

Overview

Monday, December 9, 2019 10:15 AM

Name: Katie Rhodes

Student number: 1300562

Pathway: Primary PGCE Student

Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of the pedagogical principles. Word count 3,232.

Link to OneNote: https://uwotd-my.sharepoint.com/:o:/g/personal/1300562_student_uwotd_ac_uk/EpX6Hq5DG5VNILNMEZmpQbYBvfuwRgGfHlg7eLht6Mc0Zw?e=RpkA3A

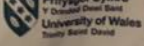
Targets from previous assignment:

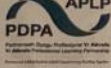
	Target	What I have done in this assignment...
Target 1	Ensure your proof read prior to presenting the work.	I read over my work multiple times, including individual paragraphs, taking time to ensure that my work is at a high standard.
Target 2	Ensure all referencing is accurate throughout.	I have checked over my references, however, there were no notes/comments or ways to improve on my last assignment, in regards to my reference list. With this assignment, I have read through the Harvard referencing guide and have improved my referencing throughout the assignment and in the reference list.

Photograph consent form

Friday, January 3, 2020 6:07 PM

I have attached a copy of the consent form from School X, allowing me to use photos of the children's work and photos of the children throughout this assignment.

 **Yr Athrofa**
Institute of Education
Adding Quality Education for Wales

 **APLP**
PDPA
Professional Development Programme for All 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 Katie Rhodes as a representative of the APLA, to:

(Tick accordingly)
Take photographs ☒
Film
Record

Name of Head teacher/ Senior Mentor: Julia Roche
Signature: J Roche
Name of School: [Redacted]

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: Katie Rhodes
Signature: K Rhodes
Student no.: 1300562

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): PGCE primary
Date: 04-12-19

Thank you for your co-operation. October 2019

Appendices 1a: Success criteria

Wednesday, December 11, 2019

1:45 PM

LO - To type the success criteria for my non-chronological report

Skill - Use basic keyboard functions such as letters, numbers, punctuation keys, space bar, shift keys, capital lock key, arrow keys, scroll bar and return keys.

Success Criteria

- ☒ As a group we can think of our success criteria
- ☒ I can locate the keys.
- ☒ I can use the return key.
- ☒ I can underline the heading.
- ☒ I can make the heading bold and italic.
- ☒ I can change the colour font for each success criteria
- ☒ I can change the style of font for each success criteria

How well did you do?

☒	☐	☐
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At the start of each lesson, the children are shown the success criteria. The success criteria displays all of the aims for the particular lesson. Once the teacher has explained the success criteria, the children have a chance to ask the teacher any questions they have and are then asked to show (using their thumbs) if they understand the lesson plan. At the end of each activity, the children tick the boxes for their success criteria and colour the correct symbol that displays the children's views on how well they did during the activity/ how they think the activity was. The children know that they can either colour the symbol green, yellow or red. If a child colours the symbol green, it means that they have understood the activity well. If a children colours the symbol yellow, it means that the activity went relatively well. If a child colours the symbol red, it means that they struggled throughout the activity and need more support. The children are made aware of the 'how well did you do?' Section and are confident in assessing how they feel the activity went, for them individually.

When completing the success criteria with the children, one factor that I found hard was the children trying to please me, as the practitioner. Throughout the explanation of the success criteria and the task, I would explain the importance of being honest when completing the different sections and explain that it was okay not to have a green smile face every time.

Appendices 1b: Two stars and a wish

Wednesday, December 11, 2019 1:46 PM

Teaching & Core Learning	Teacher to adopt a direct teaching approach in order to guide pupils through the key aims of the lesson.	Pupils to listen to the teacher's guidance and information about the key aims of the lesson to support their learning.	iPads Garageband App H&S: Ensure all children sitting on chairs properly – no swinging on chairs or being a distraction.
	Teacher to introduce the group tasks for groups of 5-6 pupils to complete in each area. Pupils will know through instruction which group/task they are completing.	Pupils to work individually to complete the direct task. Pupils will be encouraged to peer and self-assess, listening to each others sounds and watching how their peers made their sounds, promoting further knowledge of the App and giving ideas.	
	Teacher to monitor the groups as they work on the task, providing feedback and assessing their learning through questioning. During this task, teacher to monitor, provide instant feedback and		

	encouragement. Teacher to provide help and assistance, when needed. Year 2 Green and Yellow – Composing their music and making comments on it. 2 stars and a wish. Year 2 Orange/ Year 1 Green – Composing their music and making comments on it. 1 thing they like and one way they can improve. Year 2 Red/Year 1 Yellow – Using the App to create their own piece of music using the different instruments. Group discussion on what they like and ways to improve about the music. Year 1 Orange and Red – Using the App to create their own piece of music using the different instruments. Teacher to name the instruments and try and get the children to remember the names of the different instruments.		
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During the Garageband activity, the Learning Outcome (LO) for the Year 2 green and Yellow groups were to compose their music and make comments on it, using two stars and a wish. I explained the importance of constructive criticism at the beginning of the lesson. To start of the activity, I got the children to listen to the music that I had created and asked them for positive comments and for any advice they could give me to try and improve my work. A child in the group suggested I add a guitar. After adding the instrument, I played the music again and thanked the children for helping me improve. The children were all confident when giving advice and spoke to their peers' in a respectful manner. The children were able to create their own piece of music, assess the music and make suitable changes to improve their work. Being able to give and receive constructive criticism is a key element when peer and self-assessing, and is a key skill in life in regards to employability and working as part of a team (Black et al., 2007).

