

Overview

05 January 2020 13:49

Name: Charlotte Winstone

Student number: 1400598

Pathway: Primary PGCE

Link to OneNote notebook: https://uowtsd-my.sharepoint.com/:o/g/personal/1400598_student_uwtsd_ac_uk/EI7wL9EO-wFHRb7AVIR0exoBlqjrx8phnYyi9OnzkFNfEQ?e=jl4crg

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Extend reading of academic and professional literature even further in order to enhance practice and professional development	Shown further development by increasing the use of academic literature and providing extensive references.

Illustrative example 1

05 January 2020 13:52

Silent vote

40 minutes Teaching & Core Learning	<u>AFL</u> Silent vote at the beginning of the session to assess children's understanding of the session focus. Children are to use the ipads to research their own countries and fill in the table.
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This is an example of an AFL strategy that I used within a lesson plan for year 6. After observing my class teacher at the beginning of placement this is a strategy that was already in place and was seen successful, therefore this is the reason behind using this approach myself.

The purpose of this AFL strategy is for the children to place their heads on the table and raise their hand when listening to the following options from the teacher.

The options given to the children to choose from were -

1. I'm happy, confident and know what I'm doing.
2. I'm ok but need it explained a bit more.
3. Please can you go over it with me again in more detail.

This allows children to confidently display how they feel about the task without feeling the pressure of having the same answer as someone else in the class.

This strategy was successful as straightaway it was visible to see the children who knew what they were doing for the task and also it then showed myself the children who were unsure and needed extra support.

In order to improve on the implementation of this strategy next time would be to make sure it is acted upon straight away when someone raises their hand for option 3.

Illustrative example 2

05 January 2020 13:53

Tiny Task

60%	1%
25%	$\frac{1}{1}$
0.01	$\frac{83}{100}$
33%	80%
0.01	$\frac{3}{4}$
0.25	$\frac{4}{5}$
20	75%
500	

TP 7/10 as 70 = 70 W.S S.T C-W

This is an example of an AFL strategy that I used within a Maths lesson with children in year 5/6 . After carrying out this lesson myself and the teacher had a discussion regarding marking where we decided instead of just marking with a simple comment, the school use something called a tiny task. This can be used if the child hasn't perhaps got something write In their work, something they need to practice more, or if they have a clear understanding it can be used as a form of an extension.

This allows the children to gain more practice if it is needed, identify their mistakes and be able to revise this and know what to do next time, or to simply be extended so the teacher knows how much extra knowledge they may have.

The reason behind this implementation was so that I could extend the children with a challenge if I felt they were confident already within the piece of work, or so that I could guide the children by correcting perhaps something they hadn't understood fully and going over this again with them.

In order to improve on the implementation of this lesson I would make sure that the tiny task by making it more relatable to the child's work in general rather than based on overall ability.

Illustrative example 3

05 January 2020 13:54

Assessment for learning strategy

Exit trays – red, yellow, green



This is an example of using coloured trays as an exit assessment for learning after a Maths lesson. This was with a mixed year 5/6 class. At the end of the lesson when the plenary has been completed, an AFL strategy used is exit trays. This is where the children will choose red, yellow or green to represent how they feel the work went and how they felt their understanding of the topic was.

This is a great opportunity at the end of the lesson for the teacher to have a good understanding of how the children found the lesson and the activity. If there are any books in the red box the teacher either at the end of the lesson or another point during the day can sit down with the child and talk through their work with them and go over any difficulties they may have had.

The children place their books name facing down so nobody else can see so that I am able to identify how the majority of the class felt and whether further work on that particular topic needs revisiting.

In order to make this AFL strategy better I would make sure that the follow up is carried out straight away so that the child benefits from this more. This allows the child to have verbal feedback and guidance straight away.

