

# Overview

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Pathway: PGCE Primary

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

|          | Target                                                                                                                                                                                         | What I have done in this assignment:                                                                                                                |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Target 1 | To ensure full (but brief) explanations of all elements to the reader when they are first mentioned (e.g. UNCRC, Successful Futures, EWC). Subsequent reference to them will then be seamless. | When first discussing Donaldson's 'Successful Futures' I have included a brief summary outlining the document, and key concepts detailed within it. |
| Target 2 | To proofread the assignment carefully for errors in presentation before submission.                                                                                                            | I have carefully proof read all aspects of the assignment project upon completion to ensure that there are no presentation errors.                  |

Link to OneNote: [https://uowtsd-my.sharepoint.com/:o:/g/personal/1902946\\_student\\_uwtsd\\_ac\\_uk/EsNjSwEHPmllvjure0xOEuwB82Gh-0Ghh6gHdiS7Qr433Q?e=zYwvph](https://uowtsd-my.sharepoint.com/:o:/g/personal/1902946_student_uwtsd_ac_uk/EsNjSwEHPmllvjure0xOEuwB82Gh-0Ghh6gHdiS7Qr433Q?e=zYwvph)

# Assessment for Learning - Self-assessment

Ruby Red Lesson Plan 27.11.19

Teaching and core learning:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                     |                                                                                 |
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| <p>Teacher will also use effective questioning to gain answers from pupils:</p> <ul style="list-style-type: none"> <li>• Use of open ended questioning.</li> <li>• Sharing success criteria with pupils – give own answer to each questions.</li> <li>• Effective waiting time used when asking questions.</li> </ul> <p>Teacher to discuss the tasks success criteria with pupils. Teacher will also explain to pupils the final activity of the lesson (success criteria checklist). Teacher to go through the checklist with pupils to ensure understanding.</p> <p>Teacher to discuss the continuous provision activity to pupils and share an example. (sharing success criteria with pupils)</p> | <p>Pupils will engage in disussion where required and ask questions where necessary to solidify understanding.</p> <p>Pupils to engage in continuous provision.</p> | <p>Success Criteria Checklist</p> <p>Example of glittered ruby red slippers</p> |
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|                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                |                                                                                                                                              |
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| <p>ideas thus far. Praise to be given to all pupils.</p> <p>Teacher to then introduce success criteria checklists to pupils.</p> <p>Teacher to work with pupils to assist when necessary. (Use of whiteboards when appropriate, depending on groups ability.)</p> <p>Teacher to gather children for a plenary to confirm pupils learning.</p> | <p>Pupils to reflect upon their work.</p> <p>Pupils to fill out the success criteria checklist based upon own reflections.</p> | <p>Success Criteria Checklist. Checklists will be differentiated for different ability groups.</p> <p>Complete ruby slippers worksheets.</p> |
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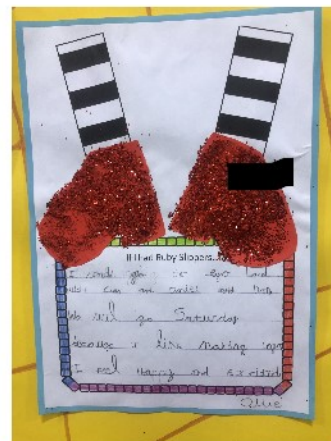
Success Criteria

| Success Criteria                             | 😊 😞 |
|----------------------------------------------|-----|
| Did you remember to use capital letters?     | ✓   |
| Did you remember to use full stops?          | ✓   |
| Did you use your planning sheet to help you? | ✓   |

Da lawn! 😊

During the main body of the lesson I set a task using multi-link blocks. Pupils remained highly motivated throughout the task and began making links to previous topics we had discussed (animal faces). I will look to select tasks like this in the future as pupils responded very positively and asked if they could do this activity during their 'free choice'.

Personal Reflection



During a year two literacy lesson I utilised an AfL strategy of self-assessment (strategy highlighted above) in order to develop pupils' learning and also to encourage independent learning. The

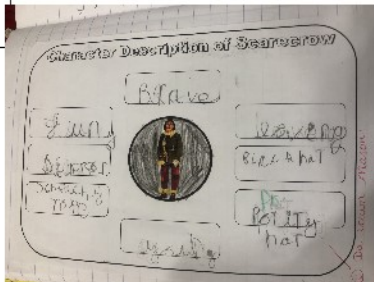
lesson was based on the current topic of the class - The Wizard of Oz. The school is currently focusing on encouraging the creation of independent learners therefore I thought creating a lesson which integrated self-assessment would work well.

Using the self-assessment strategy I discussed model answers with the pupils during the introduction to ensure all pupils were clear about what was expected from them. The Welsh Assembly Government (2010, p.27) discusses how learners are only able to take steps towards achieving a desired learning outcome if they fully understand the intention and what is required of them. WAG (2010) also discusses how this can be achieved through conveying examples of good work to pupils. I conducted the introduction as a group discussion which allowed pupils to feed in their own ideas throughout. The introduction further included an explanation of the self assessment checklist that the pupils would be completing at the end of the lesson. The checklist clearly highlighted the success criteria which I had differentiated based on ability. On completion of the activity I worked with smaller groups of pupils to help them complete their checklist as per the WAG (2010) recommendation that self-assessment is a skill that teachers should help pupils to develop.

I found that the use of self-assessment was effective in getting the pupils to pause and consider the standard of work they were producing, and encouraged thought about how they could create high quality work. I found the introduction of the checklist at the beginning of the lesson was particularly valuable as it encouraged the pupils to take responsibility for their own work, thus supporting the development of independent learners. It was interesting to note the effect of the strategy on pupils' willingness to participate. Pupils appeared more engaged with and enthusiastic about the activity after the explanation of the success criteria and self-assessment. For this reason, in the future I will endeavour to also involve the pupils in the creation of the success criteria at the beginning of the lesson. During the completion of the checklists I found that higher ability groups were able to complete the task with ease. Therefore, I will adapt the format of the self-assessment checklist to allow higher ability pupils to be challenged and thus allow further their reflection on their work.

