

Overview

Monday, 6 January 2020

19:10

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

Rebecca Collins

1603308

Primary PGCE

Assessment for Learning

Monday, 6 January 2020

19:11

Example 1 – peer feedback – firework pictures.

Teaching & Core Learning	Groups of 6 children Present children with a range of materials and resources. Marble painting, Brush painting, straw blow painting, collage. Model WAGOLL Support learners where needed. Put children into pairs for peer assessment. Given sentence structure starter and support where needed.	Learners to chose what resources and materials they would like to use. Create a firework picture using thier chosen materials/resources. AFL – peer assessment/feedback Children in pairs to discuss what they like about each others pictures. Sentence structure – 'I like this part of the picture because...'	Paint Marbles Straws Brushes Collage materials Glue Black paper
Plenary	Ask selected learners to show thier creations to the rest of the class.	Learners to discuss what they have made and share ideas	

This is a screenshot of part of my lesson plan in which I used an afl strategy. This example shows where I used peer assessment/feedback after a firework craft activity. Children had create their own firework picture using the materials and resources provided to them. This gave them choice and freedom for their work which meant that every child's picture would be different. For example, I done this to avoid having a class full of firework pictures using chalk. This meant that when it came to peer assessment they would be looking at their peers work with different elements to their own. An adult sat with the children to support this activity and guide them on how to peer assess at the end of their finished product. For the peer assessment I gave a sentence structure to help the children know what they were looking for and how to answer as they had not done this before. Children were put into pairs in order to so this. I found this was very successful and children were able to provide positive feedback about one another's pictures.

Example 2 – questioning

During placement I started to consider my use of questioning and incorporate it into my planning to ensure tj=hey were effective. Here is a snapshot of a lesson plan and some of the questions I included. Although I tried to use open-ended

questions to encourage critical thinking, some closed questions still had to be used. This was so I can assess children understood what was being taught as I went along. And in the example some maths questions had to be closed in order to receive the correct answer to the question.

Teaching & Core Learning	Take children in small groups of 3/4. Support the children where needed to recognise numbers/number facts. Questioning What number have you pulled out? If you have '4' what number would we need to add to make '10'? Can you prove it to me? Show me how we can make 10. Dinosaur headband game Take children in small groups of 5/6. One child in hot seat with headband on where they can ask children questions to find out what dinosaur they are. Teacher to model questioning first to give an idea of WAGOLL. Dinosaur lava experiment Children given a simple 4 step instruction list of what they need to do. Provide children with correct and incorrect equipment to choose from. Questioning – Why would we use the spoon/syringe? Why wouldn't we be able to use a scissors? Provide children with a range of materials, different textures, shapes and sizes. Support children where needed. Getting them to think about the shape they need to create Questioning - what textures represent dinosaur scales the best? What could we use for the eyes/ mouth?	Children need to pull out a number card from the tray. Nursery – put their hand in the green gloop and pull out the correct number of eggs and place them into the egg cartons. Reception – do the same as above. Extended by working out what the number bond is to 10 and show using numicon. (HA – to write the number bond sum on whiteboards). Children to engage and respond to the questions being asked to help the child in the 'hot seat' find out what dinosaur they are. Children can refer to the board of dinosaur pictures and names to prompt questioning or work out the answer. Children to use their problem solving skills to choose the correct equipment after being read the 4 simple step instructions. Some children be able to explain their reasons for choosing that equipment. Children to work together to arrange materials to form a dinosaur (ephemeral art) outdoors. Children to refer to pictures of dinosaurs to think about the shapes and textures they are trying to create.	Egg cartons Polystyrene balls for the dinosaur eggs Green gloop Number cards Numicon Whiteboard/pens Headbands Dinosaur cards Dinosaur board with pictures and names of dinosaurs. Volcano tray with dinosaurs, volcano, pebbles etc. Bakign soda White vinegar Food colouring Equipment – syringe, spoon, scissors, pine cone, 3d shape, teddy etc. Box of materials, different textures, shapes, sizes. Pictures of dinosaurs.
-------------------------------------	--	--	--

Example 3 – self assessment – thumbs up/down.