Illustrative example 1

05 January 2020 13:55

Cross curricular responsibility principle

DCF – within Art lesson

30 minutes	<u>AFL</u> Make sure children are happy and know what they are doing.
Teaching & Core Learning	Children can start off by researching their ideas on the ipad in their groups before starting the activity. Children are to paint their paper first, wait for it to dry and then cut out of card their silhouette design and stick it onto their paper.

This is an example of using DCF within an Art lesson which was for a year 6 class. During this Art lesson the children were focusing on Remembrance Day. The children had looked at silhouettes during a video clip on the whiteboard and their task for the lesson was to create their own silhouette picture looking at different techniques and linking it to emotions.

The reason behind choosing 'I-pads' for part of this lesson was so that the children could research some ideas for themselves and also do some research behind the use of silhouettes for them to get a better understanding and bring meaning into their Art work. The children also had the opportunity to bring History into the Art lesson as well making links with Remembrance Day.

This was particularly successful as it added a different aspect within the Art lesson and also it allowed the children to be COOL learners (control their own learning) which was displayed through their research and carried out during their piece of Art work.

In order to make this lesson better I would improve the amount of research that they could carry out and allow them to independently research background information regarding Remembrance Day rather than giving them a website to look at. This will improve their independence and researching skills further.

Illustrative example 2

05 January 2020 13:56

Cross curricular responsibility
Literacy within a numeracy lesson

Meaningful links to: Cross Curricular Responsibilities	Literacy – use varied and appropriate vocabulary, including subject specific words and phrases.
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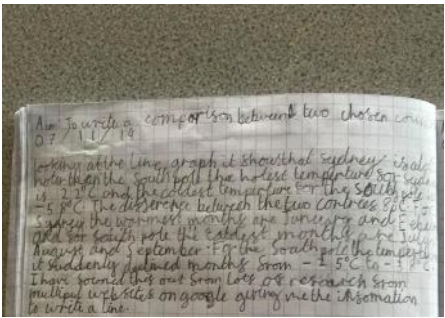
This is an example of using literacy within a numeracy lesson for a year 5/6 split class. This was a continuation from previous lessons I had carried out with the children. The children had filled out a table based on different countries temperatures, they then drew a line graph based on this result and the last lesson which was this one, was for them to write a comparison text based on two chosen countries.

Literacy came into this lesson as the children were required to use different sentence starters, paragraphs, appropriate vocabulary specifically subject words and phrases. Some children as an extension used subordinate clauses.

For the purpose of this lesson scaffolding took place with different examples of comparison pieces, this was evidence of effective practice and something that worked excellently as it allowed children to pick up on different grammar, punctuation and spelling. The children then identified these errors and were able to avoid this within their work.

This was successful as it was evidenced from the children's work even during Maths how excellent and secure their literacy skills were.

In order to improve their literacy further within this Maths lesson I would get them to extend their work further with more of an emphasis on subject specific words.



Illustrative example 3

05 January 2020 13:57

Numeracy within a science lesson

Teaching & Core Learning	AFL – Thumbs up, thumbs in the middle, thumbs down to see if children are happy with this task. Explain to children you would like them to fill out the table you give them to plot their results. Children are to use their numeracy skills to be able to read the number off the ruler, also consider calculating the mean for carrying out the test 3 times.
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This is an example of using numeracy with a science lesson. The children were carrying out a ruler test drop experiment. For this activity the children were working in pairs and taking it in turns to test out which hand had the best reaction time. The children were using rulers to measure the results accurately and needed to use their maths skills to read the numbers off the ruler to plot their results.

Some of the children within this group, in particular the year 6 children also extended their numeracy skills by attempting to work out the average for the results from the three times the test was carried out. These children are in the more able numeracy group and had covered this in their previous science lessons so it was great to see them transferring these skills again.

The rationale behind this particular lesson was aimed so that It was a practical lesson for the children whilst also bringing in different skills and to provide engaging opportunities for the children. During the introduction of the lesson I explained what the activity was within the lesson and it was great to see how enthusiastic the children were as they hadn't carried out this experiment before.

