

A written critical reflection of your progress in planning and implementing pedagogical principles, with recommendations for ensuring further progress

Sunday, 1 December 2019 16:04

Student name: Amy Hoyles

Student Number: 1900209

Pathway- P-PGCE

Link to OneNote

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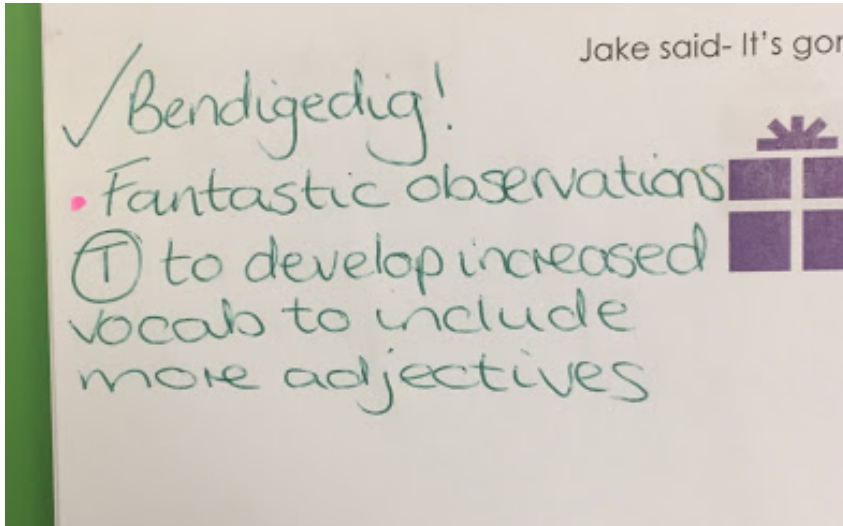
	Target	What I have done in this assignment
Target 1	Double spacing	N/A
Target 2	Deeper reading and developed critical analysis of literature	More in depth reading around the subject to develop a more critical report

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ogress.

Illustrative example 1

Sunday, 1 December 2019 16:02

Marking for Assessment.



Reception class- age 4-5years

Lesson focus- Science experiment (what would happen if?)

Tickled pink (a good aspect of the work) and green for growth (a target that needs to be achieved) - this marking system is used throughout the school

This is the marking scheme that the school has in place. It was important that I keep to this scheme so as to not confuse the pupils and to keep the marking consistent throughout. To ensure this marking is effective a discussion is needed with the pupil as this allows the assessment to be meaningful to the pupil. This was something I was not able to achieve in this case.

Recommendations-

- Would have been better to provide 2 tickled pink points
- Targets should be discussed with the pupil

Illustrative example 2

Tuesday, 10 December 2019

14:59

Lollypop sticks

Reception class- age 4-5years

Review from a weekly reflection after implementation of the strategy

Test - implementation	Think - reflect on your implementation
Lollypop sticks, talking partners	The children really took to the lollypop sticks strategy so much that they reminded me to use them during one particular lesson the teacher has also incorporated this strategy into their own practice
Share - what were your reflections shared with class	Think - develop your strategy

Class mentor was happy with my introduction of this strategy to the class. It was obvious to me that the children enjoyed the use of the lollypop sticks as they reminded me to use them in a particular lesson.

Teaching & Core Learning	Is it a happy story? Agree/disagree	Voting
	How do you celebrate christmas? Why did they have to sleep in a barn? <u>use lollypopsticks when asking questions</u> Close your eyes and imagine sleeping in a barn Do you think it was a safe place to sleep? Is it important for everyone to have a safe place to live?	Answering the questions

Lesson focus- Christmas nativity story

Shows how lollypop sticks were implemented in a particular lesson

This method enabled me to assess whether all the pupils were engaged in the lesson and limited the same pupils putting their hands up to answer a question. Pupils needed to stay on task as they might be chosen at random to answer a question at any point throughout the lesson.

Recommendations- remember to use this strategy more frequently in every lesson and show the use of this strategy in my planning at all times.

Illustrative example 3

Tuesday, 10 December 2019

14:59

Teacher Questioning

Reception class- 4-5 years old Lesson focus- Fire safety
Whole class lesson

Planning relating to the use of teacher questioning
to enhance learning

20mins Teaching & Core Learning	Read the story to the children Asking questions where appropriate to stimulate understanding of whats happening in the story and their understanding of fire safety Use hands up approach to questioning	Whole class Listen and answer questions related to the story	PowerPoint List of questions relating to the PowerPoint
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Questions to ask for fire safety

Slide 1-

1. Where have Katy and Ben been?
2. What should you do if you see matches or lighters lying around?
3. Where do you think matches and lighters should be kept?
4. Can you see anything else that is hot in the picture? (cooker, pan, kettle, iron)

Slide 2-

1. Do you think mum has noticed that the matches are missing?
2. What do you think Katy might do?
3. Do you think she could hurt herself? Why?
4. Do you think her mummy will be disappointed with her? Why?
5. What did Katy do that was dangerous?