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)	Letter from santa asking for childrens help to decorate christmas tree learning new welsh words. Use of thumbs up/thumbs down throughout lesson to gain understanding from children	Pupils to listen and engage in discussion on floor area.	Letter from santa.
Teaching & Core Learning	Children in mixed ability groups of 6 Support children recognise data pulled out from santas stocking. Support children to represent the data in a graph using christmas ribbons. Questioning – What can you remember about graphs last week? -What goes along the bottom of the graph? -What goes along the side of the graph?	Children to respond to questioning by activating prior knoweldge from last weeks graph work. Children to work together to create a physical graph using data from the christmas concert. (6 children, 3 wise men etc). Label the graph with correct labels.	Stocking Data cards using christmas concert characters Christmas ribbons Tape Labels for graph

I decided to incorporate self-assessment method during my lesson. I introduced it to the children during an introduction by answering questions and then answering using thumbs up/thumbs down. I asked closed questions such as do you like apples? Do you like dogs? Etc. This got them used to putting their thumbs up/thumbs down. This method was then used throughout the lesson to check whether children understood the task and what they had to do during each activity in the main session. This gave the adults supporting the children an indication of who understood and what children may need further support. This was very successful as it was age appropriate for the children and we were able to identify when a child needed support. It showed that children as young as 3 and 4 could self-assess themselves and if they understood what was being asked of them.

Cross-Curricular Responsibilities

Monday, 6 January 2020

19:11

Example 1 – graph – whiteboard – maths introduction

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)	Introduction Class vote on favourite dinosaur. Children collect dinosaur egg (marble) and place it on thier favourite dinosaur picture which will be layed out in the middle of the circle. Present class vote in the form of a graph on J2E by engaging the children. Get children to count the amount of marbles for each dinosaur. Then select children to input the data into the graph on the computer. Mini plenary Questioning – what is the least/most favourite dinosaur? -What dinosaur has had the most votes? What can we see by looking at the graph?	Children have time to think about thier favourite dinosaur and then use a marble to vote. Children to engage in creating a graph with support from the teacher (DCF). Respond to questioning by looking at data from the graph.	Pictures of dinosaurs Marbles J2E (graph) on whiteboard

This example shows how DCF was incorporated into a maths introduction. I used the use of computer software J2E graph and the interactive whiteboard in order to introduce how to create a graph to the children. Beforehand, to make the introduction interesting and engaging for the children, I got them all to vote for their favourite dinosaur, which was our theme for the week. They were automatically engaged when they all wanted to find out which dinosaur was the class favourite. This meant that they were ready to learn about how to make a graph and were very enthusiastic. Children were encouraged to come up to the computer and (with support) input the data into the graph. This introduction was very successful as children were able to respond to questioning about the graph both open and closed questions.

Example 2 – science lava experiment

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

<u>Student-teacher</u>	Rebecca Collins	<u>Class:</u>	<u>Nursery/Reception</u>
<u>AoLE or Subject</u>	<u>Mathematics</u> <u>Literacy</u> <u>Knowledge and Understanding of the world</u> <u>Creative development</u>	<u>Date:</u>	11/11/19
<u>Lesson Focus:</u>	<u>Dinosaurs</u>		
<u>Meaningful links to Curriculum</u>	<u>Using number skills - Use number facts and relationships</u> <u>Oracy – speaking</u> <u>Exploring and experimenting</u> <u>Arrange and combine materials to create their own images</u>		
<u>Meaningful links to: Cross Curricular Responsibilities</u>	<u>Curriculum cymraeg – beth sy yn y box? - Introduction</u> <u>LNF – read simple instructions</u>		
<u>Personal Targets (Linked to QTS and identified in weekly review)</u>			
<u>Cross-curricular themes</u>			