Appendices 1c: Think, pair, share.

Wednesday, December 11, 2019 1:46 PM

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)	Introduce the topic and discuss children's prior knowledge on superheroes and what they like about superheroes. Teacher to introduce the superheroes PowerPoint.	Pupils to engage in a think, pair, share activity in order to activate prior knowledge on superheroes. Pupils to recall information to the teacher in regards to the topic. Pupils to listen carefully and to remember key aspects of the PowerPoint.	Superhero PowerPoint H&S: Ensure all children are sat down on the carpet, making sure they have nothing in their hands, and have enough room to not disrupt any one else.

During the introduction of the topic lesson, I always get the children to discuss their prior knowledge on superheroes and to discuss any information they have, in regards to the topic. I do this through getting the children to engage in a think, pair share activity. This gives all children in the class an opportunity to think of ideas and to listen to their peers' knowledge on the topic. This also ensures that the whole class are actively involved as they know I may ask any of them for information on our topic. Sharratt (2019) discuss' the importance of having time at the start of the lesson to recap on previous knowledge.

Appendices 2a: Superhero lesson carousel (cross-curriculum)

Monday, December 9, 2019

10:19 AM

Evidence of Learning (including attitude to learning over time))

In the LSO activity, the task was based on the children developing their mathematical skills and using their findings from the tally chart, to then create their own individual bar graphs. All groups were able to complete the task. However, the zebras (middle ability group) struggled and needed more support from the LSO when completing the bar graph. All children in each group were confident in completing their tally chart. The children enjoyed finding out the favourite fruits from the children in the class.

The teacher-led activity was a success and was hugely popular with the class. Children in all groups were engaged and exciting to be working with the iPads, creating their own music. Each child could use the App confidently by the end of their session and each child could name several instruments and add and remove instruments from their graphic score. The children were able to peer and self-assess. They enjoyed listening to the music that their peers had made and were all very supportive, in regards to feedback given.

During the ICT activity, the children had to create a 'wanted' poster. The children were able to access the document, choose their villains to drag in to the different boxes. The children were able to think of names for the villains and a reason for them being wanted. The children were all able to think of a reward that somebody would receive if they found the bad guy. The children were all able to complete this activity with minimal help from the teacher. The activity was a success and each child filled out their success criteria with a green happy face, to show they had understood and completed the task well.

During the independent activity, all children were able to ask questions and develop their oracy skills when completing the headbands game. Many children from the class were familiar with the game, being more confident and acting as a MKO, helping and supporting their peers. Child L didn't react well when working in a group last week, so when working with the zebras, I ensured that the supply teacher and I spent time checking in on the group, and before discussing the activity I made sure I discussed how important it was for them to work as a team and to take turns. Child L worked very well with his team and took turns without a fuss, which was great to see. All children in each groups took turns in asking the questions and answering the questions. The activity was a success and each child filled out their success criteria with a green happy face, to show they had understood and completed the task well.

At the end of the four lessons, the children were able to think and discuss the different activities. The children were able to discuss different instruments, talk about tone, pitch and volume with links to their own work. The children were able to peer and self-assess giving constructive criticism. The green (high ability) group were then able to make changes to their work, linking to the advice they had been given from their peers, editing their work in order to improve it. The children were also able to discuss different behaviour and actions that would be deemed as 'bad' in society, making links to their posters and showing and understanding of what is 'right' and what is 'wrong'. The children were able to speak confidently in front of their peers and problem solve when playing the head bands games. The children also developed their mathematical skills when creating a tally chart and using that information to create their bar graph. By the end of the lesson, all children could describe a tally chart and a bar graph.

Each week I plan four activities linking to the topic (superheroes). The lessons are completed in a carousel and each week I reinforce cross-curriculum responsibilities.

The learning outcome for the teacher-led activity was to use the Garagband App to experiment with percussion and electronic instruments to create imaginative sound effects and music. This lesson linked to health and well-being through peer and self-assessing, learning about the positive impacts of giving feedback. This activity also promoted digital competence, giving the children opportunities to learn

about different software and electronic devices that are made available for them. The activity also linked to creative development and music as the children were learning about different instruments and musical terms, such as volume, pitch and tone.

The learning outcome for the ICT activity was to discuss the behavioural expectations of the setting/school and understand that rules are essential in an ordered community. Pupils to then choose why superheroes are wanted for a particular crime. This activity linked to personal and social development, giving the children opportunities to develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community.

This activity also links to Literacy and writing across the curriculum, writing sentences about the superheroes that they have chosen. The activity also promotes digital competence through the use of the computer and becoming familiar with the computer software and the Presentation document.