Slide 3-

1. Why do you think Ben is worried about the game?
2. What do you think Ben should have done when Katy suggested playing the game? Why?
3. What happens to Ben when he lights the match?
4. Can you see the smouldering match in Katy's bedroom?

Slide 4-

1. How does everyone know that there is a fire?
2. Whereabouts do you think the smoke alarm is in the house?
3. What sound does it make?
4. What does everyone do when they hear the smoke alarm?
5. Should Katy's mum go upstairs to check what is on fire? Why not? What should you always do if a smoke alarm goes off?

Slide 5-

1. What number do you phone if there is an emergency?
2. What does he tell them?
3. Who does Katy remember when they are outside?
4. Why doesn't Katy go back?

Slide 6- What have you learnt from Katy and Ben's story?

The questions used to enhance the PowerPoint story read to the class. These questions are a mixture of closed and open questions relating to the story. These I used to ensure all children were engaged with the lesson and also to stimulate the children to think about what they would do if they were in that situation. Before reading the story I asked the pupils what they already knew about fire fighters/ fire safety to see what prior knowledge they had on the topic. It was clear from the answers that they already had some basic knowledge on this.

Illustrative example 1

Sunday, 1 December 2019 16:03

Literacy Class ages: 4-5
Religious education lesson



PowerPoint was used to tell the Christmas story- the birth of Jesus

This lesson was a focus on R.E and the Christmas nativity story. I used a PowerPoint to explain the story of the nativity. The children were then asked questions about the text, this was to check pupils understanding and if they were following the telling of the story appropriately. This was a cross curricular lesson as the focus was Religious Education but there was an aspect of literacy involved as they were practicing the skill of being able follow texts read to them and respond appropriately, which has come directly from the literacy and numeracy framework (LNF. 2015).

<u>Student-teacher</u>	<u>Amy Hoyles</u>	<u>Class:</u>	<u>reception</u>
<u>AoLE or Subject</u>	<u>R.E</u>	<u>Date:</u>	<u>2/12/19</u>
<u>Lesson Focus:</u>	<u>The christmas story</u>		
<u>Meaningful links to Curriculum</u>	<u>Recognise the christian belief of the christmas story</u> <u>develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures</u> <u>communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate</u>		

Meaningful links to: Cross Curricular Responsibilities	LNF • Recognise and make meaning from pictures on-screen • follow texts read to them and respond appropriately
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Planning sheet- illustrating the links to the curriculum

Illustrative example 2

Tuesday, 10 December 2019 14:58

Numeracy

Reception class- ages 4-5 years old

Lesson focus- buying items (role play)

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)	APK- Show different coins ask the children to name them Show the children a selection of objects each has a price Explain today we are going to pretend that we are in a shop and are buying things for christmas		Coins 1p/2p/5p/10p Objects with price tags costing 1p/2p/5p/10p
Teaching & Core Learning	Use lollypop sticks to choose children to be the customer/ you are the shopkeeper Role play scenario Introduce other items costing odd amounts See if the children can pick the correct coins to pay for the items	Items priced to 20p/ items priced to 10p/ items priced to 7p	Items costing various odd amounts 3p/4p/6p/12p

Planning showing how a skill from the numeracy aspect of the LNF was used in a role play situation to allow children to pay for items costing a certain amount of money. Pupils selected coins to pay for items that were priced to see if they understood which coins would be appropriate to chose to buy each item. This activity was also used in the enhanced provision for this week in the classroom so pupils had the opportunity to practice this skill. I chose to use this activity as a way to encourage pupils to think about how money is used in an everyday situation and by role playing a shop scenario the pupils could associate the use of money in an every day situation.



Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Children could use the appropriate coins to pay for the items Developed an understanding that two different coins could be added together to make another amount The differentiated groups deveoped an understanding that 2p coins can buy more objects that cost 1p (gain an understanding that 1p and 2p coins are different)
Next Steps for	Develop an understanding of number bonds to 10 to practice this skill

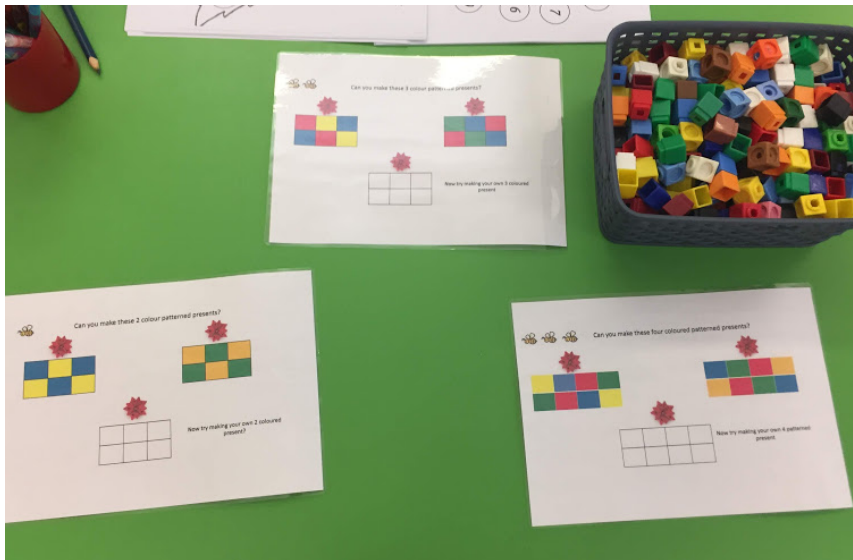
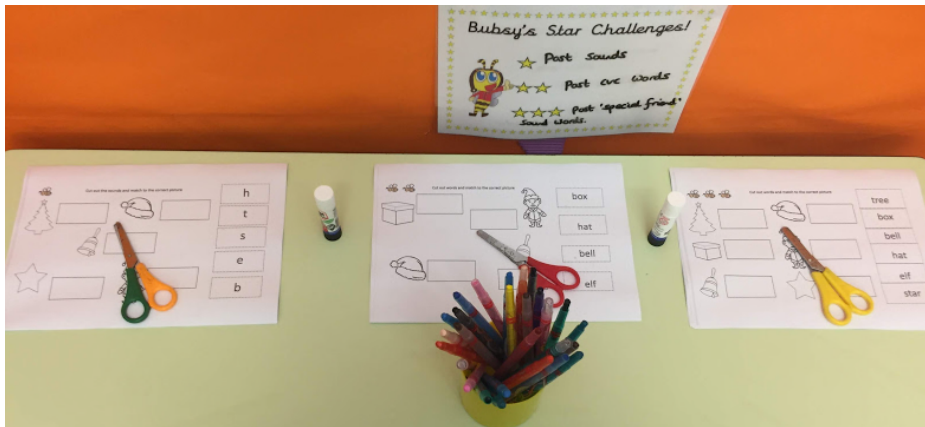
Progress	Differentiated groups should work on gain understanding of 5p and 10p coins All groups should practice with larger coin amounts
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Reflection of the lesson showed that the higher ability pupils gained some understanding of amounts the coins are worth and when added together they total to different amounts. After gathering feedback from the support staff it was evident that the differentiated groups struggled with this task so more scaffolding would be needed to help with further understanding of this skill. Taking this into account I thought it might be necessary to introduce number bonds to 10 as this would help with understanding of addition of one digit numbers.

Illustrative example 3

Tuesday, 10 December 2019

14:58



Enhanced provision- Bubsey challenges
Challenges at different levels based on numeracy and literacy activities which related to the theme. Changes every week.

Illustrative example 4

Sunday, 15 December 2019 16:57

End of term placement review from class mentor- DCF

Amy demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately. She demonstrates a knowledge and understanding of the needs of nearly all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences. Amy understands the selection, use and justification of a range of approaches to meet pedagogic challenges to the benefit of all learners. She also demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. Amy has some understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. She engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions. Targets - To further develop knowledge and understanding of DCF and plan for lessons to include elements, where appropriate. To have experience in planning for and delivering structured PE sessions.

This is an extract from my mid term review by my class mentor which highlights my implementation of cross curricular responsibilities in the classroom and also provides a target to develop my teaching of the DCF as a cross curricular responsibility.

Recommendations- to include DCF in more lessons

Sets tasks and selects resources that build on previous knowledge and engages students

Illustrative example 1

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Bubsey Challenge tasks- differentiated tasks set up as enhanced provision.