# Assessment for Learning - Questioning

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                       |
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| <b>Opening phase</b><br>(with links to prior learning) | <b>APK: Teacher will ask open questions to gain an understanding of the pupils knowledge.</b><br>'What is an adjective?'<br>'Who can tell me an adjective they know?'<br><br><b>(Strategy- Turn to the person next to you and tell them one you know).</b><br><br>Teacher to introduce Adjectives – Character descriptions powerpoint. Teacher to show examples of using adjectives in a simple sentence structure.<br><br>Teacher to introduce the use of adjectives to describe characters.<br><br><b>Use of funnelling questions to direct pupils.</b><br>'Tell me about the good the good witch?'<br>'How is she different to the wicked witch?'<br>'Does she use her powers for good or evil?'<br><br>Teacher to ask pupils to think of adjectives to describe:<br><ul style="list-style-type: none"> <li>The Wicked Witch</li> <li>The Good Witch Glinda</li> </ul> | Pupils to share previous knowledge on adjectives and tell any adjectives that may know.<br><br>Pupils to participate with the activity to access prior knowledge they have on the subject.<br><br>Pupils to participate in activity by offering adjectives that describe the two Wizard of Oz characters.<br><br>Basketball strategy allows more than one pupil to give their answer. | Adjectives – Character Description Powerpoint<br><br><br><br>Soft toy based on theme of Wizard of Oz – Dorothy Puppet |
|                                                        | Teacher to use 'Think, Pair, Share' strategy to give pupils sufficient time to gather their ideas.<br><br><b>Teacher to use 'Basketball' Strategy to gather answers from pupils. Teacher to pass round 'soft toy' to gain answers from pupils.</b><br><br>Teacher to introduce the main task of the lesson to pupils, sharing success criteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Pupils to show they understand the task and how to do it well by using 'Thumbs Up, Thumbs Down'.                                                                                                                                                                                                                                                                                      |                                                                                                                       |



## Reflective Analysis of Teaching and Strategies for Development – including justification/rationale for pedagogical choices

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| Evidence of my Effective Practice | I had to quickly adapt activities and resources due work completed in a previous lesson. I think I was effective in doing so in the time given as pupils engaged to a high standard. <b>Different types of questioning during</b> the input helped to direct pupils thoughts towards knowledge gained during previous lessons. I used 'talk partners' to help lower ability pupils begin the lesson with a good level of knowledge on the subject as they worked with an MKO. The group discussion proved effective in gaining ideas out of all pupils (both higher and lower ability). I think the differentiation of pupil's worksheets based on ability was effective in allowing all groups optimum learning opportunities. |
| Areas for my                      | I found, whilst working with the first group (lower) that pupils were beginning to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

In a year two literacy lesson focusing on the use of adjectives in character descriptions I used a variety of AfL questioning strategies. I employed these strategies ( examples of strategies used are highlighted above) in order to broaden pupils' thinking and to encourage group discussion and gain answers from pupils across ability groups.

At the beginning of the lesson I used recall questions to assess pupils' prior knowledge. Then throughout the lesson I utilised the 'Talk Partners' strategy to help support lower ability learners. Funnelling questions were also included to direct pupils towards the correct answer. Black and William (2015) explain that it helps pupils to develop their understanding by taking part in group discussions with both their peers and teachers. I adopted this in my lesson by using 'Think, Pair, Share' followed by the 'Basketball' strategy. I found this method particularly effective as it allows 'thinking time' which led to increased pupil participation and it enabled me to gain answers from several pupils efficiently.

I used various questioning strategies throughout the lesson to help pupils of all abilities reach the correct answer. This also encouraged the participation of lower ability pupils as it reduced the fear of answering a question incorrectly. This positively impacted the main activity of the lesson as pupils across ability groups now had both the knowledge and the confidence to complete the task independently.

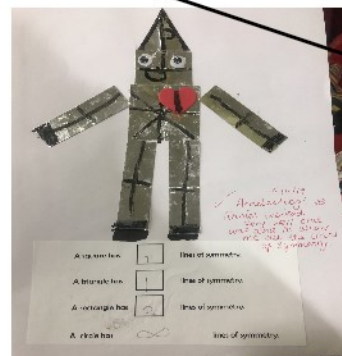
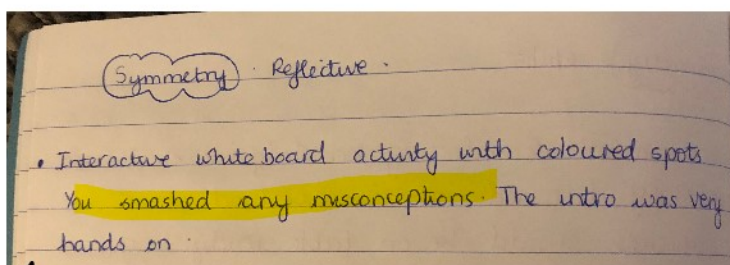
When completing this activity in the future I will attempt to also use effective questioning at the end of the lesson, to both assess the knowledge gained and help inform future lessons, instead of solely relying on the work produced.