The learning outcome for the independent activity was to work as a group, taking turns in asking questions/answering questions to complete the Headbands game. The lesson linked to developing oracy, question and answer, and promoting problem-solving skills/creative thinking.

The learning outcome for the LSO activity was to create a tally chart and bar graph to find out the favourite fruit in the class. This lesson linked to mathematical development, teaching the children how to create a tally chart and a bar graph. The activity also linked to health and well-being as the children had an opportunity to develop an understanding that the right types of food and drink are important for healthy bodies.

Throughout the carousel of activities, each activity promoted cross-curriculum responsibilities and providing opportunities to practice them. Whenever I plan for the week, I try to link an activity to each area of learning and experience.

Appendices 2b: Creative development, KUW and developing oracy skills

Wednesday, December 11, 2019 2:02 PM



In the previous lesson, we spoke as a class about materials, discussing recyclables and non-recyclables. The children also discussed what happens to materials that are non-recyclable (KUW). The children brought in materials that they thought could be recycled. We carried out a lesson, using the recyclable materials that we had brought in, to make superhero vehicles (creative development). The children had examples of different vehicles as a guide, but were free to design their own. After completing the vehicles, the children were confident in explaining their vehicles to the rest of the class (oracy skills). The children stood at the front of the class and answered questions, such as 'Who is your vehicle for?', 'What materials have you used?' And 'Why did you choose to use those materials?'.

Appendices 2c: Health and well-being, creative development and LLC.

Wednesday, December 11, 2019 2:02 PM

LC: To discuss different aspects of the superheroes, including their diets and how this may affect their different strengths, and how they look out for each other and work as a team.
 SPS: Understand the impact of food and drink on health.

Spines criteria

☒ Understand and discuss different characteristics that show how to be a good friend and how to work in a team.
☒ Know the difference between healthy and unhealthy foods.
☒ Understand how using the good qualities/positive choices discussed can affect their own and others' health and well-being.

How well did you do?
☒ ☐ ☐

LSP--Year 2-- Contribute to discussion keeping a focus on the topic, and taking turns to speak.

 	 
A good superhero is... <u>Kind and Fast</u> ✓	A villain is... <u>mean and destroying</u> ✓

Da Iawon!
 WB 11/11/19
 KE

At the start of the lesson, as a group, we discussed what we thought made a good friend. The children gave examples of things that their peers' do that makes them a good friend/makes them a good person. Throughout the activity, we spoke about foods, grouping them in to foods that make us feel good and make us healthy, and then foods that are not healthy. The children were able to cut out the pictures of the food and were able to group the foods and then linked them to the superhero or the villain (creative development). The group all agreed that the superhero must eat the healthy foods and the villain eats the unhealthy food. The children were able to give answers, through verbal communication, explaining that superheroes are fast, so therefore must eat foods that make them healthy and strong (healthy and well-being). At the end of the lesson, the children were able to complete the sentences 'A good superhero is...' And 'a villain is...' (LLC).

Appendices 3a: Non-chronological report

Monday, December 9, 2019

10:25 AM

Student-teacher	Katie Rhodes	Class:	Year 1/2
AoLE or	Topic - Literacy	Date:	W.B.
Lesson	Writing a non-chronological report on Superheroes		
Meaningful links to Curriculum	Language, literacy and communication skills: Range of experiences – Children should be given opportunities to: practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning. LLC: Structure and organisation: Year 2 – Follow a structure in their writing with support. Follow and build upon a form modelled by the teacher. Year 1 – Sequence content correctly. Follow a form modelled by the teacher. Rec - Contribute to a form modelled by the teacher, e.g. through shared writing.		

Meaningful links to: Cross Curricular	Knowledge and understanding of the world: Skills - experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by thinking creatively, imaginatively and describing what they have found out and using simple answers.		

I spoke to my class teacher about how I wanted to expand the children's prior knowledge and develop the activities they have already completed to learn even more and gain further knowledge. The pupils used their prior knowledge from their superhero A3 spider diagrams that contain all the information about superheroes that they have found. They will be using that information to inform them and to help them write their non-chronological reports.

All about dogs

A dog is an animal you can keep as a pet.

What a dog eats

They like to eat chicken.
They like to eat dog treats.
Dogs are carnivores and like to eat meat.

What dogs look like

Dogs can be skinny. Dogs can be fuzzy.
Dogs can be long hair.

Interesting facts about a dog

Dogs like to eat poo. Many pet dogs bury bones or favourite toys for future use. Dogs can smell about 1,000-10,000 times better than humans.

- * You followed your plan to write a non-chronological report.
- * You included subheadings and an opening sentence.
- * Next time you write a non-chronological report include adjectives to make your writing more interesting.

