

Overview

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Student Number: 1900244

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

Pathway: Primary PGCE

Link to OneNote: https://uwotd-my.sharepoint.com/:o:/g/personal/1900244_student_uwotd_ac_uk/Etdn10UbWspPuhoLG1EPVqwb2BTDZpaxCVoj4W_jnnRS_A?e=UcDS7K

Assessment for Learning

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Example 1

teaching & Core Learning	the recipe with support and guidance if needed. They must carefully measure all ingredients using a weighing scales and follow the step by step instructions accurately. Working in a small group they must be able to show that they can collaborate effectively and decide which child will do each step. I will be using the oven to minimise any risk on the day. Whilst cakes are cooking we will discuss the features of the success criteria for writing up the instructions. We will create a word bank of imperative verbs and adverbs if needed for the lower ability children. Once cakes have cooled they will be decorated independently with children using an image for guidance. Children will then compose their instructional writing. This lesson is over two hour long sessions.	- Children to work collaboratively as a small group. - Children will be questioned to think of imperative verbs and adverbs that are suitable. They will be required to use prior knowledge to recap as a group the features needed for the instructional writing. Pit-Stop - Thumbs up/down to be used to ensure children are confident with the writing so far and understand all features.	eggs, salt, icing sugar, marshmallows, and pretzel sticks. - Materials: - Weighing scales, Cocktail sticks, piping bags, piping nozzles, mixing bowls, spoons, cupcake cases and tins.
Plenary	Discussion about the lesson.	- Pupils to reflect on the session, discussing what has been learnt from the lesson and if they had a chance would they do anything differently. - The 'Top Tip' ensures they have thought about the process after completion and either propose something they would do differently or something they have learnt along the way.	l pads to take pictures of the cupcakes

The sections highlighted blue show the AfL strategies used throughout the lesson and include feedback, questioning and ensuring children are aware of the success criteria so that they are aware of what is expected of them to produce a good piece of work.

This lesson was for a D&T cookery lesson making Bonfire cupcakes which also had cross-curricular links to Literacy with the children producing an instructional piece of writing.

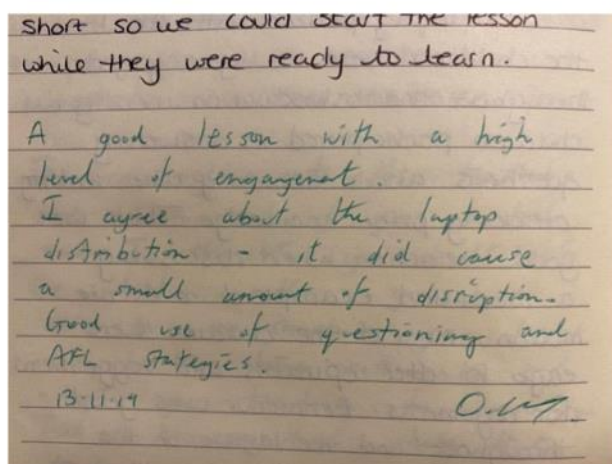
Assessment for learning

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Excerpts of my Lesson Reflection and class mentor comments from the lesson.
AFL - Effective Questioning

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	The children took part in a class discussion to determine prior knowledge of the lesson topic of debate. The majority of children put hands up to answer questions and I was really satisfied with the responses and the input from the children. Their knowledge of the point of a debate was clear and understood and from this I was able to continue the lesson. I gave the children a motion for us to consider and we modelled this on the board as a group. We discussed ideas opposing and proposing the motion and then talked about rebuttals of certain points made. The majority of the class seemed engaged and wanting to contribute to the discussion. I was unable to keep taking suggestions as we had to move the lesson on to be able to progress to the next step. All children were then successfully able to create a group mindmap of arguments for and against a new motion that was provided. Myself and the class teacher and support staff spoke with different groups, asked them to justify their arguments and encourage deeper thinking to produce more ideas. We then regrouped for a brainstorming session on the board and spoke about our arguments and made links to both the for and against side of the argument. They were introduced to the term rebuttal and they seemed to understand the concept.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Although I think a teacher-led approach to an introduction of a lesson is important there has to be interaction and effective questioning being used and I think I was successful in encouraging the children to participate and be engaged with the task. I gave the children to time to work as groups and collaborate before regrouping as a class to share ideas and this works well. It enables the less confident children to expand ideas by working with others to help increase their confidence and outcome.