# Assessment for Learning - Feedback

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| <b>Opening phase</b><br>(with links to prior learning) | <p>APK: Teacher will ask closed questions to gain an understanding of the pupils. Ask pupils to discuss in pairs any ideas they have on symmetry.</p> <p>Teacher to discuss pupils answers from closed questions. Ensure there is a general understanding of symmetry.</p> <p>Teacher to introduce lines of symmetry with 'BBC bitesize Video'.</p> <p>Teacher to hand out card squares to pupils and ask how many lines of symmetry they can find.</p> <p>Teacher to discuss pupils answers from open questions and give immediate feedback on any misconceptions.</p> <p>Teacher to include Welsh in the lesson by asking pupils throughout the lesson for shapes in Welsh.</p> | <p>Pupils to discuss in pairs their own understanding of symmetry.</p> <p>Pupils to show their prior knowledge of symmetry through sharing of ideas.</p> <p>Pupils to show understanding of lines of symmetry through folding of square.</p> <p>Pupils to use prior knowledge of shapes in Welsh.</p> <p>Pupils to make guesses on the how many lines of symmetry appear in 2d shapes throughout power point.</p> | <p>BBC Bitesize Video</p> <p>Card squares.</p> <p>Power Point on Symmetry</p> |
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| <b>Teaching &amp; Core Learning</b> | <p>Teacher to work with assigned groups of children. (Masterminds, Superstars, Genius Gems, Whizz kids)</p> <p>Teacher to discuss with pupils how they have been tasked with finding the lines of symmetry within the shapes used to make the Tin Man and put him back together. Teacher shares success criteria with pupils by showing an example of finished piece of work.</p> <p>Random feedback carried out whilst moving around the group.</p> <p>Teacher to go through prepared shapes (square, rectangle, circle, triangle), asking pupils to give their initial thoughts in a group discussion.</p> <p>Teacher to investigate with pupils how many lines of symmetry each shape has by folding shapes.</p> | <p>Pupils to gain an understanding of what is required of them through the sharing of success criteria.</p> <p>Pupils to engage with feedback making amendments where necessary.</p> <p>Pupils to engage with the the group discussion and contribute their ideas based on input.</p> | <p>Exampler of symmetrical Tin Man.</p> <p>Individual Tin Man shapes.</p> |
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| <b>Plenary</b> | <p>Part of this mini-plenary will be to share good examples of pupils work to the class.</p> <p>Teacher to check pupils knowledge using BBC Bitesize quiz.</p> | <p>Pupils to engage with the plenary and make adjustments to their own work.</p> <p>Pupils to engage with quiz giving reasoning for</p> | <p>BBC Bitesize Quiz.</p> <p>Interactive Whiteboard.</p> |
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During a year two numeracy lesson introducing the class to the concept of symmetry I used several AfL strategies to develop my use of feedback throughout the lesson (strategies used highlighted above).

The Welsh Assembly Government (2010) highlight how feedback should be used to 'close the learning gap' during teaching rather than afterwards.

During this lesson I ensured I used feedback throughout and found it had many benefits at each stage. Effective feedback during the opening phase of the lesson gave pupils immediate feedback on their answers, it also allowed the correction of any misconceptions.

In the main body of the lesson I used random feedback when assessing pupils' work; this allowed the pupils to make timely, ongoing changes to their work. I also used feedback as a plenary strategy where examples of good work from pupils were shown to the rest of the class, thus allowing pupils to compare their own work to that of a model answer and make adjustments where necessary. Clarifying misconceptions at the beginning of the lesson was particularly useful as it greatly aided the pupils' understanding of an abstract concept. This ensured the pupils were confident in their understanding and were able to produce high quality work. I found the use of random feedback to be an effective motivator as pupils were unaware of who would be getting feedback, and consequently maintained effort levels for longer due to this.

However, I noted during the lesson that once pupils had made changes based on my feedback they 'switched off', and motivation to complete the task dwindled. In the future I will rectify this by implementing further feedback strategies which would continue to motivate the pupils throughout the lesson. I will ensure to use feedback at the end of the lesson in order to encourage pupils whose work had met the success criteria.

# Cross-Curricular Responsibilities - Literacy

|                                                        |                                                                                                                                                                                                                                                                                                                                       |       |          |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| AoLE or Subject                                        | Science and Technology                                                                                                                                                                                                                                                                                                                | Date: | 07.10.19 |
| Lesson Focus:                                          | Healthy Hearts                                                                                                                                                                                                                                                                                                                        |       |          |
| Meaningful links to Curriculum                         | Biology: Myself and living things.                                                                                                                                                                                                                                                                                                    |       |          |
| Meaningful links to: Cross Curricular Responsibilities | DCF: Use of Virtual Reality headsets .<br><b>Literacy: Developing and presenting information and ideas –</b><br>During group discussion pupils should be able to contribute to the discussion, keeping a focus on the topic and taking turns to speak. Express opinions, giving reasons, and provide appropriate answers to questions |       |          |

|                          |                                                                                                                                                 |                                                                                                                     |                                                                                                    |
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| Teaching & Core Learning | Teacher to work with assigned groups of children.                                                                                               | Pupils to use the virtual headsets to help visualise the heart and further explore different sections of the heart. | Virtual Reality Headsets<br>VR Heart Worksheet<br><br>H&S: Ensure all chairs are away under tables |
|                          | Teacher to use virtual reality headsets to with a group to help pupils visualise the heart.                                                     |                                                                                                                     |                                                                                                    |
|                          | VR headset to provide pupils with a new perspective on an abstract concept. Pupils will be able to interact with a 3D image of the human heart. | Pupils to interact with the 3D heart to inspire learning.                                                           |                                                                                                    |
|                          |                                                                                                                                                 | Pupils to gain a concrete understanding of a abstract concept.                                                      |                                                                                                    |

## Collaboration and Discussion -

Following the use of VR headsets:

Teacher to work with group of pupils to discuss key facts they now know about the heart.

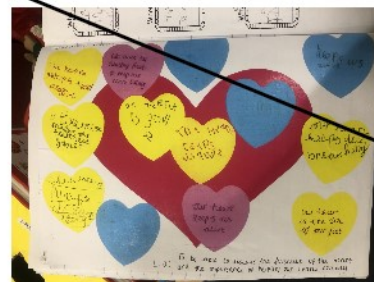
Teacher to ensure all pupils contribute to the discussion, responding to others when appropriate.

Teacher to assist pupils in writing down key facts surrounding the heart and how to keep their hearts healthy.

Pupils to contribute ideas with some detail, making use of the relevant vocabulary.

Heart Post-its  
A3 paper  
A4 Red Card in shape of a heart.

Exercise book  
Glue



During a Year Two science lesson based on 'A Healthy Heart' I used Virtual Reality (VR) headsets to provide pupils with a 3D look at the human heart. Throughout the lesson I also developed the pupils' oracy and literacy skills through focused group discussions (strategies used during the lesson highlighted above).

Hayes (2010) discusses how planning and teaching in cross-curriculum way helps to engage interest in a topic; I found this to be especially true in this lesson. I discovered that the VR headsets were particularly effective in helping to develop an understanding of an abstract topic. Furthermore, the pupils really enjoyed using the VR headsets to explore different parts of the heart, and it allowed them to make connections within the key facts we had discussed.

A focused group discussion following the use of the VR headsets allowed pupils of all abilities to express their ideas and gain confidence speaking in a group. The discussion also helped pupils from lower ability groups to understand the topic as information was then explained to them in a different way. I found this to be a particularly effective way of assessing and consolidating pupils' knowledge. In future lessons such as this I would look to reduce my own impact on the group discussion as the pupils grow in confidence.