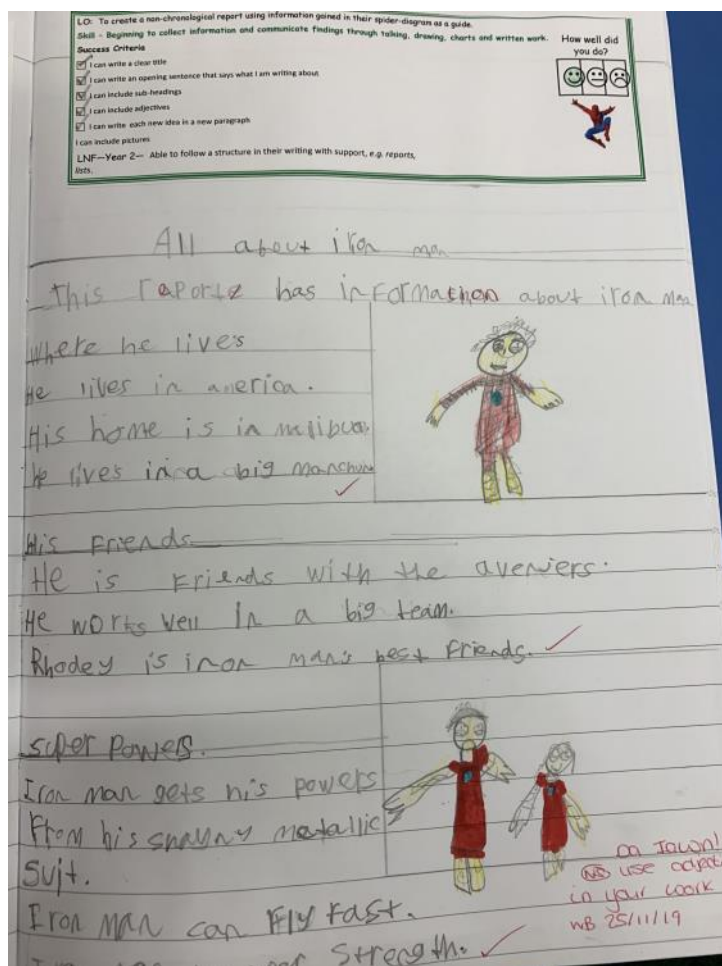
WB 18.11.19

The poster is titled "Iron man" in the center. It features several handwritten notes and drawings:

- Top Left:** "Iron man is a suit of armor" with an arrow pointing to a drawing of Iron Man's head.
- Top Right:** "Iron man is a suit of armor" with an arrow pointing to a drawing of Iron Man's head.
- Bottom Left:** "Iron man is a suit of armor" with an arrow pointing to a drawing of Iron Man's head.
- Bottom Right:** "Iron man is a suit of armor" with an arrow pointing to a drawing of Iron Man's head.
- Center:** "Iron man" written in large letters.
- Bottom Center:** "Iron man is a suit of armor" with an arrow pointing to a drawing of Iron Man's head.
- Bottom Left:** "Iron man is a suit of armor" with an arrow pointing to a drawing of Iron Man's head.
- Bottom Right:** "Iron man is a suit of armor" with an arrow pointing to a drawing of Iron Man's head.

The background of the poster is a yellow sunburst pattern. The city skyline is drawn in black and white. The text "We worked together to think of the different subtitles and information about ironman!" is written in green at the top of the image. The text "Bendigedty! 11.11.18-12-19." is written in red at the bottom of the image.