Assessment for Learning

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Example 3

Garw and Ewenni • Colour the map correctly. • Label the Himalayas • Label the Thar desert • Label the river Ganges and Brahmaputra. • Label the Capital city New Delhi • Locate the Taj Mahal and label • Create a key for your features. E.g blue lines - rivers	Garw and Ewenni Colour the map including the Himalayas in red/pink Rivers to be Blue Thar Desert to be yellow/orange Label the capital city New Delhi Children to label the map in the correct place for the Taj Mahal in the city Agra.
Llynfi • Colour the map correctly. • Label the Himalayas • Label the Thar desert • Label the river Ganges and Brahmaputra. • Label the Capital city New Delhi • Locate the Taj Mahal and label • Create a key for your features. E.g blue lines - rivers Produce 2-3 short paragraphs on your choice of features identified on the map e.g The Himalayas, New Delhi the Capital City.	Colour the map including the Himalayas in red/pink Rivers to be Blue Thar Desert to be yellow/orange Label the capital city New Delhi Children to label the map in the correct place for the Taj Mahal in the city Agra. Children to produce a paragraph of writing from researching landmarks and features on the Internet. This can be produced for 2-3 areas identified during the activity.

This is an example of differentiated success criteria produced for different ability groups. The children were given the success criteria to produce the work and by having a clear success criteria the children knew exactly what they had to do to produce a good piece of work and to achieve the learning objectives. From this they were able to complete the work confidently. Some children were able to work mostly independently with some needing extra support.

Cross-Curricular Responsibilities

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Independent Activities

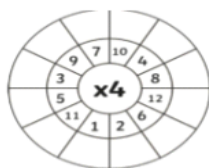
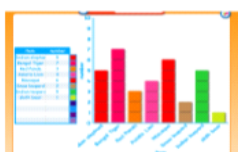
lighting up lives

Dydd Mercher



Produce a SWAY presentation of some of the Hindu Gods you have researched over the last couple of weeks. Be sure to include as much information as possible and use images to create a bright and interesting presentation.

Independent Activities



Using J2Data create a tally chart on the different types of animals found in India. Ask your classmates which are their favourites and display the results in a chart.

Complete a Multiplication Wheel worksheet.

Have you challenged yourself?

Here is an example of some of the Independent Tasks that I planned for the children in Year 6 highlighting consideration for Cross-curricular links throughout Literacy, Numeracy and DCF. Wherever possible, throughout lesson plans and Independent Activities I am looking for meaningful cross-curricular links. The SWAY presentation set out above is combining the children's previous research on Hindu Gods and then using ICT to produce a presentation, linking literacy and ICT.

Cross-Curricular Responsibilities

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Student-teacher	Melanie Houldcroft	Class:	Year 6-Dosbarth Oak
AcLE or Subject	Geography -Geographical report. Groups on rotation	Date:	4/12/19
Lesson Focus: (L.Q). Can I...?	Compose a 'shared writing' geographical report of India.		
Meaningful links to Curriculum	Geography Study living in my world: caring for places and environments and the importance of being a global citizen.		
Meaningful links to: Cross Curricular Responsibilities	Literacy - Confidently recognise and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation. - Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.		

Ogwr - Include a topic title. - Include sub-headings for each category. - A brief introduction paragraph giving an overview of the report. - Some fact boxes or built point lists. - The report should be organised into paragraphs.	Produce the success criteria on the board with the children and guide them, reminding them of the key features we worked on when text marking the report in our last session.
Garw & Ewenni - Include a topic title. - Include sub-headings for each category. - A brief introduction paragraph giving an overview of the report. - Some fact boxes or built point lists. - The report should be organised into paragraphs. - Third person to make it impersonal. - Extra details to support the main points.	All children to use whiteboards throughout the shared writing to generate their own ideas when using 'thinking time'.
Llynfi - Include a topic title. - Include sub-headings for each category. - A brief introduction paragraph giving an overview of the report. - Some fact boxes or built point lists.	

This was a lesson planned for our geography topic on India and learning about the country. The previous lesson was a text marking task of a Geographical report on India and we built upon this with the children producing a shared piece of writing. The following lesson was the children creating their own geographical reports.