# Cross-Curricular Responsibilities - Digital Competency

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                    |                                                                                 |
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| <b>Teaching &amp; Core Learning</b> | <p>Teacher to work with assigned groups of children.<br/>(Masterminds, Superstars, Genius Gems, Whizz kids)</p> <p>Teacher to show pupils how to access the Just2Easy (J2E) application on HWB.</p> <p>Teacher to share the success criteria with pupils:</p> <ol style="list-style-type: none"> <li>1. Front cover page containing their favourite scene from The Wizard of Oz.</li> <li>2. 2-3 Pages containing writing alongside illustrations. (These can be of a character description or key point in the storyline).</li> </ol> <p>Teacher to assist pupils with any misconceptions that arise or any issues with the technology.</p> | <p>Pupils to use their previous knowledge on signing into applications to access J2E.</p> <p>Pupils use the application to re-tell the story of The Wizard of Oz.</p> <p>Pupils to ask for help when required.</p> | <p>J2E application</p> <p>Pupils login information for HWB</p> <p>ICT suite</p> |
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## Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

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| <b>Evidence of my Effective Practice</b> | <p>Pupils showed a different level of skill on aspects of the application. Pupils used the different media/ techniques to successfully create their own illustrations of the Wizard of Oz. Pupils came up with simple sentences to re-call the main storyline. Pupils progressed their DCF skills through typing their sentences. Pupils also used the technology to create a piece of work, not just improving their skills. I was able to progress my personal target of improved feedback through randomly stopping the lesson to praise/feedback on pupils work.</p> |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



As part of a year two literacy lesson pupils used the HWB application J2E to create an online book to retell the story of the Wizard of Oz. Donaldson (2015) emphasises how digital competency is quickly becoming an important part of the workplace. He explains therefore that teachers must look to develop pupils' digital competency through integrating it as a cross-curriculum responsibility (strategies to achieve this in a literacy are highlighted). After re-telling the first scene from the Wizard of Oz in the classroom I took groups of pupils to the IT suite to create an online book using the J2E mix. The application allows pupils to create their front cover and choose the page layout for writing and illustrations. Pupils were given the opportunity to use the mouse to draw and paint illustrations

and illustrations. Pupils were given the opportunity to use the mouse to draw and paint illustrations and also to practise their typing skills. The use of technology gained the interest of the pupils and therefore motivated the pupils to engage in the activity.

However, it was important to note the impact of digital technology over a prolonged period of time. As the lesson progressed pupils became increasingly distracted. To combat this and to improve the lesson in the future I would look to elect digital leaders within the class to assist others as required. Also I would develop this further by looking to create a short film with the pupils. This would allow the pupils to develop both their creative skills in addition to digital competency simultaneously.

# Cross-Curricular Responsibilities - Numeracy

|                          |                                                                                                                           |                                                                                                                     |                                                                     |
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| Teaching & Core Learning | Teacher to work with previously assigned groups to create their symmetrical self-portraits.                               | Pupils to work in assigned groups.                                                                                  | Half Pictures of Pupils Portraits<br>A4 Paper<br>Colouring pencils. |
|                          | Teacher to reinforce with groups how they can use key facial features to create a symmetrical image.                      | Pupils to use their own facial features to understand symmetry.                                                     |                                                                     |
|                          | Teacher to assist pupils as they create their own symmetrical self-portraits. Teacher will give feedback where necessary. | Pupils to use knowledge gained of symmetry to complete a symmetrical self-portrait.                                 |                                                                     |
|                          |                                                                                                                           | Pupils to complete symmetrical self-portraits, making ammendments to their work where necessary following feedback. |                                                                     |

Confirm an abstract idea to pupils.  
I think the lesson went well with pupils being able to practise and further explore the concept of symmetry.  
pupils enjoyed the activity and asked questions to clarify any misconceptions.

Personal Reflection



During a year two expressive arts lesson, I focused on the production on a creative piece of work based on a topic that had been covered previously in numeracy. Donaldson (2015) discusses the importance of incorporating numeracy across the curriculum in order to increase pupils competency. He explains how this can be achieved through incorporating numeracy skills in various different contexts (Strategies of how this was achieved during a creative arts lesson highlighted above).

Using a photo of half of their face, the pupils needed to use prior knowledge they had gained during numeracy lessons on symmetry to create a symmetrical portrait of their face. This lesson was particularly effective as it helped turn an abstract numeracy concept into concrete understanding through expressive arts. As the task captured the imagination of the pupils they remained motivated throughout the lesson; I will endeavour to remember this when teaching difficult concepts in the future. This lesson could be improved by giving pupils the opportunity to work with different media such as paint and felt when creating their portraits. Additionally, the lesson could be further developed by using different body parts and positions to further assess pupil's understanding of symmetry.

# Utilising Previous Knowledge and Experience and Engaging Interest - Previous Knowledge

## Daily Routine - Time

(With links to prior learning)

Teacher to briefly introduce time using BBC Bitesize video.

Teacher to work with pupils in a large group to discuss their daily routine.  
(Teacher to use visual prompt if required).

Teacher to use pupils answers to create a class daily routine on the interactive whiteboard.

Teacher to work with the class to start matching times on an analogue clock to daily routine.  
At this stage teacher will introduce significant times on an analogue clock.  
(‘half past’, ‘quarter past’ and ‘quarter to’)

Teacher to introduce the task, sharing success criteria with the class.

Pupils to engage in class discussion, contributing ideas on a daily routine.