<u>Teaching & Core Learning</u>	<u>Take children in small groups of 3/4.</u> <u>Support the children where needed to recognise numbers/number facts.</u> <u>Questioning</u> <u>What number have you pulled out?</u> <u>If you have '4' what number would we need to add to make '10'?</u> <u>Can you prove it to me?</u> <u>Show me how we can make 10.</u> <u>Dinosaur headband game</u> <u>Take children in small groups of 5/6.</u> <u>One child in hot seat with headband on where they csn ask children questions to find out what dinosaur they are.</u> <u>Teacher to model questioning first to give</u>	<u>Children need to pull out a number card from the tray.</u> <u>Nursery – put their hand in the green gloop and pull out the correct namber of eggs and place them into the egg cartons.</u> <u>Reception – do the same as above. Extended by working out what the number bond is to 10 and show using numicon. (HA – to write the number bond sum on whiteboards).</u> <u>Children to engage and respond to the questions being asked to help the child in the 'hot seat' find out what dinosaur they are.</u> <u>Children can refer to the board of dinosaur pictures and names to prompt</u>	<u>Egg cartons</u> <u>Polystyrene balls for the dinosaur eggs</u> <u>Green gloop</u> <u>Number cards</u> <u>Numicon</u> <u>Whiteboard/pens</u> <u>Headbands</u> <u>Dinosaur cards</u> <u>Dinosaur board with pictures and names of dinosaurs.</u>
-------------------------------------	--	--	---

Teacher to model questioning first to give an idea of WAGOLL. Dinosaur lava experiment Children given a simple 4 step instruction list of what they need to do. Provide children with correct and incorrect equipment to choose from. Questioning – Why would we use the spoon/syringe? Why wouldn't we be able to use a scissors? Provide children with a range of materials, different textures, shapes and sizes. Support children where needed. Getting them to think about the shape they need to create Questioning - what textures represent dinosaur scales the best? What could we use for the eyes/ mouth?	Dinosaur pictures and names to prompt questioning or work out the answer. Children to use their problem solving skills to choose the correct equipment after being read the 4 simple step instructions. Some children be able to explain their reasons for choosing that equipment. Children to work together to arrange materials to form a dinosaur (ephemeral art) outdoors. Children to refer to pictures of dinosaurs to think about the shapes and textures they are trying to create.	Volcano tray with dinosaurs, volcano, pebbles etc. Baking soda White vinegar Food colouring Equipment – syringe, spoon, scissors, pine cone, 3d shape, teddy etc. Box of materials, different textures, shapes, sizes. Pictures of dinosaurs.
---	---	--

This is an example of a lesson plan for a carousel of activities. The main focus tasks included maths, literacy, science (knowledge and understanding of the word) and creative development. Within the science activity there was an opportunity to incorporate the cross-curricular responsibility of literacy as children had to follow simple step instructions to carry out the science experiment. They also had to choose the correct equipment they would use which give them an extra challenge and encouraged problem solving skills.

Example 3 – cross curricular target

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Through observation, pupils were engaged in all focus tasks and enhanced provision. All activities were cross-curricular themed and encouraged children to develop across the curriculum. Children were using other skills within each activity. For example, in the science experiment they were using literacy skills by explaining their choices and following simple instructions. QTS Link – Pedagogy: Refining – Cross-curricular themes
Next Steps for Progress	To continue to plan and ensure activities are cross-curricular themed especially as the new curriculum comes into play.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Activities were effective as the children had impact into the planning of thier lessons. I gathered ideas from the term planning mindmap 'earth' provided by the teacher which highlighted childrens questions and topics they wanted to learn about. For example on the mindmap was to learn about dinosaurs and volcanoes which is where my ideas came from.
Areas for my Development	- To continue to plan and ensure activities/lessons are cross-curricular themed. - To bring in differentiation into my lesson plans to suit the needs of the learners and to ensure they have some element of challenge in thier learning.
Personal Targets for Progress	QTS Link – Refining: Pedagogy - Differentiation