Cross-Curricular Responsibilities

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Example 3

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Melanie Houldcroft	Class:	Year 6- Dosbarth Oak
AoLE or Subject	Language, Literacy and communication	Date:	5/11/19
Lesson Focus:	To compose their own poems and recite them. To illustrate their completed poems. To upload to Seesaw app.		
Meaningful links to Curriculum	Writing -Use language appropriate to writing. Use varied and appropriate vocabulary, including subject specific words and phrases. Choose and use a wide range of adventurous and imaginative vocabulary. Oracy -Speak clearly, varying expression, tone and volume to keep listeners interested. Art and Design – Illustrate their text inspired by the theme and other artists.		
Meaningful links to Cross Curricular Responsibilities	ICT - Children to upload their work onto Seesaw app and add notes reflecting on their experience of writing the poetry. Expressive Arts - Children will be able to use illustration to effect. Pupils must illustrate what their writing conveys effectively.		

Teaching & Core Learning	- Children to compose their poems following their success criteria. - Once completed children will recite their poems in small groups and receive feedback. Children voted to recite their poems to a partner whilst I observed and the recitations were then uploaded onto the	- Oral feedback and support given throughout. Children to self assess against criteria and redraft work if necessary. - Peer feedback of the recited poems, feedback must be constructive and fair. One positive and one suggested improvement.	- Art materials: - Pens, pencils, chalks etc.
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	Seesaw app.		
Plenary	Pupils will need to upload their completed illustrated poem to Seesaw app. Pupils worked in pairs to recite and film their poems and uploaded it to Seesaw app.	- Pupils to reflect on the session, stating if they have enjoyed and what they have taken from the session. - Corrections or improvements to be made in purple pen throughout OR pupils may choose to make a bullet list of things they would change or do differently next time to improve their work.	Ipads

The use of literacy and ICT work particularly well together. This lesson changed slightly on the day, the children suggested that they would rather recite their poems to each other in pairs so we decided to get them to film each other reciting their poems and upload these videos onto their Seesaw accounts.

Authentic Contexts for Learning

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Example 1

Opening phase (with links to prior learning)	begin by discussing 1kg and the success criteria. Allow the children to hold the bag of sugar and ask them to guess how heavy they think it is. Once we know that the bag of sugar weighs 1kg the children should be able to use this as a guide to make sensible estimations of the weight of the other 6 products.	- Children to be participating in the discussion of how heavy we believe the bag of sugar to be. - All children to hold the bag of sugar and we will then discuss. - I will be able to assess the children's knowledge and gauge the level of support needed for the activity.	Bag of sugar
Teaching & Core Learning	All tables to have the 6 items of food to be able to touch and hold (this may be rotated). From this they should be able to make a sensible estimation of the item weight and will either write (Lynfi and Ewri) or make a multiple choice answer (Garw and Ogwr) and put it into their tables. Once all children have completed the task we will swap with a partner to mark their work and discuss the answers. Children to peer assess work.	- Children to try and refer back to the weight of the bag of sugar to estimate their weights. - Support and guidance given throughout. - Children to swap with a partner to mark the work and then children are to colour code their partners work stating how well they estimated the items and if the learning objective was met. This will help me assess whether more work is required for children to	1kg bag of sugar - Packets of crisps 4 apples - Box of cereal - Loaf of bread - Block of butter - Bag of rice

This is taken from a lesson plan for a Numeracy lesson where the children had to make sensible estimations of the weight of objects. The work was taken from the Abacus scheme of works but I wanted to include a practical element to the lesson so I decided to introduce real-life objects for the children to be able to handle and compare. I used everyday food items to bring a real-life context to the lesson.