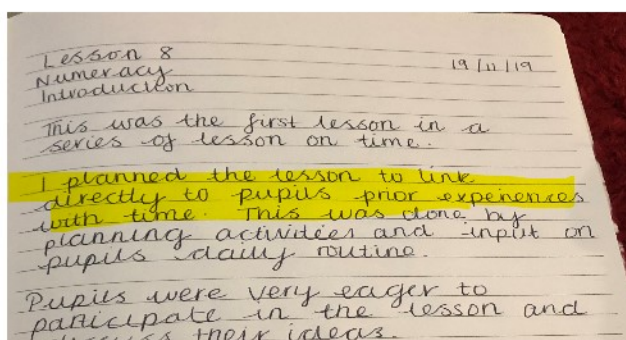
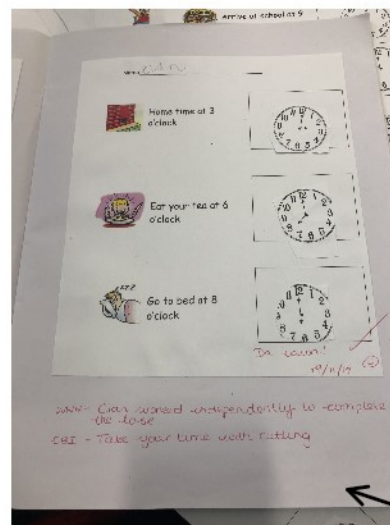
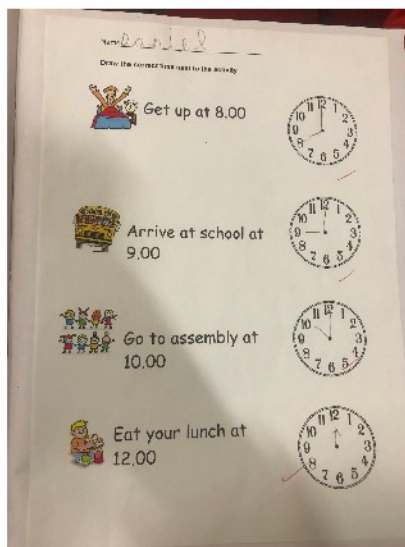
Pupils to gain an understanding on significant times on the analogue clock.

Time Powerpoint

Daily Routine Visual Prompts

Interactive Whiteboard

Analogue Clock Examples (showing key times)



During a Year Two Numeracy lesson I utilized pupils' knowledge of their daily routines to introduce the concept of time (highlighted above). Dochy et al. (1999) discusses how prior knowledge can act a "springboard for future learning" where pupils can quickly establish links with previous experiences.

The lesson enabled pupils to use their established knowledge of their daily routine in order to recognise different times of the day. At the beginning of the lesson, a group discussion allowed the creation of a daily routine timeline. The remainder of the lesson involved differentiated worksheets matching activities throughout the day to times on the analogue clock.

I discovered that the pupils were quick to make connections between the knowledge they already possessed about their daily routine and the new subject. This facilitated immediate engagement with the topic, and consequently the pupils remained on task throughout the lesson, with all pupils completing the activity to a high standard.

It was interesting to note the effect of the different levels of prior knowledge pupils had at the start of the lesson. Some students had lots of previous experience with telling the time, in comparison to others with very little. Consequently, in the future I will adapt this lesson by including the creation of personalised timelines of pupils' days to further challenge higher ability pupils.

# Utilising Previous Knowledge and Experience and Engaging Interest - Engaging Interest

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| <p><b>Opening phase</b><br/>(with links to prior learning)</p> | <p>APK: Tecaheer will ask open questions to gain an understanding of the pupils knowledge.<br/>           'What is a balanced plate?'<br/>           'Why must we eat healthily?'<br/>           'What food groups would we need to see on our plate?'<br/>           Teacher to use the Basketball strategy to receive answers from pupils.</p> <p>Teacher to APK of pupils by going through pupils <b>previous homework</b>, which involved pupils creating a 3D healthy plate. This lesson will progress this by introducing food groups to pupils and the health impacts.</p> <p>Teacher to introduce healthy eating powerpoint.</p> <p>Teacher to ask closed questions regarding food groups:<br/>           'Does anyone know any food groups?'<br/>           (Teacher to use funnelling questions if necessary).<br/>           Teacher to discuss the different food groups.<br/>           Fruit and Vegetables, Carbohydrates, Protein, Dairy, Fats and Sugars</p> | <p>Pupils to share previous knowledge on healthy eating, using the 'basket ball' strategy.</p> <p>Pupils to engage in task and relay their findings to the teacher.</p> <p>Pupils to make discuss any ideas they have surrounding the questions asked.</p> <p>Pupils to offer any prior knowledge they have regarding the heart.</p> | <p>Examples of pupils homework</p> <p>Healthy Eating Powerpoint</p> |
|                                                                | <p>Teacher to ask pupils funnelling questions based on a <b>previous lesson regarding the heart</b>.<br/>           'Do we need to keep pur heart healthy?'<br/>           'Why is it important to keep our heart healthy?'<br/>           'How do we keep our heart healthy?'<br/>           'What foods do you think help to keep our heart healthy?'</p> <p>Teacher to use the pupils prior knowledge on how different foods can impact our body to discuss the health implications of the different food groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Pupils to answer questions <b>using their knowledge from previous lesson on a 'Healthy Heart'</b></p> <p>Pupils to engage with the topic discussing their own ideas.</p>                                                                                                                                                          |                                                                     |

learned all this from my first lesson about the heart.

I would like to develop this topic through planning and teaching a lesson on the health implications of food groups as pupils showed interest in this and had lots of ideas.

Personal Reflection on Previous Lesson



In a Year Two science lesson on the importance of healthy eating, I used the interests of the pupils to direct the focus of the lesson. During a previous lesson on healthy hearts pupils expressed an interest in the health impact of different foods on the body. Consequently, I organised a lesson focusing on the health implications of various food groups. The lesson built on prior knowledge from the preceding lesson and what the pupils had acquired from a homework task involving the creation of a 3D healthy plate (the use of this is highlighted above).

Kohn (1993) discusses how meeting pupils interests through using pupil choice to influence planning can lead to increased motivation levels. I discovered that although this was an abstract concept, pupils showed quick understanding and appeared to enjoy all aspects of the lesson. Pupils consequently produced high quality work which met the success criteria. This lesson demonstrated the impact of the benefit of using pupil voice when planning lessons as the pupils had already expressed interest in the topic, they remained motivated throughout the course of the lesson.

To improve this lesson in future I would allow pupils more time for discussion as the pupils had a lot of ideas to share and questions surrounding the subject, which I would have liked to explore further. Moving forward I would also enhance this lesson by creating an authentic context for learning. I would do this by asking pupils to create their own lunchbox, incorporating the various food groups.