This was a successful activity as all the children were able to identify their quickest reaction time successfully working as a team and also from taking part in this experiment it was evident to see the children were all able to build on and use their numeracy skills.

In order to improve on this lesson further next time I would try to consider implementing numeracy further

Illustrative example 1

05 January 2020 13:57

Example of promoting Creativity

Bottle rocket



This was planned for year 6 pupils. This was a whole class activity where the children were working in groups to create and put together their particular rocket. The focus of this lesson was for the children to create and plan their own bottle rocket within their books, the following lesson the children then created their designs on the bottle and we then launched the bottles outside as a whole class.

For the purpose of this lesson children were encouraged to be COOL Learners (control their own learning) by being able to decide what theme they chose, the name of their bottle rocket and the design that they wanted to have.

This lesson was successful as the children were able to use their own creativity skills and independently develop these within their design process. In order to develop this lesson further next time, something which i felt could have been improved and taken into consideration further was the timing of the lesson. i felt as though the children had little time and were rushing. Therefore this is something I will plan for more effectively next time.

Illustrative example 2

05 January 2020 13:59

Example of creating critical thinking

Meaningful links to Curriculum	Current: Year 6 Reflecting: beginning to evaluate outcomes against success criteria. Deciding whether the approach/method was successful. Describing any amendments made to the planned approach/method Progression step 3: evaluate methods and working practices to suggest improvements.
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This was planned for year 6 pupils. This was whole class activity continuing on with their investigation plan. The purpose of this lesson was for the children to be able to critically think about the investigation that was taking place and create their own success criteria for the investigation. The children needed to decide which method was most appropriate, and which method was most successful. During this process the children needed to also be able to critically analyze and come up with any amendments made to the plan.

This was a successful lesson as the children were able to successfully demonstrate that they were critically thinking about why they had chosen a specific success criteria and explain the purpose and justification behind this. They were able to use Point Evidence Explain to justify their decision which was excellent to see.

In order to improve on this lesson next time I would make sure an example of a success criteria was followed through on the interactive whiteboard as a whole class so that the children are able to see an example before creating one themselves.

Illustrative example 3

05 January 2020 13:59

Example of problem solving Christmas wish list budgeting

Aim - To understand how to manage a budget effectively.

My Christmas Wishlist

Task - You have won a budget of £300 to create a wish list of Christmas presents for yourself. You will be using your ICT and research skills to locate items and compare prices on different websites to get the best value for money. You must have at least 10 items and you must also manage your finances accordingly, using formal methods, to calculate your running costs and amount of your budget remaining. Poh laci

Item	Website	Cost	Budget Remaining
Whisper Whisper 700	Amazon	£5.37	294.63
Scissors in cloth	Amazon	£4.79	289.84
Black 4x4 T-shirt	Amazon	£12.50	277.34
Scissors in cloth	Amazon	£10.00	267.34
Black 4x4 T-shirt	Amazon	£5.00	262.34
Scissors in cloth	Amazon	£1.00	261.34
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Scissors in cloth	Amazon	£1.00	2.34
Scissors in cloth	Amazon	£1.00	1.34
Scissors in cloth	Amazon	£1.00	0.34
Scissors in cloth	Amazon	£1.00	0.00
TOTAL			197.34

This lesson was for year 5/6 split class and took part during a Maths lesson. The purpose of this lesson was for the children to be able to practice and successfully use their budgeting skills. This was also another opportunity for the children to be able to practice and display their understanding of using these formulas. Within this lesson there was also an element of DCF where the children were researching their chosen Christmas item on an Ipad. The children successfully researched their item from different websites so that they were able to understand purchasing items best value for money. This lesson proved to be successful as the children were able to use their problem solving skills and independently work out which website displayed their item at the cheapest cost. In order to improve on this lesson next time before setting the children off on their task I think it would have been beneficial to have carried out an example of the adding and subtracting method and gone through the process step by step with the children. This would have resolved some pitfalls that were carried out during the lesson.