Authentic Contexts for Learning

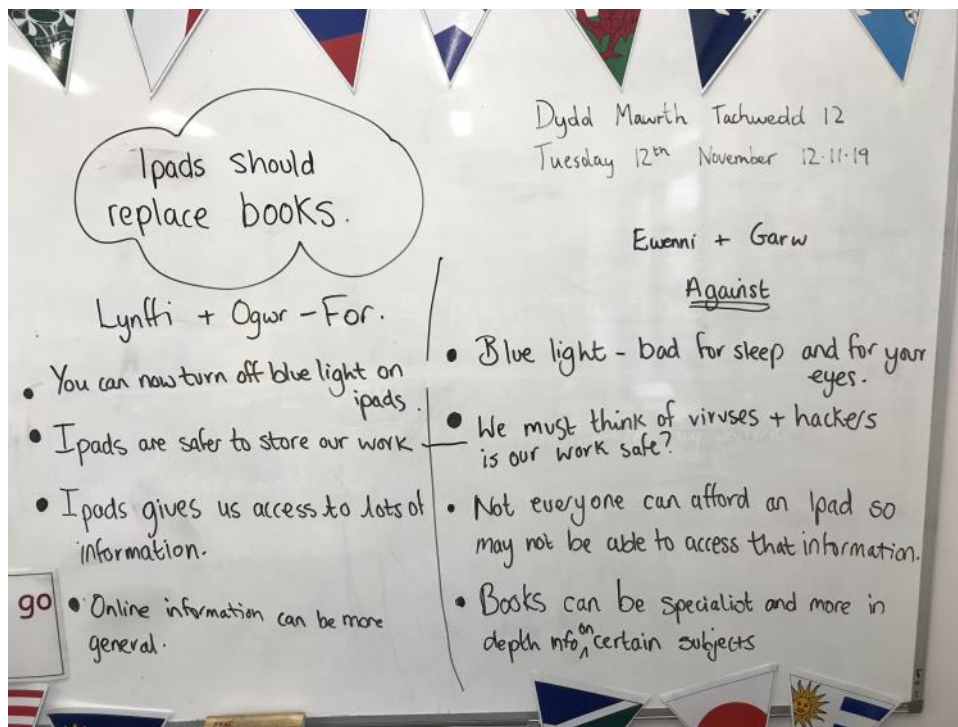
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Example 2

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)
Opening phase (with links to prior learning)	CLASSROOM TO BE SET OUT FOR A FORMAL DEBATE. MH – To lead, and to support and prompt the speakers, chairperson and timekeeper. HL – images throughout for evidence of learning and participation. Supply teacher – to help support the children in the audience, encouraging questions to be written down and ensure they are on task and engaged. 15 minutes Begin with a recap of the last lesson when we researched and produced our flashcards with prompts to support our arguments. Explain to the class that Parliament is where decisions are made on many issues that affect everybody in the United Kingdom. Explain that Parliament is made up of two 'houses' (groups of people) who discuss and vote on issues. They are the House of Commons and the House of Lords. Explain that today the class will make a decision on their chosen motion in the same way that the House of Commons does. Show children a short video of a Houses of Parliament debate and explain why debating contentious issues is important.. Explain the format, success criteria and expectations for the debate.	I will be able to assess which students participate and the children's knowledge through questioning. Do they know what the Houses of Parliament is responsible for? Why do they think it's important?
Teaching & Core Learning	30 minutes Children to take turns to propose or oppose the motion. They will be timed to speak for a maximum of two minutes each. They should speak clearly and use their prepared flashcards to help prompt them. If anyone is stuck I will ask the audience to put their hands up and help the speaker add to their point. This could then be added to their flashcards. Once all the speakers have had their turn to present their arguments the floor will be opened up to the audience to ask questions. They can stand up and ask any speaker a question they would like answered about the motion.	All children in the audience to be engaged and listening to the debate in preparations to ask questions. They may have whiteboards to write down any questions they can think of throughout so they may ask at the end. Children will have written down questions throughout the debate.
Plenary	15 minutes Children to stand to ask the speakers any questions they may have. Throughout the debate they may have written on the whiteboards with questions they wish to ask. Once all questions have been answered we will then take a vote. The speaker will say "All those in favour say aye" and the children who propose the motion are to say "aye" or "all those not in favour say No" and vote no. We will count the vote and discuss the outcome. I will ask children to raise their hands if they wish to share why they voted for or against the motion.	All children should have at been paying attention and be able to answer questions and participate in the discussion at the end. I will encourage children to ask the speakers questions and be able to gauge understanding of the debate through this.

This is part of a lesson plan taken from a real-life debate that I set up for the children. After researching different motions in previous lessons we held a debate with speakers, chairperson and the rest of the class as the audience. As it was a subject that was very relevant to the children the engagement and participation was high throughout the lesson and even if the children didn't have a role as speaker they asked questions and rebutted the arguments really passionately.

From this experience the children began to understand the importance of Parliament and how contentious issues can be debated and voted upon. Because the motion was something that the children could relate to it ensured that they had a vested interest throughout and the feedback I received from the children afterwards was very positive. Having a first hand experience whilst learning is certainly something that motivates the children and I believe their understanding of the topic was embedded more successfully through taking part in the debate rather than just researching and writing about it in a literacy lesson.