Engaging Enhanced Provision Page 12

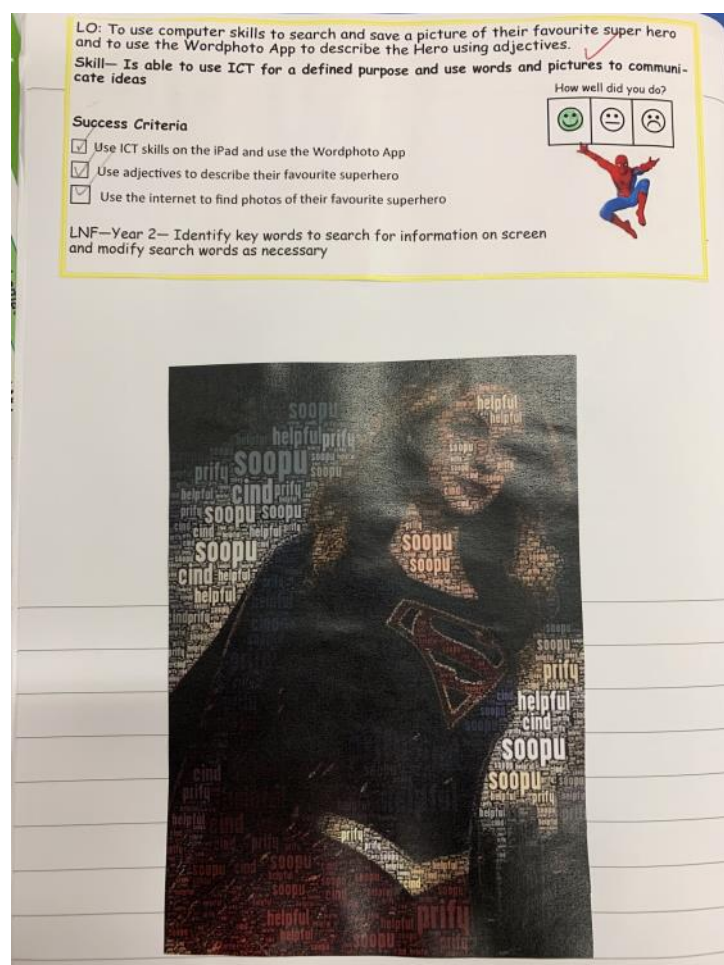


A week after completing their spider diagram that included all of their information on their chosen superhero, I planned for the children to complete a non-chronological report. I got the children to discuss their prior knowledge and experiences of writing non-chronological reports. Engagement was promoted throughout this activity, as the subject was chosen by the children and all of the information used in their non-chronological was information that the children wanted to find out. Progress was made throughout this activity, as the success criteria was altered from the original success criteria in the English lesson. The children were able to follow a structure in their writing, with little support.

Appendices 3b: Digital Competence progression

Wednesday, December 11, 2019 1:52 PM

During the start of the superhero topic, one of the activities that the children had to complete was an ICT activity. During this activity, the children had to use the internet to find photos of their favourite superhero and then use adjectives to describe the superhero. This activity got the children to use ICT skills for a defined purpose and use words and pictures to communicate ideas.



Two weeks after completing the above activity, the children were set another ICT activity. The Learning Outcome (LO) was for the children to create a superhero I.D card. During this activity the children had to use their prior knowledge on superheroes, the clothes they wear and different powers that we discussed during the first ICT lesson. The children also had to create their own superhero, using their photo collage as an example of what their superhero might look like.

LO: To create a Superhero I.D Card.

Skill— Beginning to create and record images and ideas from imagination using a range of tools.

Success Criteria

- ☒ I can create my own Superhero on point.
- ☒ I can think of 6 of my own sentences linking to my Superhero (Bio and Powers).
- ☒ I can type 6 sentences onto word under the correct sub headings.

LNF—Year 2—use subject-specific vocabulary independently.

Ardenchurch
WP.18/11/19/ MH (PgCE)

How well did you do?

☒ ☐ ☐

Name; black widow.

What do they wear?
Black clothes.



Superpowers: super jump. Super run.

Appendices 3c: Success criteria progression

Wednesday, December 11, 2019 1:52 PM

At the start of each activity, the teacher explains the success criteria and the children all have a copy of the specific success criteria in their books. There were times when the children were unsure on the aim of the success criteria and also times when the children would not engage in the start of the lesson whilst the success criteria was being discussed. The success criteria is usually completed by the teacher and then explained to the children.

LO: To drag and drop superheroes and described why they are wanted.

Skill- Begin to consider, create and communicate information and ideas in different forms, using text, images, pictures and sound.

Success Criteria

- ☒ I can drag and drop 2 superheroes that are wanted into the boxes and give them a name.
- ☒ I can copy a sentence provided describing why they are wanted and write 3 of my own sentences.
- ☒ I can create 2 of my own sentences to described why the superheroes are wanted.
- ☒ I can what reward I would give on my poster.

LNF—Year 2— Use simple subject-related words appropriately.

How well did you do?

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KNOW
the Rules

Hattie (2012) believes that planning is essential and ensuring that the teacher and pupils are aware of the lesson outcomes is paramount. I understand the importance of children having a success criteria, so when writing our non-chronological reports, I got the class to think of their own success criteria, with clear aims for their reports. The children were able to think about the key aspects of a non-chronological report and also use the success criteria that I had made to complete their work. Some of the class used their old learning objectives as a guide and for ideas of what they could include in their own success criteria. At the end of the lesson, the children assessed their own work and coloured the face on the 'how will did you do?' Box. When discussing the success criteria now, the children are more aware of the learning outcomes and what is expected of them. I feel that this was progression for learning and giving the children opportunities to gain on previous knowledge, as they were able to understand the importance of success criteria when completing their work. The children had opportunities to develop their digital competence skills through the using the keys, learning how to underline, change the font, change the writing to bold and italic and how to change the colour. This helped to develop their basic keyboard functions.

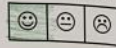
LO - To type the success criteria for my non-chronological report

Skill - Use basic keyboard functions such as letters, numbers, punctuation keys, space bar, shift keys, capital lock key, arrow keys, scroll bar and return keys.

Success Criteria

- ☐ As a group we can think of our success criteria
- ☐ I can locate the keys.
- ☐ I can use the return key.
- ☐ I can underline the heading.
- ☐ I can make the heading bold and italic.
- ☐ I can change the colour font for each success criteria
- ☐ I can change the style of font for each success criteria

How well did you do?



Success criteria

I can use my plan to write my non chronological report.

I can write a clear title.

I can write an opening sentence that says what I am writing about.

I can include sub headings.

I can write each new idea in a new paragraph.

I can include pictures.

Gwaith dda! WB 11.11.19

School X is an English medium primary school located in South Wales. There are 510 pupils at School X, with 20% of these pupils identified as having Additional Learning Needs (ALN) (Estyn, 2015a). In school X, 8% of children are looked after by the local authority and 53% of pupils are entitled to Free School Meals (FSM) (Estyn, 2015a). Throughout PTE1, I was placed in a Year 2 classroom, teaching 26 children aged between 6 and 7 years old.

