, it will be important for me to take into consideration all the elements Rule (2006, p.2) proposed, in particular open-ended inquiry. To do so I will need to extend my questioning techniques, including through using Bloom’s Taxonomy of Higher Order Thinking (The Learning Centre, 2019).

The three pedagogical principles discussed are key elements to the Foundation Phase, all dependent upon each other to create a successful learning environment (Donaldson, 2015, p.63). Through the first professional teaching experience I was able to learn and develop my confidence and ability to implement these principles, both into planning and implementation of lessons. My confidence and ability to do so progressed as I gained more experience, engaged in professional dialogue and conducted research into literature. As I move into Key Stage 2, following my placement in the nursery class, assessment for learning in particular is an area where I feel I will need to develop my knowledge and practice, using age appropriate methods of assessment and reflection. As highlighted in the ‘Professional Teaching Standards’, ‘Professional Learning’ (Welsh Government, 2019b), is ongoing and therefore essential that I continue to act as a reflective teacher.

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