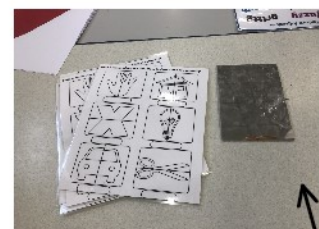
# Utilising Previous Knowledge and Experience and Engaging Interest - Engaging Interest

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                  |                                                                                                                |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Opening phase</b><br>(with links to prior learning) | <p>on Symmetry Lesson 1 on Lines of symmetry. This will allow an understanding to be gained on the level of knowledge around the subject and areas needed to be covered during the input.</p> <p>Teacher to discuss pupils answers from open questions and give immediate feedback on any misconceptions.</p> <p>Teacher to introduce Reflective Symmetry through symmetrical images and patterns. Teacher to also introduce the idea of symmetry in faces and symmetrical portraits.</p> <p>Teacher to use interactive whiteboard to test initial understanding of reflective symmetry. The activity includes coloured dots on a grid with a line of symmetry down the centre.</p> <p>Teacher to introduce symmetry using multiblock links. Teacher to ask pupils questions to gain understanding.</p> | <p>their knowledge.</p> <p>Pupils to use interactive whiteboard at the front of class to place coloured dots on the reflected side.</p> <p>Pupils to engage in task and answer questions to show their understanding on reflective symmetry.</p> | <p>Images Powerpoint.</p> <p>Interactive Activity on Power Point on Symmetry Lesson 2 – Reflective images.</p> |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                     |                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Eg. 'Where do you think the blue block will appear?'<br/>         'What will be next to the red block?'<br/>         'What colour will be next to the line of symmetry?'</p> <p>Teacher to include welsh in the lesson by asking pupils to answer the colours required in the above questions in Welsh.</p> <p>Teacher to show examples of symmetrical images to pupils. Images to involve images of animal faces which pupils showed an interest in during a previous lesson.</p> <p>Teacher to ask questions to pupils on what they think the second half of image will look like.</p> <p>Eg.<br/>         'Will this be a smiley face or sad face?'<br/>         'Which character will this be?'</p> <p>Teacher to discuss the task for the lesson and ask questions/ share tips/ideas on how to complete the task to required standard.<br/>         Eg. 'Count the number of petals on the flower, how many would we expect to see on the reflected side?'</p> | <p>Pupils to use knowledge of welsh colours to answer questions.</p> <p>Pupils to answer questions on reflective images to demonstrate knowledge gained.</p> <p>Pupils to engage in questions to show they understand what is required of them.</p> | <p>Welsh Colours on wall display to refer to if required.</p>  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|

During the main body of the lesson, I set a task using multi-link blocks. Pupils remained highly motivated throughout the task and began making links to previous topics we had discussed (animal faces). I will look to select tasks like this in the future as pupils responded very positively and asked if they could do this activity during their 'free choice'.

Personal Reflection



During the second in a series of symmetry lessons for a Year Two class I employed a range of teaching techniques and interesting tasks in order to engage pupil interest. As part of the input for the lesson I created an interactive quiz to introduce pupils to the topic and capture their attention.

As pupils had previously shown an interest in animals, during the body of the lesson I used animal faces to demonstrate reflective symmetry. Furthermore, multiblock links which pupils are particularly familiar with were used with great effect to both convey the concept of symmetry and as a task to test pupils' understanding (highlighted above are resources selected to engage pupil interest due to previous use). An activity using mirrors in the continuous provision allowed the extension of the concept across the classroom.

I found the use of varied teaching styles and the creation of unique tasks caused pupils to remain interested throughout the lesson and continue focusing on several tasks. Interestingly, pupils worked well and remained interested throughout the numerous smaller activities scheduled throughout the lesson. Therefore, I will endeavour to include activities such as this in future lessons and break-down larger concepts into more digestible activities.

# **A Critical Reflection of Progress Made on the Planning and Implementation of Three Pedagogical Principles**

Word Count: 2,772

In 'Successful Futures', a Welsh curriculum review currently being implemented, Donaldson (2015) discusses the impact of good teaching on effective learning. This writing will focus on three of Donaldson's (2015) pedagogical principles: assessment for learning (AfL); cross-curricular responsibilities and utilising pupils' previous knowledge and experience and engaging interests. It will consider how these principles have been implemented to inform teaching practices during a professional learning experience in a Welsh town centre primary school [School X].

School X is attended by approximately 380 pupils, with an age range of three to eleven years old (Estyn, 2019). The average for free school meals over the last three years is at 26% (My Local School, 2019) compared to the current national average in Wales standing at 18% (My Local School, 2019); therefore it may be suggested that the traditional catchment area for the school is of a lower socio-economic background. The context of a primary school is an extremely important factor when considering the most appropriate strategies and techniques to best support pupils in their learning. This work will discuss the successes and limitations of the application of these principles in this setting, and how they can best be implemented in the future to provide education of the highest quality.

## **Assessment for Learning**

Donaldson (2015) highlights the importance of the assessment for learning principles within his report 'Successful Futures' and emphasises the potential dramatic improvement in pupils learning if these techniques are successfully implemented. This is detailed further in a review by Black and Wiliam (2005) which advised four key areas where teachers could improve the quality of their daily practice including: questioning; pupil peer and self-assessment; quality feedback and the sharing of the success criteria with pupils.

Sadler (1989) discussed assessment and how teachers should aim to provide individual feedback to each pupil, as opposed to the traditional system of marks and grades. This feedback from formative assessments should aim to provide students with insight into how to improve and increase learning. Furthermore, assessment must be continuous and on-going throughout the process of learning rather than just at the end (Black et al., 2003; Sadler, 1989; Huot, 2003) in order to provide pupils with regular feedback on their progress. Black et al. (2003) discuss how formative assessment strategies used within the classroom everyday should include those which support pupils in expressing what they are thinking, and thus guide the teacher toward strategies most suited to that pupil.

Black and Wiliam (2005) details the strong evidence base for formative assessment practices and emphasise how vital they are to improving the quality of teaching and maximising the attainment of pupils.