This is a screenshot from a lesson plan which followed my weekly target of cross-curricular themes and responsibilities. I gathered ideas for my lessons from a termly planning mind map that took place at the beginning of the term. Their topic at the beginning of term was 'Earth'. This is where children put forward their ideas and questions of what they want to learn about and specific questions they had. On this mind map the children had written they wanted to learn about dinosaurs and volcanoes so I used their ideas and put them forward into my planning. I then planned a carrousel of lessons based on dinosaurs, ensuring cross-curricular themes and responsibilities. The carrousel of lessons were planned for a nursery/reception class. For example, during the carrousel a focus task included a science experiment where the children followed instructions of how to make their own lava within the volcano. This provided cross-curricular responsibilities because even though children seen the activity as a science experiment, they were using literacy skills by following instructions and numeracy by using the right amount of ingredients to make the lava. Below is an image taken of the term planning mind map created by the children with support.



Blend of approaches that promote problem solving, creative and critical thinking.

Monday, 6 January 2020

19:16

Example 1 - Challenge cards

Here are some images of the challenge cards I created. These were placed around the enhanced provision areas around the classroom. These gave children a focus when they were sat at a station and gave them a challenge to work towards. Children were enthusiastic and took on the challenges. However, some children took the challenge in different perspectives and used their imaginations on how to complete these. This was thrilling to see how children can use their own knowledge and experiences to interact with one another in order to complete the challenges between them and without adult support.

Challenge

Paint some dinosaur scales
using bubble wrap.

Challenge

Dig up the dinosaur
bones and order them
smallest to biggest.

Challenge

Create your own
dinosaur.

Challenge

Match up the words and
pictures you find in the
dinosaur slime.

Challenge

Free the dinosaurs
from the frozen eggs.

Challenge

Make a dinosaur fossil
out of playdough.

Example 2 – collaborative learning – group work focus task

Teaching & Core Learning	Take children in small groups of 3/4. Support the children where needed to recognise numbers/number facts. Questioning What number have you pulled out? If you have '4' what number would we need to add to make '10'? Can you prove it to me? Show me how we can make 10. Dinosaur headband game Take children in small groups of 5/6. One child in hot seat with headband on where they can ask children questions to find out what dinosaur they are. Teacher to model questioning first to give an idea of WAGOLL. Dinosaur lava experiment Children given a simple 4 step instruction list of what they need to do. Provide children with correct and incorrect equipment to choose from. Questioning – Why would we use the spoon/syringe? Why wouldn't we be able to use a scissors? Provide children with a range of materials, different textures, shapes and sizes. Support children where needed. Getting them to think about the shape they need to create Questioning - what textures represent dinosaur scales the best? What could we use for the eyes/ mouth?	Children need to pull out a number card from the tray. Nursery – put their hand in the green gloop and pull out the correct number of eggs and place them into the egg cartons. Reception – do the same as above. Extended by working out what the number bond is to 10 and show using numicon. (HA – to write the number bond sum on whiteboards). Children to engage and respond to the questions being asked to help the child in the 'hot seat' find out what dinosaur they are. Children can refer to the board of dinosaur pictures and names to prompt questioning or work out the answer. Children to use their problem solving skills to choose the correct equipment after being read the 4 simple step instructions. Some children be able to explain their reasons for choosing that equipment. Children to work together to arrange materials to form a dinosaur (ephemeral art) outdoors. Children to refer to pictures of dinosaurs to think about the shapes and textures they are trying to create.	Egg cartons Polystyrene balls for the dinosaur eggs Green gloop Number cards Numicon Whiteboard/pens Headbands Dinosaur cards Dinosaur board with pictures and names of dinosaurs. Volcano tray with dinosaurs, volcano, pebbles etc. Baking soda White vinegar Food colouring Equipment – syringe, spoon, scissors, pine cone, 3d shape, teddy etc. Box of materials, different textures, shapes, sizes. Pictures of dinosaurs.
--	---	--	--