Throughout my time at School X, I have found out about the different ways that the school have already integrated Donaldson's pedagogical principles throughout their practice.

Throughout this assignment, there will be three pedagogical principles discussed and ways in which these principles have shaped my teaching and the learning of the pupils in my classroom.

Donaldson (2015) outlines 12 pedagogical principles that link good learning to effective teaching. Good teaching and learning occurs when there are goals set, feedback gained, passion and engagement from people involved and all are participating in the act of learning (Hattie, 2012). The first pedagogical principle to be discussed is good teaching and learning means employing assessment for learning principles (Donaldson, 2015). Assessment for Learning (AfL) is an approach used to develop teaching and learning, creating opportunities to provide feedback that will then help to benefit and improve the performance of pupils (Cambridge International Education Teaching and Learning Team, no date). AfL has been described as a method used to gain information that will determine where pupils are in their

own learning, to try and find where they need to go and how best to get them there (Assessment Reform Group, 2002). Chrichton and McDaid (2016) believe that AfL strategies are seen as being effective in early years' settings. There are many approaches and strategies linked to AfL including the use of success criteria's, peer and self-assessment, learning outcomes, and the use of formative feedback (Chrichton and McDaid, 2016). Black et al. (2007) state that the priority and the purpose for using AFL strategies is to promote the learning of the pupils. Donaldson (2015) believes that through the use of an AfL approach, practitioners are provided with an insight in to effective teaching and learning, providing feedback regularly and ensuring that teaching is adapted depending on the needs of the individual child. AfL can be adjusted and altered, allowing practitioners the flexibility to apply the skills to any age range, using as many AfL strategies or as little as they like (Cambridge International Education Teaching and Learning Team, no date). Black et al. (2007: 2) discuss the research that has been carried out about formative assessment in the classroom, and state that studies show formative assessment is not used a 'strong feature of classroom work'. Wiliam (2016) believes that one challenge that may be apparent when implementing assessment for learning strategies may perhaps be practitioners' attitude and behaviour, in regards to embedding the strategies and practices constantly through day-to-day practice in the classroom. In relation to learning strategies, a solution for practitioners may be to become aware of different teaching styles and to encourage students to use a wide variety, when possible. Through the use of multiple learning strategies, this will help pupils reduce the chance of having a restricted view of their own abilities (Adey et al, 1999.,

Wiliam, 2018).

Throughout my time at school X, one way in which I embedded an assessment for learning principle throughout my practice every day, in every lesson was through the use of a success criteria (evidence provided in Appendices 1a). Cottrell (2015) state the importance of having a success criteria and believes that this helps to motivate and help individuals to reach their own target. There were pedagogical links (displayed in Appendices 3c). The children were able to create their own success criteria, linking with assessment for learning. This also encouraged the children to take increasing responsibility for their own learning through the completion of their own success criteria (Donaldson, 2015., Hattie, 2012).

Wiliam (2016) believes that it is impossible to fully understand what a student has learned and if there has been an increase in knowledge for a particular skill, even if the lesson is well planned and students are motivated. In the future, it may benefit the children if I spend more time during the lesson referring back to the success criteria, in more detail, to try and determine whether or not the children are understanding what is expected of them during the lesson and to ensure they are following the lesson aims and objectives. This will ensure that there are regular reviews of what the pupils have learnt and will give the teacher an insight in to where the children may need more help and support (Wiliam, 2016., Sharratt, 2019).

Hattie (2012) states that planning together, learning together and critiquing each other are ways in which to work together to develop outcomes. This links to the AFL strategy used in Appendices 1b, two stars and a wish. The two stars and a wish strategy aims to promote peer-assessment and to encourage children to reflect not only on their own learning, but on

the learning of their peers (Cooper and Cowie, 2010., Sharratt, 2019). During the activity discussed in Appendices 1b, the children in the Year 2 green and yellow groups were successfully able to peer and self-assess, using the two stars and a wish. One problem I had during the start of the activity, was the children not wanting to give constructive criticism or negative feedback on work. Black et al. (2007) believe that the only way in which children will develop peer and self-assessment skills, is through practitioners helping them to develop these vital skills. One way that I dealt with this was through using my own music as an example. This gave the children opportunities to comment on what they liked about the song and asked for ways in which I could make my song even better. I took on board all comments and after making the changes they had suggested, I thanked the children for helping me. Moving forward, I will ensure that I provide more opportunities for the children to be involved in self and peer-assessment as Black et al. (2007: 52) suggests that peer-assessment 'can help develop the objectivity required for effective self-assessment'.