Critical reflection

05 January 2020 14:00

The focus of this portfolio is to illustrate a critical reflection of progress made on the planning and implementation of three pedagogical principles. The three pedagogical principles included are, good teaching and learning means employing assessment for learning principles, good teaching and learning regularly reinforces cross-curriculum responsibilities and lastly a blend of approaches including those that promote problem solving, creativity and critical thinking. The critical reflection will focus on literature based upon effective teaching with a particular focus on the three pedagogical principles. Justified conclusions about progress in relation to the planning and implementation of the pedagogical principles and lastly, justified recommendations for development.

Within this assignment the PTE school cannot be named for ethical reasons. For the purpose of the assignment the school will be referred to as 'School X'. BERA (2018) guidelines discusses within point 40 that researches need to recognise entitlement regarding the place involved and also the participants involved to privacy. Therefore, this needs to be taken into consideration and the right to confidentiality and anonymity should be respected (BERA, 2018). There are 13 classes with 420 pupils and over 300 pupils who are full time within 'School X'. According to My local school (2013) 'School X' offers free school meals and in 2018 it came under green for support category. The class where the evidence was collated came from a year 6 class with 29 pupils.

Hattie (2012) and Bartlett (2015) identify Assessment for Learning (AFL) as something that is an important part of educational practice and is used for different purposes. Different forms of AFL can be in place for the purpose of supporting the learner within the classroom to monitor their level of performance. Bartlett (2015) describes AFL as a powerful aspect in being able to raise pupil's achievement. If a pupil is able to understand what they need to do within their own learning and how they can achieve this with the aim of the teacher to identify the target and close the gap, then this suggests that children become empowered as learners (Bartlett, 2015; Laveault and Allal, 2016). Through AFL teachers are able to provide the children feedback as well as the children giving feedback themselves. AFL gives children the opportunity to increase their self-esteem, establish their own strengths and weaknesses and discover ways in which they can best improve and reflect on their work (Wallace, 2014). William (2011) discusses that understanding what impact AFL has on learning requires a wider focus than the feedback element itself, in particular the learners' response which is given from the feedback and also the way in which the feedback is operated.

William and Thompson (2008), Pedder and James (2012) and Heritage (2018, p.51) all discuss that within AFL children adopt self-regulated learning, allowing them to be seen as metacognitively, motivationally and behaviourally active as well as being in control of their own learning. When AFL takes place Torrance and Pryor (1998) and Black and William (2009, p.9) discuss that discussions between children and teachers has been seen as the principle source of evidence. Children take on this active role in AFL through assessing their own learning by comparing their current learning and making judgements about their goal attainment (Sadler, 1989, p. 121; Nicol and Macfarlane-Dick, 2006, p. 205; Hattie and Timperley, 2007, p. 88).

However, despite the importance placed on children being autonomous in their learning in regards to AFL, studies have found that a high proportion of teachers find difficulty in practicing the promotion of learning autonomy (James et al., 2007; Marshall and Drummond, 2006, p.137; James and McCormick, 2009 p. 973; Pedder and James, 2012). However, to overcome this, Marshall and Drummond (2006, p.147) discuss that by developing a deeper understanding of AFL, teachers can find practical ways to realise its potential. Additionally, Brown (2019) questions whether AFL is truly an assessment. The argument in which Brown (2019) deliberates is that AFL is a pedagogical curriculum approach that has certain aspects of assessment rather than being completely assessment led. Brown (2019) discusses that due to the 'in the moment' characteristics

of AFL it fails to meet the requirements of being assessment led. Interpretations between adults and children during AFL may not be seen as sufficiently accurate therefore it cannot be relied upon for decision making beyond the classroom environment or provide evidence to base anything on other than the teachers' interaction (Brown, 2019). In some circumstances difficulty in integrating AFL into the classroom alongside other assessment policies has resulted in AFL being used superficially or incorrectly to conform rather than enhance learning (Marshall and Drummond, 2006 p. 143; Looney, 2011; Laveault and Allal, 2016).