This lesson plan incorporated collaborative learning as children were set into groups of 3 or 4 for each task. This was tricky at first to ensure children were grouped correctly with a range of abilities. I made sure I liaised with the class teacher to choose the groups carefully. This paid off as during the activity the children were able to learn off each other. For example, the ephemeral art challenge showed off collaborated learning as children worked very well together to create a dinosaur out of materials on the yard. The TA leading the activity said that there some natural leaders within the task but still made sure they asked all children in the group what they thought would be the best thing to do and how they could achieve parts of the dinosaur by discussing shapes and textures they needed to look for. Lower ability children in the group also coped really well as the groups were small and were not as overwhelming as being put in a bigger group.

Critical reflection

Effective and good quality teaching is essential to children's learning and development (Coe et al., 2014). As a student teacher I recognise the importance to implement effective teaching strategies and methods into placement in order to achieve student outcomes. Donaldson (2015) has set out twelve pedagogical principles for effective teaching and learning in his new draft curriculum 'Successful Futures'. This critical reflection will focus on three of these pedagogical principles and how they have been implemented into practice. Furthermore, I will include further recommendations of how I will improve my practice to ensure effective teaching.

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

Donaldson (2015) highlights the importance of assessment for learning (afl) and how it can provide regular feedback in order to make adaptations to teaching methods or materials to meet children's individual needs. Black and William (1998) agrees with this and adds that assessment for learning methods can also raise the standards of learning and achievement. Assessment for learning can encourage children to become more active in their learning and start to think about where they are, where they are going and how to achieve it (Hattie, 2012).

At the beginning of my first placement block in PTE1, I considered assessment for learning methods and identified which ones were appropriate for the age range I was working with, which was nursery and reception children. However, as I started to plan lessons I realised that different assessment for learning methods and strategies could be used depending on the type of lesson. I decided to incorporate the use of questioning, teacher and peer feedback and pupil self-assessment into the planning of lessons to ensure a range of methods and strategies employed.

During the first week of placement I planned a firework craft activity which can be referred to in afl example 1. During this lesson the children had to create their own firework picture using different resources and materials of their choice. I included an afl method of peer assessment at the end of the exercise. This is when the children would have the opportunity to verbally comment on each others pictures and express their opinion about their peers work. Black and William (1998) make it clear that peer assessment is valuable and encourages children to learn from and support each other. Peer assessment also gives children the opportunity to talk and discuss their work further (Topping, 2009). It's important to note that children need to be supported and guided in order to be able to give valuable feedback, especially if it is being introduced for the first time (Smith and Higgins, 2007). Taking this into consideration, I gave the children a starting sentence to help them to structure their feedback. According to Hattie and Timperley (2007), giving children the correct structure and language to follow can lead to more effective peer assessment and feedback. I found that giving children this structure worked really well and the children were all able to give some positive peer feedback about someone else's work. Hattie and Timperley (2007) suggests that positive feedback can raise self-esteem and confidence in pupils and give them higher motivation to learn.

Donaldson (2015) also believes that children benefit from engaging in peer assessment as it helps them to think about their peers performance of a task and make a judgment against the success criteria.

When planning my lesson planning I also considered the use of questioning and where to use it in my lessons. Questioning can be an important tool within the classroom to help identify where children are in their learning, and any gaps in their knowledge (Cao, 2016). However, Delcourt and McKinnon (2011) state that there is no substantial training for teachers and pupils in the development of questioning skills. Research suggests that the use of open-ended questioning can encourage children to extend their thinking and use higher order thinking skills (Wasik and Hindman, 2013). I took this into consideration when planning my lessons and incorporated open-ended questions where appropriate. These examples can be seen in afl example 2. However, there were times during my lessons where closed questioning was essential in order to gain a straight forward answer.