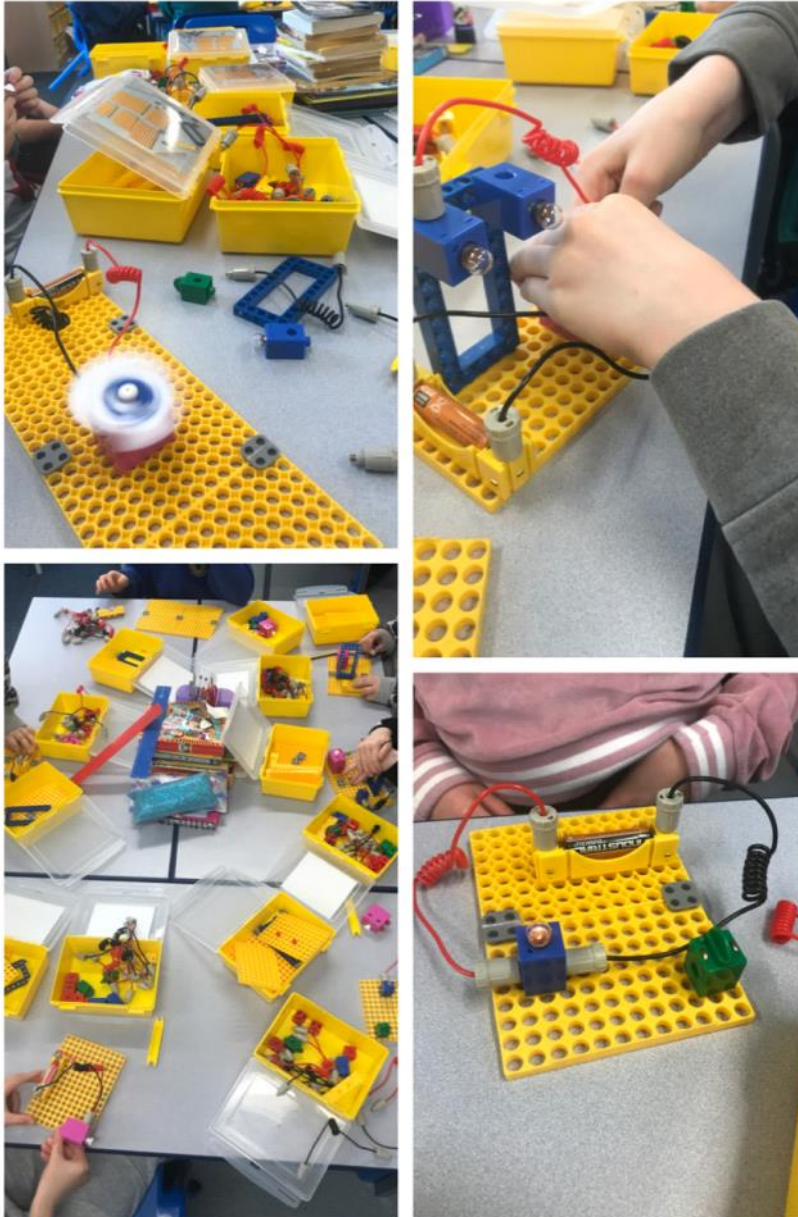


A photo of the board from the previous lesson when beginning to research ideas for arguments in preparation for the debate.

Authentic Contexts for Learning

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Example 3



These photos were taken in a science lesson where children were able to investigate different electrical components to make simple circuits. Children were told that they had to use at least one bulb and one switch in their circuits but they were given the opportunity to investigate what would happen by adding more bulbs, more cells, a motor or buzzer and the children then had to draw their circuits using the correct symbols into their books afterwards.

We concluded the investigation by the children writing up their investigations and concluding their findings. This lesson preceded the children then investigating different materials to test for conductors and insulators of electricity.

Critical reflection

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Critical reflection

My first Professional Teaching Experience (PTE) Part 1 was undertaken at XXXX Primary School in a rural small town. The school has 238 registered pupils aged between 3 and 11 years of age, of which there are approximately 45% of those who receive free school meals (FSM) which is above the national average (ESTYN, 2017). My placement was in Year 6 with a class of 28 children, some of which had additional learning needs.

During my first PTE I have collected and collated examples of how I was able to implement three of the twelve pedagogical principles that are underpinning the new curriculum and its holistic approach to pedagogy. Throughout the experience I have reflected and evaluated daily on lesson planning, the application and teaching of these lesson plans in addition to the impact it has had on learners and their learning. The three focus pedagogical principles are:

- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- Good teaching and learning creates authentic contexts for learning.