Cross-curricular teaching and learning is where links are made between two or more of the traditional subjects relating to an authentic context, problem, theme or question so that it enables new learning within each subject (Barnes, 2018). Cross-curricular responsibilities include literacy, numeracy and digital competency. These subjects assist and allow children to be able to confidently participate within the modern world (Welsh Government, 2019). According to Lynch (2019) cross-curricular teaching is the principle for children's learning. Being able to teach children two subjects together with a similar focus is seen as a way to deepen the learning for children who perhaps question the relevancy of the skills or knowledge being taught (Robinson and Aronica, 2010; Wrigley et al., 2012; Lynch, 2019). Cross-curricular learning allows children to gain a deeper understanding of what they have learnt and further expand what they are learning. For example, children are able to develop their mathematical understanding through focused, practical, problem solving activities in mathematical, cross-curricular and real-life contexts. It is often described that children's true understanding of and concept of mathematics is shown when it is applied to a problem outside the specific maths lesson (Koshy and Murray, 2011). However, there are seen to be some logistical drawbacks to cross-curricular teaching where teachers have found it difficult to integrate collaboration in certain timescales alongside other responsibilities (Lynch, 2019). Furthermore, Lynch (2019) mentions that it remains to be seen how effective cross-curricular teaching is and whether or not it will fade out over time by not engaging the children enough.

Foshay and Kirkley (1998) discuss that problem solving is a basic need that all learners will need to develop and one which is increasingly integrated into the curriculum. Problem solving is seen to be the merging of content and application within a learning environment within various contexts. There is also an emphasis that problem solving skills should not be removed from the formation of basic literacy skills within schools (Foshay and Kirkley, 1998). Keen (2011, p. 17) outlines the significance of problem solving skills in the modern world and the importance of educating children to progress from just solving current problems to anticipating and preventing them. Holt et al. (1981) discusses that as well as increasing ability in subjects such as Mathematics and Science, developing problem solving skills can also encourage children to be more openminded when approaching different scenarios. Snyder and Snyder (2008, p.91) and Lawson (2012) describe how problem solving focuses on children developing their knowledge and attitudes as well as strategic and critical thinking. This can be through active inquiry, decision making and the actual solving of the problems presented. Moreover, problem solving activities need to be worthwhile and possess a real-life context or meaning behind them. Teacher's roles when implementing and approaching problem solving is to make them engaging for children to provide the opportunity to deepen their knowledge and understanding (Lawson, 2012). Studies suggest that scaffolding when proposing problem solving tasks can play an important part in the development of young children's problem solving skills (Keen, 2011, p.16).

Fisher and Williams (2004) discuss that creative thinking skills are an essential skill for children's learning and success within their life. Enabling creative thinking skills within lessons and through children's learning will give them the opportunity to develop their self-esteem and motivation. In order for children to have the opportunity to be creative they require a creative teacher. Creativity can be implemented within any activity and can take place during any lesson giving children the opportunity to thrive for creativity when they are given the opportunity, time to explore, experiment and play with ideas (Fisher and Williams, 2004). Critical thinking skills are used across the curriculum. In all areas of children's learning through their knowledge and understanding children need to learn to be critical. This could be through reflecting, questioning, and providing rationales for example (Leicester and Taylor, 2010). Lots of areas within the curriculum offer

opportunities for creative thinking. Children will learn to develop creative thinking skills when teachers plan and set tasks in an environment that support children's creative skills. Developing knowledge is seen to be an important aspect when children are developing creative thinking skills. This is because when children are using creative thinking skills, knowledge is the foundation for their creative thoughts (Rovengo and Bandhauer, 2013). Mayesky (2009) furthers this by discussing that in order to successfully develop creative thinking skills, children need the basic knowledge and understanding of the particular area first. This is so that their creative thinking skills can have a true meaning.