Rowe (1974) highlighted that giving children wait time after asking a question provides better quality answers as children have time to process the question and think of a response. Stahl (1994) found out that teachers usually only pause between 0.7 and 1.4 seconds after asking a question. He recommended 3 to 5 seconds of wait time is appropriate for children to be able to provide high quality responses (Stahl, 1994). During placement, I tested out this theory, especially when asking open-ended questions and I noticed it had a positive outcome. I recognised that not only did it allow children to have time to process the question, but children gave me an extended answer rather than just a few words. I also paused when asking questions to the whole class. I noticed that pausing for longer gave all the children an equal opportunity, and by doing so, the children that do not usually put their hand up, started to have the confidence to participate and try to answer questions.

According to Brown and Harris (2014) self-assessment should become more of a skill for children to use throughout their learning. Children should be scaffolded on how to self-assess as they progress through their school life (Brown and Harris, 2014). Donaldson (2015) agrees with this and adds that self-assessment will give children ownership and responsibility of their own learning. If children are able to self-assess themselves and identify where they are at, and where they want to be, it will also lead to progress in the key cross-curricular responsibilities (Brown and Harris, 2014). Children should be able to reflect on their own learning and progress and identify where they need to develop across all areas of the curriculum (Donaldson, 2015).

During PTE1 I decided to use self-assessment to identify children's understanding of tasks. To do this I introduced thumbs up, to show when they understand, and thumbs down when they were unsure. This strategy was more appropriate for the age range I was working with. This can be referred to in Afl example 3. When put into practice, found it was a simple and effective way to engage the children and obtain a response.

To build on this I would gradually introduce more open-ended questions to ensure children are challenged. Also, giving children sufficient time to reflect before answering. As they become more confident, gradually phasing out the thumbs up,

thumbs down response and introducing new strategies. According to Rosenshine (2012) it is important to introduce new material to children in small steps, otherwise they may become overwhelmed.

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

Cross-curriculum responsibilities will be statutory and include literacy, numeracy and digital competence (Donaldson, 2015). These should be embedded within the Areas of Learning and Experiences to maintain the focus throughout and encourage natural application (Donaldson, 2015). Donaldson (2015) places a high emphasis on how the future is changing for young children and how technology has become a part of everyday life. He identifies the importance of children becoming digitally competent and that this should be embedded across the curriculum within the Areas of Learning and Experiences (AoLE's) (Donaldson, 2015). According to Welsh Government (WG) (2018) digital competence should be seen as digital skills which can be transferred to the world of work and not to be confused with ICT alone. It also states that children will become creative and critical thinkers which links in with Donaldson's four purposes (Donaldson, 2015; WG, 2018). However, teachers will need support and training on the use of new technology in order to use it effectively in teaching (Education Endowment Foundation, 2019).

During PTE1 I have incorporated these cross-curricular responsibilities where possible. However, there were times I struggled to include digital competence as there was a lack of digital equipment and resources in my placement school. To overcome this barrier, I decided to do a whole class introduction with reception to introduce their main maths activity which was to create a graph with the use of computer software and interactive whiteboard. I was able to introduce graphs by using the J2E software on the computer and display it on the whiteboard for them all to see. I encouraged the children to come forward and be involved in completing each step of creating the graph. This helped them gain practical experiences using the computer while being able to see it visually on the whiteboard. Parts of this lesson can be seen in the cross-curricular example 1. Later on in the main session children were able to put into practice independently what they had learnt in the introduction and create a graph using the resources provided to them. According to Education Endowment Foundation (2019) use of digital technology should be used to supplement teaching instead of replacing the traditional approaches. It also suggests that technology can have considerable learning gains and progress (Education Endowment Foundation (2019)).

During PTE1 the use of carousel allowed me to cover many Areas of Learning in one session by setting up different stations around the room. The stations included focus tasks, enhanced and continuous provision where the children would move around the room to complete each task. However, a carousel would sometimes last a week to ensure children had enough time to complete each station, especially the focus tasks with support from an adult.