## **Questioning**

During a Year Two literacy lesson different questioning techniques allowed the pupils to think of ideas and perceptions they may not otherwise have considered and also encouraged group discussion (Cohen, 2010). Techniques such as 'Basketball' and 'Talk Partners' encouraged pupils to engage with, and discuss the subject, allowing them to explore contrasting adjectives when describing the different witches in the Wizard of Oz.

Bonwell and Eison (1991) explains how discussion helps to promote active and independent learners. In the lesson discussion was used to engage pupils across ability groups. It was particularly effective in encouraging pupils from lower ability groups to contribute, who otherwise may not have had the confidence to participate.

Furthermore, using questioning techniques such as funnelling and 'Think, Pair, Share' also increased participation by focusing pupils' thoughts (Cohen, 2010) and reducing the fear of answering a question incorrectly. This consequently created a safer learning environment which Lowman (1984 in Bonwell and Eison, 1991) highlights is important for effective learning.

Cohen (2010) found that where questions were used effectively they were the single most important factor in pupils achieving high standards. Therefore, in the future I aim to not only to continue to use effective questions during the lesson to encourage discussion, participation and the creation of a safe learning environment; but also at the end of lessons to assess the pupils' acquisition of knowledge and challenge their thinking.

### **Self-Assessment and Success Criteria**

Sadler (1989) explains that for pupils to succeed they need to know: what constitutes quality and what is expected of their work. A way of achieving this is to provide the students with model answers and a self-assessment checklist detailing the success criteria. During a Year Two literacy lesson I found the use of these methods encouraged pupils to be more enthusiastic about the activity as they began to take responsibility for the quality of their work. The self-assessment checklist also allowed the students to evaluate their work thus developing an important cognitive skill (Bloom, 1956 in Sadler 1989). Furthermore, I found this encouraged pupils to consider their work and think about how to produce higher quality work in the future.

In addition, Sadler (1989) describes the benefits of peer assessment. This exploration of another's work allows pupils to encounter both new ideas and imperfections that they may not have thought of. Furthermore, as the pupils are less defensive and less emotionally committed to others' work, they are able to further develop their evaluation skills. For these reasons, I will endeavour to include peer assessment in future lessons in order to further challenge pupils.

### **Feedback**

An important aspect of giving effective feedback is to ensure it is given during the teaching to 'close the learning gap' (Welsh Assembly Government, 2010). Moreover, Sadler (1989) emphasises that feedback must be individual to the pupil and should always avoid comparison. During a Year Two numeracy lesson on symmetry I found that providing immediate feedback after questioning allowed pupils to quickly rectify their misunderstandings and made learning more efficient.

The subject of this lesson allows for effective integration of immediate feedback. However, in subjects where this is more difficult, such as creative arts and literacy, I will strive to include random feedback throughout these lessons. This will ensure the continuity of feedback in my teaching practice. This is particularly important, as Sadler (1989) warns that for feedback to enhance learning conditions, it must be used consistently to ensure it is viewed as a regular component of lessons.

### **Cross-Curricular Responsibilities**

Teachers have a responsibility not only to teach each subject in isolation, but also to provide rich cross-curricular learning experiences for their pupils. This cross-curricular thematic teaching allows for the creation of less repetitive lessons and also helps to make subjects more interesting and engaging (Hayes, 2010) as pupils start to make links between them (Rose, 2009).

A cross-curricular approach to learning follows a constructivist view of learning, whereby pupils acquire knowledge through direct experiences they have. Previous knowledge can be applied to help solve new problems and new skills can then be transferred from one situation to another (Hayes, 2010). Furthermore, academics agree that the transferring of skills within cross-curricular learning teaches pupils to develop enhanced critical thinking (Ivanitskaya, 1991; Hayes, 2010), and to think more about what they are doing and the skills being developed (Bonwell and Eison, 1991). Another benefit of a cross-curricular approach to learning is that it allows pupils to develop a positive attitude towards learning as pupils learn how to study through a "self-disciplined, engaging and rewarding process" (Rose, 2009).

Furthermore, Donaldson (2015) advises in 'Successful Futures' that what pupils are learning should reflect the needs of today and prepare pupils for later in life. This can be achieved through a move towards a more skilled based curriculum. Ivanitskaya (1991) argues that cross-curricular teaching shifts the focus of learning from the memorising of facts to instead, the application of knowledge and reflection of thinking.

Due to the many benefits of the cross-curricular teaching method every Welsh school has cross-curriculum responsibilities in literacy, numeracy and digital competence. This can be achieved by linking subjects through various central topic themes, issues or problems (Hayes, 2010). Subsequently, allowing for the creation of more real-life and meaningful learning opportunities for pupils.

### **Numeracy**

Competent numeracy skills are essential for independent living and work (Donaldson, 2015). Steen (2001) highlights the importance of numeracy learning in different contexts; emphasising that it improves the ability of the pupil to apply the appropriate mathematical techniques across a range of useful real-life contexts (Hoyles et al. 2002; Noss et al. 2000).

During a Year Two numeracy lesson, I explored the topic of symmetry with pupils using the challenging creative task of completing a symmetrical self-portrait. This task forced pupils to take risks and make decisions as they completed their portrait, thus helping to cement this abstract numeracy concept (Sullivan, 2011). I found this technique useful as it allowed pupils to contextualise their numeracy learning, and the use of creative arts captured their imagination and ensured they remained motivated. Therefore, I will implement similar techniques again in the future when adopting cross-curricular methods to teach abstract topics.

### **Literacy**

In a Year Two science lesson focused on 'A Healthy Heart', pupils' literacy skills were developed through formal group discussions. The lesson gave pupils the opportunity to apply, develop and extend their oracy skills in a focused group discussion on the science concepts that had been explored in the lesson. This is an example of a singular theme being used across the curriculum enabling subject barriers to be lessened (Hayes, 2010).

Donaldson (2015) explains that the proficiency of skills "lies not in repetition and drill" but in practicing the skills in varied contexts where the pupils' abilities can be challenged and extended. This lesson employed this technique by enabling pupils to practice their literacy skills whilst discussing the scientific concept 'A Healthy Heart'. This exercise allowed pupils of all abilities to express their ideas and gain confidence speaking in a group. I noted this particularly helped pupils from lower ability groups develop their understanding of the topic as information was explained to them by their peers in multiple ways (Black and Wiliam, 2005). Consequently, in future lessons like this as the pupils confidence grow I would look to reduce my own impact on the group discussion.