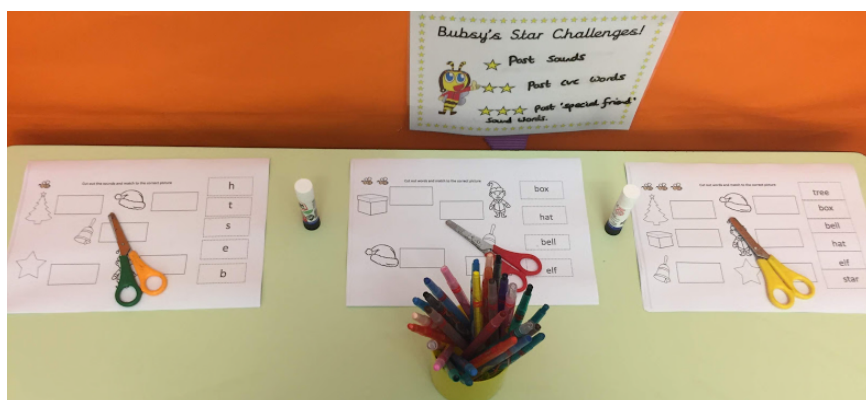
Reception class- 4-5 years old

Enhanced provision available to the class for 1 week

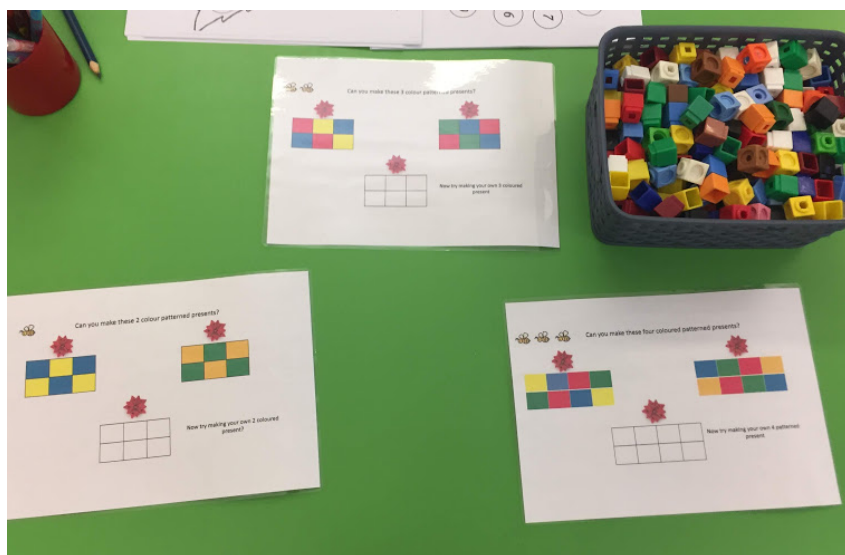
Challenges- 1 star to 3 stars

Pupils chose their own level of challenge

Literacy task



Numeracy task

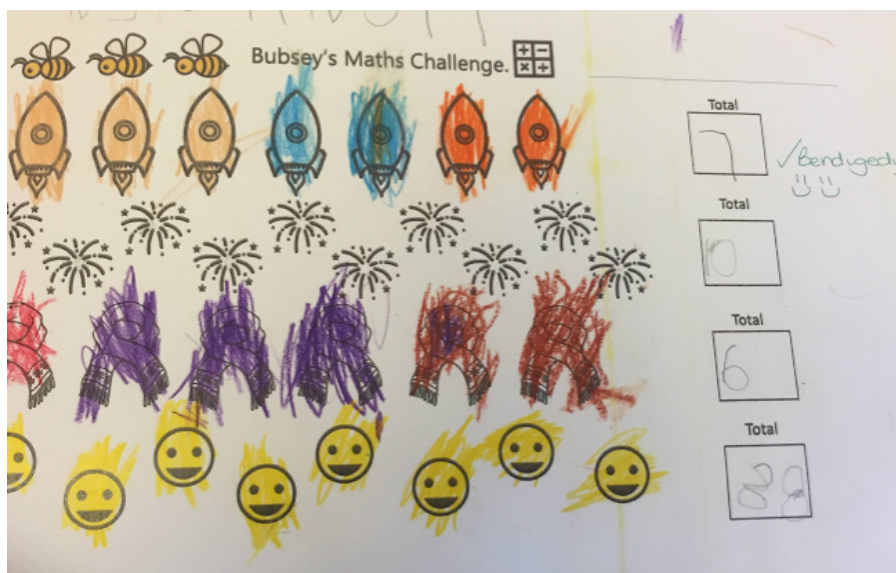


Incentive to complete challenge worth 3 stars- move up good behaviour chart from good day to super day