Another effective AfL strategy is Think-Pair-Share (TPS). TPS is an active learning strategy that is used in the classroom to encourage pupils to discuss a problem or a question, that is usually given to them by the practitioner (Kothiyal et al., 2014). The pupils are given time to think individually, then an opportunity to discuss in pairs or small groups, then to share the information with the rest of the class (Prahl, 2017). Kothiyal et al. (2014) believes that one benefit of TPS is the practitioner obtaining instant feedback on the level of student engagement and their knowledge and understanding of the question asked. One way in which I effectively used TPS in practice, is through a TPS question at the beginning of a new

topic. This helped me as a practitioner, to determine where the children were at the beginning of the topic and also where I wanted them to go, in regards to their learning (Thomson et al., 2012., Sharratt, 2019). Through the TPS question, the children were also able to give me information about what they liked about the topic and also ideas about what they wanted to learn. This helped impact on my planning, as I decided to use different activities that promoted cross curriculum responsibilities and that I knew would be engaging, as the children had chosen them (example provided in Appendices 1c).

The second pedagogical principle to be discussed is good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice. Cross curricular teaching and learning is seen by many as a new idea, however, it has a long history and was introduced in the USA by John Dewey, in 1902 (Barnes, 2015). Rowley and Cooper (2009) state that practitioners create a false opposition between subjects and believe that we should infuse them together and see them as interconnecting (Dewey 1902). Dewey (1897) believed that lessons and activities are rarely seen as being individual. In 1931, the Hadow Report wrote about Dewey's ideas and thoughts on cross curricular teaching and learning, and took ideas to the UK (Barnes, 2015). The Hadow Report was seen as being a success in regards to being progressive in education in the UK, with recommendations being advanced in the Plowden Report (Barnes, 2015). There is a demand for young people to have improved levels of wider skills, including literacy and numeracy, which has pushed for a change in curriculum (Donaldson, 2015). The change in curriculum aims to see the development of

skills in an area of learning approach (Donaldson, 2015). Donaldson (2015) states that a priority has already been given to literacy and numeracy, introduced in the Literacy and Numeracy Framework (LNF). The Welsh Government (2016) produced the LNF, which is designed as a tool to help teachers promote cross-curricular planning. Estyn (2015b) state that teachers should naturally promote cross curriculum opportunities during lessons, when suitable to reinforce learning in numeracy and literacy. Literacy and numeracy are continuing to be promoted throughout the new curriculum, now alongside digital competence as a cross-curriculum responsibility (Donaldson, 2015). Thomson et al., (2012) discuss critiques in regards to cross-curriculum work and states that many primary teachers believe that children's learning and staff's teaching may be improved if staff have the understanding of the ways in which the subjects related to each other. Hattie (2012: 19) also believes that teachers who are passionate and accomplished focus on gaining knowledge and understanding, then monitoring how their students gain and use this knowledge. Hayes (2010) states that through the implementation of cross-curriculum teaching, single-subject teaching is not being taken away, it is giving opportunity to provide natural links between subjects, giving pupils opportunities to gain subject knowledge.

Estyn (2018) discuss' promoting skills across the curriculum, one example included is to transfer skills from an ICT lesson to cross curriculum work. Throughout my time in placement, cross curriculum-responsibilities were promoted throughout day-to-day practice. They were promoted through the implementation of my planning, that included trying to include all areas of development throughout each topic carousel lesson each week (shown

in appendices 2a). Waller et al. (2011) discuss' the need for resources in order to be able to effectively promote cross-curricular work. Samuelsson and Olsson (2014) believe there is frequently a public digital divide, with practitioners having unequal access to ICT information and resources. The class that I was placed in had 4 computers, 30 laptops and a range of iPads for the children to use. During the topic, each week the children had a different ICT activity, using a variety of resources in order to promote their digital competence and also to promote cross curriculum responsibilities, throughout each activity. The resources made available were very helpful and made it easier to link digital competence in to lesson plans, however, I understand resources and stimuli made available to pupils may have an effect on how children learn (Samuellson and Olsson, 2014).

One area of development I felt was easier to include than most other areas was Language, Literacy and Communication. At least one element of LLC can be seen in appendices 2a, 2b and 2c. One reason it may have been easier to promote LLC, may be because it is a core subject throughout the school as it is priority 2a in the School Improvement Priority (SIP).

Knoors and Marschark (2014) discuss the needs of learners in regards to language development for children with Additional Learning Needs (ALN) or children who have difficulty in hearing. Early identification to barriers relating to language need to be put in place to improve access to spoken language and maintaining good communication patterns (Knoors and Marschark, 2014). As LLC development is in the SIP for school X, the school have implemented many strategies and ideas to try and help improve in this area of development. In early years' classes many children that attend the school gain confidence in

developing their vocabulary and learn to speak clearly, through support from the speech and language therapist at school X. There was only one child (Child B) in my class with low speech and language skills, but through support from the speech and language therapist and discussions with the class teacher, I found it rather simple to alter lesson plans to cater for Child B and his needs, whilst still including all areas of LLC skills.