Overall, implementing Assessment for Learning (AFL) with different strategies within the classroom was effective. Using silent voting as an AFL strategy allowed the children to provide their thoughts on their ability as opposed to being pressured into the majority vote. Lee (2005) and Prinstein and Dodge (2008) discusses that peer pressure has a strong influence on the decisions and answers that children give. Also, by giving the children the choice to answer allowed them to develop responsibility and practice making decisions for themselves (Ludwig, 2009). This strategy was implemented immediately after the introduction to the lesson which was an appropriate time because it allowed the children to display their understanding. This particular strategy appeared successful as it gave myself the immediate feedback required to progress further. However, when planning this particular strategy, something I didn't prepare for was children raising their hand for option three signalling that they did not fully understand the introduction. A considerable number of children raised their hand for option three. Therefore, some children were unaware of what was expected of them so the introduction was reinforced. The rationale for this decision was so that it could be re-introduced as a whole class rather than explaining it individually.

Implementing AFL through a tiny task was planned to follow the school marking guidelines where a single comment in the children's book may not be as effective as providing the children an extension task or allowing them the opportunity to correct something within their work. Abrahamson (2018) discusses that feedback given to children is effective when it is helping them make progress towards a goal. The feedback given needs to be specific to their goal or something that requires extra work. Having an understanding of what makes feedback effective will also help further develop responses to children's work (Abrahamson, 2018). In order to implement this strategy an understanding of how the children coped with the work was needed through marking before the tiny task could be planned. It was important to make sure when this particular AFL strategy had been implemented that if the tiny task was in place due to a child perhaps misunderstanding or making a mistake that I made the child aware of this and made time to provide them with feedback. Reflecting on this, I found it difficult to ensure I was available to sit with the children and cover this with them individually to help them comprehend where they had been confused or struggling.

Another method, coloured exit trays was for the children to be able to self-assess their learning and reflect on their progression and understanding on the topic after the lesson. In this strategy, children place their books into coloured exit trays with each colour representing how they felt about the lesson. Books are placed with the name facing down to ensure confidentiality, reducing pressure from peers and encouraging honest reflection. Implementing this strategy was effective because it allowed myself to see how the children felt about the lesson and reflect personally on my teaching and explanation. The books placed in the red tray are prioritised by the teacher to see what the child found difficult or didn't understand. This strategy was also successful as it allowed myself to talk with the children who chose the red exit tray to evaluate where they required further help. However, reflecting on this, I found this particular aspect difficult as it was problematic finding time to approach the children whose books were in the red tray. This is something that needs to be developed on when implementing this AFL strategy in future.

Cross curricular responsibilities were implemented in a variety of methods. Digital competency (DCF) was employed within an Art lesson focusing on Remembrance Day. The children created a silhouette using water colours and oil pastels. I thought it would be engaging to incorporate DCF where the children could research using an iPad. Rather than displaying options and providing limited choice, this gave them independence to practice research skills themselves and required them to make decisions. This can help

develop self-esteem and responsibility (Ludwig, 2009; Lynch, 2019). The learning displayed throughout this lesson and the children's work was effective. From using DCF the children displayed a fantastic understanding of Remembrance Day demonstrated through their Art. There was great meaning behind each child's piece of Art driven from their research. This implementation of cross curricular learning ensured the children developed a deeper knowledge of the meaning of Remembrance Day as they took responsibility to research and complete the task.

Reflecting on implementing literacy within a numeracy lesson, I felt it was effective and simpler than previously thought. When planning this lesson, I knew the children were required to write a piece of comparative text following on from lessons where they completed a table about different countries and created a line graph. The children were enthusiastic and their learning was positive as they identified information from the table and graph to form the writing. Throughout the lesson it was encouraging to see the children developing literacy skills using complex sentence starters, subject specific vocabulary and appropriate phrases.