During a science experiment planned there was cross-curricular opportunity for literacy. This activity can be referred to in cross-curricular example 2. Within the activity children were learning how to create lava by mixing ingredients together. When planning I recognised an opportunity to incorporate literacy by adding simple step instructions for them to follow. They also had to choose the correct equipment to use which encouraged higher order thinking and problem-solving skills. The Literacy and Numeracy Framework (LNF) sets out the importance of literacy and numeracy skills for young children and supports teachers to help embed these across the whole curriculum (Department for Education and Skills (DfES), 2013). I recognised that children were able to transfer their knowledge and skills between the areas of learning which showed they had great understanding.

For further recommendations, a carousel of activities could be used to overcome the lack of digital equipment. Children would visit each station in turn, with one or more dedicated to digital learning. By the end of the carousel, every child would have had the opportunity to engage with digital technology. It is important to note, that an adult should be on hand to help guide them. I will also continue to plan to ensure cross-curricular responsibilities are taken into account. To support this, I will make use of the LNF and DCF Framework to ensure I cover the correct skills.

Principle 3 – Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

According to Donaldson (2015) using a blend of approaches will give children the opportunity to transfer previous knowledge and skills to new situations in order to solve problems and widen their creative thinking. To achieve this, children should be presented with rich stimulating environments that will encourage experimentation and exploration (Donaldson, 2015). According to Coe et al. (2014) research suggests there are six components for effective teaching. These include content knowledge, quality of teaching instruction, classroom climate, classroom management, teacher beliefs and professional behaviours (Coe et al., 2014). Coe et al. states that combining these will lead to effective and good quality teaching.

When considering classroom management, during placement we use a carousel of activities which allows the full use of the classroom and the resources by setting up the stations. Donaldson (2015) state that children need to be provided with rich, stimulating environments to explore and experiment while establishing connections and gain understanding. OECD (2018) agrees with this as they believe for children to solve problems they need to explore and understand the problem within its context. Within the continuous provision areas, I started to think how these could be used to challenge the children further. I decided to place challenges in these areas for the children to complete which will promote their problem solving and creative and critical thinking skills further. However, when setting these challenges, I had to ensure they were appropriate for all children's individual needs and abilities. Some challenge cards I create can be seen in blend of approaches example 1.

After reflecting on this, if I was to do this again, I would like to create different challenge levels for the children so they could choose which level they would like to

complete at each station. This would encourage them to take charge of their own learning and assess themselves where they think they are and what challenge they think they should be doing. This will link in with the way the new curriculum is going as Donaldson (2015) states that children should become more independent and set themselves high standards while enjoying challenges.

During PTE1 I also planned for a collaborative learning approach for some focus tasks. These can be seen with reference to blend of approaches example 2. However, this was tricky at first when trying to assign groups of children to work together. I had to consider different abilities and individual needs of pupils to make sure everyone in that group had equal opportunities. As I had no previous knowledge of the pupil's abilities, I liaised with the class teacher to support me when doing this for their professional judgment. When established these tasks became very effective as children were supporting and learning off each other throughout the task. Education Endowment Foundation (2018) states that pupils will need some support while working together which is why I made sure these tasks were focus tasks with an adult leading them. They also suggest that lower achievement pupils may need encouragement to take part and express their views to benefit fully (Education Endowment Foundation, 2018). I recognised this while carrying out one task during placement. To overcome this barrier, I ensured to make sure all pupils were engaged and understood the task at first. Then, as the task progressed made sure everyone had the opportunity to add their views.

Without knowing where the children are in terms of knowledge and ability, it is difficult to put together groups and assign learning tasks. To help overcome this in the future, I would use my observation time to get to know the children in the class i'm allocated to and draw on the experience of my peers and class teacher. I will also continue to use a blend of approaches within lessons to expand children's knowledge and experiences (Donaldson, 2015). I would like to try out new approaches so that in time, I can use a variety of these within my lessons to maximise learning opportunities.