Being able to reflect upon the implementation of these pedagogical principles and through verbal and written feedback from my class mentor, has enabled me to perceive how I can further develop my teaching practice to improve the learning experience for the pupils I will teach.

Pedagogical principle: Good teaching and learning means employing assessment for learning principles.

At the beginning of (PTE) Part 1, employing effective assessment for learning strategies was challenging. I found that developing differentiated success criteria was difficult as I was unsure of the abilities of the children I would be teaching. Black and Wiliam (2005) consider the importance of sharing a clear success criterion with learners so that they understand what will make their work good and what is the next step according to the criteria features. Similarly, Donaldson (2015) regards success criteria as a powerful tool to guide children through self-assessment and peer-assessment. Being able to evaluate their own or each other's work allows pupils to recognize a successful piece of work and highlight areas in need of improvement. Although I had incorporated success criteria within the lesson plans, when I was at the front of the class discussing the learning objectives and outcomes with the children, they were getting confused. I found that when I was writing the success criteria on the board, some of the children found the criteria overwhelming or at times the criteria were too vague, and I found myself having to clarify and adjust the success criteria. Heritage (2010) states that for children to be able to successfully progress with their learning they must first have a clear understanding of the success criteria to be able to make necessary adaptations and improve their work.

Throughout my placement, I discovered that the children responded more positively when actively participating in the construction of the success criteria. By discussing with students what they believed to be a suitable success criterion we were then able to devise features that everyone was expected to include, alongside optional features that would upskill their

work. When leading group work, I was then able to transfer this success criteria and adapt it to suit the abilities of the group or individuals. This allowed me to differentiate for different learners much more effectively and enabled me to begin to gauge understanding and prior knowledge for future planning. Using the strategy of differentiating instruction to suit the learner allowed me to pitch the learning at the right level, however, teaching in ability groups does have its advantages and disadvantages. According to Heritage (2010), seating children in this way allows you to differentiate instruction more easily and affords you more time to work with each group and scaffold appropriately. Although Wyse & Rogers (2016) also note that ability grouping can be helpful when tailoring the success criteria of activities Hattie (2008) found that ability grouping of students can be counterproductive. It is suggested that some children lose confidence and their aspirations lower when they begin to understand that they are grouped by their 'lower' ability (Sellgren, 2017, Glazzard *et al*, 2010). By mixing up seating plans children are given the opportunity to work with different peers of mixed-attainment and this can boost self-esteem and motivation (Tereschenko *et al*, 2018).

One example of this was when completing a Geography report on India (see AfL example 3) where children had to identify different geographical features on a map of India. Each ability group had differentiated success criteria by the number of key features the children had to identify on their maps, which then served as a tool to enable children to then self-assess their work against the criterion. Grigg (2010) states that pupils who understand the assessment criteria and have the opportunity to evaluate and reflect upon the work produced show greater improvement than those who do not.

Another example of using AfL strategies was the questioning of pupils, to test their knowledge and understanding and encourage higher order thinking. I used Bloom's Taxonomy as a guideline to help me differentiate the questioning so that during the lesson I was still encouraging all pupils to answer but higher attaining children were asked questions that required a more detailed response. For learners to develop their metacognition the practitioner should develop effective questioning (Welsh Government (WG), 2010, Heritage, 2010). For questioning to be effective, an understanding of how to question differently to encourage higher order and lower order thinking (Bartlet, 2015). I received good feedback from my class mentor on my questioning technique during lessons and have annotated an example from my learning journal (See AfL example 2).

Questioning is one element of effective assessment for learning and is key to finding out what children already know and being able to identify the gaps in their knowledge to aid effective planning (WG, 2010). In the same vein Glazzard *et al*, (2010), also states that questioning can too often be instructional or closed questions, which fail to develop children's higher order thinking and this is something that I will develop during my PGCE and future placements. I have seen questioning Rubrics since starting my studies and this is a resource, I believe may be useful to hone the skill of effective questioning. There is a place for both lower and higher-order questioning within the classroom according to many sources (Bartlet, (2015)., Glazzard *et al*, (2010) & Wyse & Rogers (2016) and the Questioning Rubrics will allow me to gauge which questions to use for which students and to elicit the required responses from students.