Implementing numeracy cross curricular was planned within a science lesson. This was a practical lesson for children from across Key Stage two. The planning of was straightforward and was intended to be engaging. DCF was incorporated through the children using Ipads to research the test we were doing being done to develop an understanding of the lesson focus. The focus was the ruler drop test to examine the children's reactions. The children effectively used their numeracy skills to record the test results. Also, some children challenged themselves by finding the mean of their results. Reflecting on this lesson I feel it ran smoothly alongside the planning and the outcome was encouraging. I did not consider incorporating an extension task to further develop numeracy skills linking to lesson content. I feel that numeracy could have been incorporated more towards the end of the lesson either within the plenary or a general extension afterwards. In future, when planning similar lessons, I will consider implementing numeracy further.

Implementing problem solving, creativity and critical thinking proved successful. The task used to implement problem solving within a Numeracy lesson was a Christmas wish list budgeting activity. The purpose was for the children to independently research their chosen Christmas item at a variety of online shops to find the best value for money and calculate their remaining budget had they bought it using formal subtracting. This task was perhaps easy for the children's numeracy competency but it was engaging and a relevant application of their skills (Csikszentmihalyi, 1997; Foshay and Kirkley, 1998; Lawson 2012). The children were also encouraged to think critically as they attempted to find the best value possible (Snyder and Snyder (2008, p.91). Although the children were successful in the task, an improvement to the planning would have been to implement scaffolding a full example of their task. This would have allowed the children to see how to organise and plan their method (Vygotsky, 1978). This is where some children struggled.

The implementation of the creativity lesson was successful as the children were thoroughly engaged during the lesson and successfully made their end product. The children used team work skills to design their bottle rocket, name it and justify their choices. Through creating rationales and problem solving creatively the children can develop critical thinking and take ownership for the project's outcome (Snyder and Snyder, 2008, p.91; Leicester and Taylor, 2010). The children's creativity skills were displayed throughout the process, with some of the designs linking to other themes of focus such as Remembrance Day. Timing was the main difficulty in planning for this particular activity. The children had one lesson for the planning process of their bottle rocket which I felt limited and rushed them with their designs. This resulted in some children feeling disappointed without the desirable time to explore and experiment which can hinder the creative progression (Fisher and Williams, 2004).

Implementing critical thinking through the children creating success criteria for the bottle rocket investigation was mostly successful. The planning of this lesson was straightforward as the introduction involved the children participating in the ruler drop test. This allowed the children to develop success criteria for the experiment they had

completed providing practice and ideas for creating success criteria for their bottle rocket launch. The learning was effective throughout as the children used their example at the beginning to think critically, analyse and justify decisions on particular success criteria points they felt best suited the experiment. Afterwards the children reflected on their success criteria and considered whether it was appropriate to the experiment. Something I felt that was missing within the planning that would have improved it was providing examples and scaffolding the written aspect of the success criteria. Although the initial experiment was beneficial providing an immediate opportunity to write success criteria, the children hadn't written their own before. Therefore, to guide them further, scaffolding could have been included.

A further recommendation for implementing Assessment for Learning to improve on this principle would be to ensure that the results from the silent vote are acted upon straight away so the children can have a more efficient response enabling them to progress effectively in their learning. Also, a further recommendation for AFL overall would be to make sure that all strategies are acted upon straight away in order to ensure that the best outcome is in place for the children. In order to improve on the implementation of cross curricular responsibilities further development would be to encourage the children to develop their literacy skills in particular. In order to achieve this, when carrying this particular lesson out next time I would get the children to extend their piece of writing and use a wider variety of chosen subject specific vocabulary. This was demonstrated in some of the children's work, however it wasn't displayed through all of them. Therefore, next time I would also scaffold an example of a piece of writing with them first and emphasise different sentence starters, use of extending sentences and also include as much subject specific vocabulary that has been covered within lessons. Lastly, a further recommendation overall to improve on the last principle problem solving, creativity and critical thinking would be to take into consideration timing. I felt as though for these lessons in particular timing could have been improved on further. Within these lessons I felt as though some aspects of the lesson were rushed and could have been carried out over more lessons. This is something I will plan for more efficiently next time.

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