To conclude, I will continue to reflect on what I have learnt and consider ways to improve my development and the children's learning experience. I have learnt the importance of knowing the pupils' abilities so that they are able to learn from each other without feeling threatened. I will also consider Donaldson's pedagogical principles and how to implement these effectively within my teaching (Donaldson, 2015). I will also ensure I consider the four purposes when teaching to support children to be successful (Donaldson, 2015). Going forward I will continue to try out new afl strategies as Black and William (1998) highlights the importance these methods have in raising standards and achieving outcomes. I recognise the importance of incorporating the cross-curricular responsibilities into the planning of lessons and how children should be able to transfer these key skills into each area of learning (Donaldson, 2015; WG, 2018).

Reference List

Black, P. and Wiliam, D. (1998) *Inside the black box: Raising standards through classroom assessment*. London: Kings College.

Brown, G. and Harris, L. R. (2014) 'The future of self-assessment in classroom practice: Reframing self-assessment as a core competency', *Frontline Learning Research*, Volume 2, Issue 1, pp. 22-30.

Cao, W. (2016) 'The Research on Strategies of College English Teachers Classroom Questioning', *International Education Studies*, Volume 9, Issue 8, pp. 144-158.

Coe, R., Aloisi, C., Higgins, A., and Major L. (2014) *What makes great teaching? Review of underpinning research*. Sutton Trust: London.

Delcourt, M. A. B. and McKinnon, J. (2011) 'Tools for Inquiry: Improving Questioning in the Classroom', *Learning Landscapes*, Volume 4, Issue 2, pp. 145-159.

Department for Education and Skills (DfES). (2013) *National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework*. Cardiff: Welsh Government.

Donaldson. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff: Welsh Government.

Education Endowment Foundation. (2018) 'Collaborative learning' <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=152&t=Teaching%20and%20Learning%20Toolkit&e=152&s=> [Accessed: 28th December 2019].

Education Endowment Foundation. (2019) 'Digital Technology' <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=134&t=Teaching%20and%20Learning%20Toolkit&e=134&s=> [Accessed: 28th December 2019].

Hattie, J. (2012) *Visible Learning for Teachers: Maximizing impact on learning*. London: Routledge.

Hattie, J. and Timperley, H. (2007) 'The Power of Feedback', *Review of Educational Research*, Volume 77, Issue 1, pp. 81-112.

OECD. (2008) 'Innovating to Learn, Learning to Innovate' https://read.oecd-ilibrary.org/education/innovating-to-learn-learning-to-innovate_9789264047983-en#page1 [Accessed: 28th December 2019].

Rosenshine, B. (2012) 'Principles of Instruction', *American Educator*, Volume 36, Issue 1, pp. 12-19.

Rowe, M. B. (1974) 'Wait-time and rewards as instructional variables, their influence on language, logic and fate control: Parts I and II', *Journal of Research in Science Teaching*, Volume 11, pp. 81-84 and 291-308.

Smith, H. and Higgins, S. (2007) 'Opening classroom interaction: the importance of feedback', *Cambridge Journal of Education*, Volume 36, Issue 4, pp. 485-502.

Stahl, R. J. (1994) 'Using "think-time" and "wait-time" skilfully in the class-room' <https://www.seducoahuila.gob.mx/ingles/assets/classroom.pdf> [Accessed: 28th December 2019].

Topping, K. (2009) 'Peer Assessment', *Theory into practice*, Volume 48, Issue 1, pp. 20-27.

Wasik, B. A. and Hindman, A. H. (2013) 'Realizing the promise of open-ended questions', *International Reading Association*, Volume 67, Issue 4, pp. 302-311.

Welsh Government. (2018) *Digital Competence Framework guidance*. Cardiff: Welsh Government.