At the beginning of PTE1, I felt a need to include every area of development in to the planning for topic, as I wanted to ensure that I was promoting cross curricular links and promoting the children's learning. One lesson that I struggled to include every week during the planning process for topic was Mathematics. Cross-curriculum links should be natural and that schools are not expected to show off maths, ICT and literacy skills in every lesson (Estyn, 2015b). After a discussion with my class teacher about cross-curriculum responsibilities (in A5 journal), we decided that we would only include areas of learning and experiences, if they could naturally be promoted throughout the lesson, and not seen as an 'add on' (examples of this are shown in Appendices 2b and 2c) (Estyn, 2015b). Moving forward, to ensure I promote cross-curriculum responsibilities in PTE2, I have created a topic lesson plan overview. By doing this I have ensured that there are opportunities available for the children to develop their knowledge and skills in all areas of learning and development, where appropriate.

The last pedagogical principle to be discussed throughout this assignment is good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest. Donaldson (2015) argues that a 'one-size-fits-all' approach

to learning will not meet the needs of individual needs. With an emphasis on progression, practitioners will need to be creative when setting activities and providing resources to help build on previous knowledge and help to engage the children's' interest (Donaldson, 2015). Cooper and White (2014) describe progression for learning as a progressive approach in which the students are individuals who are encouraged to learn through collaboration, building on their own previous experiences. Progression in learning and development can help to identify areas where progression does not occur, and in return help increase understanding of the areas in which it does (Hughes, 1996., Hattie, 2012). Rosenshine (2012: 1) discuss' the importance of background knowledge and suggests that the most effective teachers in regards to previous knowledge, ensure their students are 'connected to background knowledge by providing a good deal of instructional support'. Instructional support should be provided in manageable amounts through different teaching approaches including direct teaching, modelling, hands-on activities and providing enough time for review (Renshine, 2012). Hattie (2012) states that the act of teaching requires interventions throughout the pupils learning, to ensure there has been a change in the students' cognitive development. The practitioner needs to be aware of the learning, both practitioner and student need to be aware of learning outcomes and intentions (Hattie, 2012). Rosenshine (2012) believes that successful teachers give opportunities to efficiently gain, use and connect knowledge, after the pupils have learnt the basic skill. Hattie (2012) suggests that in order to provide challenging experiences in learning, the practitioners need to have knowledge on prior understanding in order for the pupils to progress in their

development. Content needs to be understood, the practitioners should aim to provide direction and provide constant feedback throughout (Hattie, 2012). Sharratt (2019) agrees that pupils need to understand the content and suggests that providing opportunities to use skills learnt after learning has taking place will help to embed the knowledge (Sharratt, 2019).

Hughes (1996) believes that planning can be improved when knowledge of where the children are progressing and not progressing is gained. Planning can be complete in a variety of different ways, a successful way in which to develop lesson plans is to involve the pupils in the planning and to use their own thoughts and ideas (linking to appendices 3c) (Hattie, 2012). Hattie (2012) goes on to explain that both the practitioner and the student need to be fully aware of the learning outcomes and intentions during a lesson/activity. At the start of PTE1, I found that many of the pupils in my class were not engaged during the discussion about the success criteria, thus me getting the children to create their own (Appendices 3c). During the lesson, the children had an opportunity to build on their previous knowledge and create their own success criteria. The activity was completed on the computer, linking to cross-curriculum responsibilities and creating authentic learning opportunities (Donaldson, 2015). Hattie (2012) believes that pupils should have opportunities to lead the way towards gaining knowledge to help guide them towards their own success criteria. I feel that the task was a success, the pupils in the class were actively engaged in their own learning and were given opportunities to problem solve (Sharratt, 2019).

Rosenshine (2012) carried out studies of classroom instruction, and states that the most effective teachers begin lessons with a review of previously covered material. This links to Appendices 3b, during this activity, pupils used their prior knowledge and ideas from the previous lesson to complete their superhero I.D cards. Rosenshine (2012) suggests that the most effective teachers plan well and do not overwhelm their students by providing too much new information at one time. This links with appendices 3a, as throughout the activities shown, I ensured that the pupils had step-by-step instructions, then assisted them through the practice with the new material. The practitioner should not proceed to the next activity until the pupils have mastered the first set of skills (Rosenshine, 2012., Hattie. 2012).

Throughout the activities displayed in 3a, I provided constant feedback and helped the pupils gather their information. Throughout this activity, pupils were given the freedom to choose to write about whichever superhero they wanted to. This links to authentic learning and employing a blend of approaches including those that promote problem solving, as the children had to gather the information and present it correctly in their spider diagram, then in their non-chronological reports (Donaldson, 2015). In the future, I'll continue to provide new information one step at a time, ensuring that the children understand each step before moving forward with their learning. Moving forward, I will obtain information on children's understanding through questioning and formative assessment, linking to assessment for learning (Rosenshine, 2012., Cooper and White, 2014).

In conclusion, it has been made clear throughout this assignment that pedagogical principles have an aim to promote good teaching, to positively affect effective learning (Donaldson,

2015). Without effective teaching and learning, there will be no meaningful improvements throughout the class, no development in the curriculum and no justifiable alteration in learning (Barth, 2006., Sharratt, 2019). Pedagogy 'lies at the heart of what it means to be an excellent teacher' (Donaldson, 2015: 64). Through reflection on my own practice and setting my own personal targets, I aim to become a better teaching and to promote effective learning through the use of all strategies discussed in the appendices and throughout the critical reflection.

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