### **Digital Competency Framework (DCF)**

Estyn (2018) and Donaldson (2015) emphasise the importance of the DCF especially given its prevalence in the modern world. Digital competency encompasses pupils using a variety of technologies 'collaboratively, creatively and critically' (Hague and Payton, 2011). Donaldson (2015) states that digital competency is essential for pupils to successfully and confidently participate in the modern world.

As part of a Year Two literacy lesson, pupils used an online application to create a book retelling the story of the Wizard of Oz. This lesson not only developed the pupils' creative writing skills but also improved their digital competency through cross-curriculum integration of DCF. The computer programme allowed them to draw with the mouse to produce a front-cover illustration and progress their typing skills. In this lesson the pupils practiced the fundamental digital skills, which are essential in becoming independent and critical learners (Hague and Payton, 2011).

Furthermore, with the increase in digital use in the home and work environments lessons such as this are important to ensure proficiency in skills such as word processing. This lesson exemplified to me the value of cross-curriculum lessons. The use of technology helped to engage the students in their creative writing task; and the literacy task also created an opportunity for the acquisition of digital skills. However, the use of technology created challenges through the lesson and I found with prolonged use of digital technology the pupils became increasingly distracted. In future I would explore including other digital media options, such as film, to add variety and interest, which would also allow the pupils to develop other essential modern technology skills.

## **Utilising Previous Knowledge and Experience and Engaging Interest**

In Donaldson's (2015) review he reinforces the importance of designing tasks that allow pupils to utilise prior learning, and also offer the flexibility for each individual pupil to access the material in a way that best suits them.

Previous knowledge can impact on what a pupil will take away from a new learning experience (Phillips 1995, in Mcleod 2019) and can act as a "springboard for future learning" helping them to process the new information (Dochy, Segers and Buehl, 1999; Dochy, 1999). Furthermore, a pupil's prior knowledge on a subject can also impact their interest in the subject (Kintsch, 1980 in Schraw et al. 2001). There is a lot of literature surrounding the interest learning theory, which states that the more interesting the learning material is, the more likely the pupil will remember the information (Hidi and Renninger, 2002; Schraw et al., 2001). Therefore, a one-size-fits-all approach is not appropriate (Donaldson, 2015) and accessing pupils' curiosities through pupil choice can lead to increased interest and engagement in a topic (Schraw et al. 2001 and Kohn, 1993).

However, Donaldson (2015) warns that it is important to be aware of our own limitations in being able to identify the interests of a child and ensure pupils are not segregated into superficial groups. Designing activities with greater freedom for pupils to choose the way they access the topic allows individualised teaching that best fits each pupils' needs.

A pupil's ability to learn is optimised when the content of the lesson builds on their previous knowledge (Hattie and Yates, 2014). Schraw et al. (2001) explains that pupils more easily understand new abstract concepts when they are able to link them to previous learning; by increasing understanding engagement is also increased. I found this particularly effective during a Year Two numeracy lesson in which I used pupil's prior knowledge of their daily routine to plan a lesson on the topic of time. I selected resources and tasks for this lesson which helped pupils establish links between time and their own daily routine; such as pictures of children getting out of bed and eating. I noted that the creation of these connections allowed for a swifter acquisition of knowledge, and a sense of achievement that kept pupils engaged throughout the lesson.

However, I found that pupils came to the lesson with different levels of experience on the subject of time. Consequently, pupils with greater experience completed the tasks more quickly. Therefore, in future I would assess pupils' prior knowledge of time at the start of the lesson. This would provide an insight into the 'individual guidance' pupils will need to succeed and remain challenged throughout the lesson (Dochy, 1992 in Dochy, Segers and Buehl, 1999).

In another lesson I utilised 'pupil voice' by planning a Year Two science lesson based on a topic of their choice - the implications of healthy eating on the body. This encouraged pupil autonomy and I found the pupils were more interested in a topic they had chosen. Many authors reinforce this finding and explain that by employing 'pupil voice' the pupils show higher levels of interest in the topic and remain engaged (Cordova and Lepper, 1996 in Deci 1992, in Schraw et al. 2001; Kohn, 1993). An unexpected finding from covering a pupil-chosen topic was that it generated more questions and discussions from the pupils. In the future I would dedicate a specific time during the lesson to allow for this and the deeper exploration of concepts.

An additional method of promoting pupil interest is by using learning aids they have engaged well with in the past (Deci, 1992 in Schraw et al. 2001). A way I integrated this into my teaching was during a Year Two numeracy lesson; where I promoted pupil interest in a difficult abstract topic through using an animal theme and multilink blocks, which the pupils had previously enjoyed. Tobias (1994) showed that if a lesson interested the pupils they were more likely to remain highly motivated throughout and work hard to produce high quality pieces of work. This applied to my lesson and the pupils engaged well and quickly progressed.

Furthermore, I structured different teaching styles throughout the lesson to promote interest as recommended by Dewey (1913 in Harackiewicz, Smith and Priniski 2016). A teaching style I found particularly useful was using a 'hands on' activity during the main body of the lesson; increasing the variety and interest within the lesson.

## **Conclusion**

Hattie (2009) argues teachers are one of the most powerful influences on a pupil's learning, and on reflection I feel that using these three pedagogical principles has greatly improved my teaching skills. These techniques have helped guide the creation of diverse lesson plans that increase the interest of lessons, thus engaging students throughout. The use of AfL strategies has enhanced the quality of the lessons; and implementing cross-curricular topics challenges pupils and produces more meaningful lessons with authentic contexts. The application of these principles allows us to provide pupils with teaching that is individualised and best prepares them for their adult lives.

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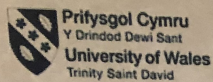
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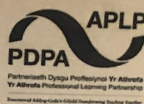
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# Consent Form for Taking Photos and Filming



**Yr Athrofa**  
Institute of Education  
Addysg i Gymru / Education for Wales



## 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 Emma Dando as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/Senior Mentor: ROSE OWEN

Signature: [Signature]

Name of School: PENYBONT PRYDDY

### 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: Emma Dando

Signature: EDando

Student no: 1902946

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):

Date: 4.11.19