Pedagogical principle: Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Central to the entire discipline of effective pedagogy is the implementation of cross-curricular lesson planning. This inter-disciplinary study allows the children to learn by making connections between concepts and ideas within different subjects. According to Donaldson (2015), good teaching will develop opportunities to combine literacy, numeracy and digital competence across all areas of learning. By making these cross-curricular links, sources suggest that it has a positive impact on children's learning by helping children to connect and embed the content knowledge (Kerry, 2015., Vickery, 2014, Barnes, 2015). During my placement I was able to plan for many lessons and link it cross-curricularly, however I did find this easier when meaningfully linking literacy into the lesson plans. One example of this (See Cross-Curricular example 2) was an activity where the children had to compose a Geographical report during a shared writing activity. This was one lesson in a series of activities building up to the conclusive lesson where children produced their own Geographical Reports. Using the theme of 'India' I was able to plan lessons that included text marking reports, instructional writing of Indian sweet making, writing about and producing Rangoli art and producing an ICT Sway presentation about Hindu Gods (See Cross-Curricular example 1). I found that this thematic approach lends itself well to cross-curricular planning of lessons which is said to make children more likely to remember what they have learnt (Fuglei, 2016). This also links to another of Donaldson's (2015) pedagogical principles 'making connections within and across Areas of Learning and Experience' (AoLE). When planning I consulted the relevant Digital Competence Framework (DCF), (WG,2019) strand and elements for my year group to select the appropriate learning objectives, which became the focus of planning my lessons. One lesson plan was created to include the learning objective of pupils being able to select and combine a range of text, image, sound and animation for a suitable audience, so I planned for the children to produce a SWAY presentation on Hindu Gods. I planned a further lesson for the children to use ICT in a literacy lesson by having the children write their own war poems on Remembrance Day which they then had to illustrate and upload to the Seesaw app (See Cross-Curricular example 3). When discussing this with the students they suggested that they would like to work in pairs to recite their poems, subsequently, I changed the lesson plan slightly to accommodate this. There is a growing number of literature that recognises the importance of giving students a certain authority over what and how they learn, strengthening their autonomy may boost their motivation, feelings of self-efficacy and engagement to facilitate their learning (Parker *et al*, 2017, Wyse & Rogers, 2016., Welsh Government, 2015). Therefore, by allowing the children to vote and decide how they wanted the lesson to proceed this encouraged them to take responsibility and ownership of their own learning. The children then recited their poems whilst being videoed by their partner and these were uploaded to the app. This was a meaningful link between literacy and ICT but also included elements of Expressive Arts. Vickery (2014) suggests that it is a responsibility as a teacher to actively teach children to become digitally literate and therefore opportunities should regularly be made available for the children to safely and effectively use ICT in the classroom.

Throughout my placement my own skills were improved in regard to using the ICT applications that the school use. I myself produced SWAY presentations to model for my students and developed my confidence, skills and knowledge in doing so. I have used numeracy in D&T lessons where the children had to measure ingredients for baking, I have also linked Expressive Arts and Numeracy by having the children use half of a Rangoli pattern and draw the other half taking into consideration the symmetry of the design. However, on reflection it has become apparent that I need to develop cross-curricular links with Mathematics in more of my lesson plans. After reading literature such as Cross-Curricular Teaching in the Primary School (Kerry, 2015) I am inspired to introduce Mathematics and History, having children use mental geometry by studying fortresses, or researching and building their own sundials. The new curriculum promotes a holistic

blended learning experience and planning using an interdisciplinary approach can not only strengthen learning and build connections between subjects, but it can have a positive effect on children's well-being according to Barnes (2015). The concept of exploring topics across a range of different subject boundaries can promote critical thinking and allow children to synthesise their ideas and consolidate their learning, which is a constructivist approach (Kerry, 2015). The Plowden Report (1967) highlighted the need for interdisciplinary teaching and learning to enable children to make connections within their learning experiences; building on what they already know and deepening their understanding. With this in mind real life applications should be at the forefront of lesson planning to ensure children are engaged, motivated and invested in their learning. By providing children with these opportunities they will acquire the skills to apply their knowledge to other areas of learning, to recognise their abilities, to reflect on and adapt their learning and continue to form positive habits for their lives beyond school (Pearce, 2016).

Pedagogical principle: Good teaching and learning creates authentic contexts for learning.

Authentic contexts for learning is another constructivist approach that makes connections to real-life problems, situations that are meaningful and relevant to children, and promotes the skills they will need to develop for the future. The ideologies of John Dewey (1859-1952) for authentic learning activities and a multi-disciplinary education appear to have been brought into the 21st century with the pedagogical principles of the 2022 draft curriculum (Pearce, 2016., Donaldson, 2015). I believe this links to both cross-curricular and authentic learning contexts where the children researched topics and prepared themselves for a real-life debate (see Authentic Context example 2) By adding in this experience, the children are far more likely to remember what they have learnt and the significance and importance of debating and formulating opinions on contentious issues. Students retain information during multi-sensory learning experiences and the learning accelerates, all through increasing engagement levels (Quigley, 2016, McCarthy, 2016). Experiential learning can be said to promote development of critical thinking and encourage children to become life-long learners, and by including authenticity to these, experiential learners will further develop the skills needed for life outside of school and for their future (Vickery, 2014).

The concept of experiential learning was first introduced by Dewey (1859-1952) and Piaget (1936) which was later developed further by Kolb (1974) who developed the Experiential Learning Style Theory (McLeod, 2017). Kolb's theory is based on four stages: The Concrete Experience of actually doing or having an experience, Reflective Observation where children are able to reflect on the experience, Abstract Conceptualisation is about forming a conclusion and learning from the experience and lastly Active Experimentation, where children are able to test out what they have learnt, building on what knowledge they have gained from the experience. Subsequently the Active Experimentation becomes the Concrete Experience again and so the cycle continues. Suggestively, building on prior knowledge through actively learning can have a significant impact on a child's cognitive development (Bassot, 2015). Reflecting on experiences and developing ways to improve the learning experience can ensure children are thinking critically (Schuetz, 2018) and this could encourage creative thinking and help create ambitious and capable learners.

Throughout my placement I became more aware of how to include authenticity to my lesson plans and when given a Maths lesson to plan for the children I decided to include real life objects for them to touch, feel and experience in order to facilitate their understanding of how to estimate the weight of everyday objects (see Authentic Contexts example 1). By

having items to physically hold and compare really enabled the children to gauge the difference between weights of objects, rather than just seeing weights written down on a worksheet or in their books. I believe it can have a significant impact on a child's learning and through reflecting upon my implementation of the principle I hope to now further develop my knowledge of how to effectively integrate authentic contexts into more lessons. I can now see that I could have included authentic context to more lessons that I had planned and with increased confidence in my skills to plan meaningful learning experiences I hope to improve upon this in my second half of my placement. I now realise that it is not just about creating an 'experience' for the children but being able to make it relatable for the children and relevant.

In light of the positive research for authentic contexts and cross-curricular learning project-based learning (PBL) could be one way of successfully applying the pedagogical principle. Effective PBL is said to engage students and build on their knowledge and skills through the use of inquiry-based projects and problems that they may face in real-life, which has been said to foster critical thinking, communication and collaboration (Schuetz, 2018). According to Stenger (2018) true authentic learning experiences should enable children to be able to transfer their knowledge from theory into practise and she states that children should be prepared during their earlier education to help them understand how to use their skills and attributes to develop their careers. Introducing project work to the children allows for learning to be in 'layers', with pupils being able to build on their previous knowledge, test hypotheses, reflect upon and then improve their work (Schuetz, 2018). By allowing them some autonomy in their learning also ensures that they have a vested interest and an intrinsic motivation to produce work of a high standard. The active discovery and inquiry elements of PBL seems to encourage the behaviours and approaches highlighted in Donaldson's 12 Pedagogical Principles (Donaldson, 2015) and as long as the experience is meaningful then this could be an appropriate pedagogical approach to implement these. Significantly, Kaldi *et al* (2010) found during a qualitative study of PBL and its effects in Primary school teaching that the experience improved children's motivation, co-operative learning and their engagement throughout the experience. According to many sources all of which are essential elements for successful learning (Glazzard *et al*, 2010., Schuetz, 2018., Black & Wiliam, 2005).

Throughout my placement and during the process of reflecting upon my lesson plans and throughout my learning journal, I have grown in confidence at implementing the pedagogical principles but also highlighted areas where I feel I can improve. Not only to improve the pupil's learning experiences but my teaching practise to be able to move forward throughout my PGCE. Whilst reviewing literature, theory and researching effective practice I feel I am able to adapt my teaching style to include more meaningful and hands-on experiences for the children. I am due to start Foundation phase with a renewed enthusiasm for employing a wider repertoire of teaching and learning experiences that allow me to implement the principles of the new curriculum.

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