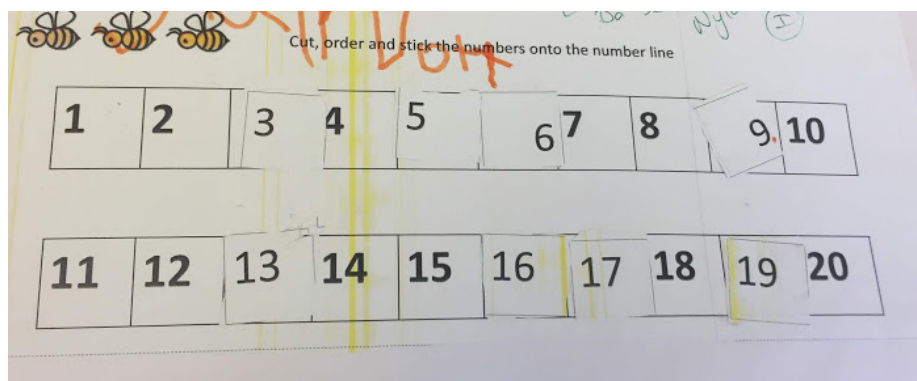
Tasks linked to the theme for that particular week or half term- this

teaching method was used throughout the school (foundation phase- bubsey challenge/ Key stage 2- Missions)

Evidence of another activity completed by the pupil during activity time - Bubsey challenge - the pupil had a free choice to complete this activity. The pupil here did decide to complete all three differentiated tasks in the lesson and it was decided that the highest completed task would be provided as evidence.



This work was completed independently by the pupil



This shows a cutting and sticking counting activity completed by a pupil- which highlights that I have used a range of different ideas to stimulate engagement in a free choice activity to enhance learning.

Recommendations-

- ensure pupils receive the incentive once the challenge has been completed
- Pupils were reluctant to complete activities which needed to be written out so to encourage completion of the task other activities were introduced e.g. (see picture above) cutting and sticking activities/ using blocks to make patterns.

Illustrative example 2

Tuesday, 10 December 2019

14:56

Shape bingo

Identification of 2D shapes

Planning

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)	https://www.topmarks.co.uk/early-years/shape-monsters (whole class) APK- Go through each of the shapes asking the children which one is which		• Various shapes (circle/triangle/square/rectangle) • Extension- pentagon/ hexagon
Teaching & Core Learning	Ask each child to draw a particular shape. Shape bingo- explain that you will call out descriptions of the shape and they have to see whether they are on their sheet or not. When they have seen all the shapes on the sheet they call out shapes.	Draw the shape (paper/whiteboard) Place counters on the sheet when that shape has been described by the teacher	• Feely bag • Various shapes (circle/triangle/square/rectangle) • Extension- pentagon/ hexagon • Paper/ Whiteboard

2

Building on previous knowledge. Engages interest by making it fun and competitive activity which promotes understanding

Example of Resources



Feedback was given from the support staff on children's understanding and ability to complete the task for each of the ability groups.

It was said the pupils were all actively engaged in the activity. Pupils gained a clearer understanding of the shapes by descriptions given. Further development of this would be adding more shapes for each differentiation level so as to increase pupil shape knowledge.

Illustrative example 3

Tuesday, 10 December 2019

14:57

Ordering numbers

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)	Get the children to recognise numbers on the white board using interactive white board Use top marks website https://www.topmarks.co.uk/maths-games/5-7-years/ordering	Counting backwards and forwards 1-20 Slowly then gradually getting faster APK-Recognising numbers between 1-20 on the board.	
Teaching & Core Learning	Differentiated Use numbers 1-20 Use numbers 1-15 Use numbers 1-10 Give each child a number. Ask the children to put themselves into a physical number line using the numbers they have. Check altogether if the children are right. Repeat the activity multiple times swapping numbers each time.	Able to sort themselves onto a number line	Number flash cards or actual numbers (numercon/blocks of numbers)

Based on their previous knowledge of the numbers 1-20

Engages interest as the pupils are all involved in the activity
Encourages pupils to work together to get to the final answer

Activating prior knowledge with the whole class was important to assess what knowledge the pupils have beforehand and how you can extend this knowledge.

Differentiation was important so all pupils taking part could carry out the task with some success.

Activating prior knowledge by using the website Topmarks. If this could not be carried out you could write numbers 1-20 in order on the whiteboard with gaps the pupils can fill.

Working collaboratively towards an end goal. Pupils have the opportunity to help others or ask for help themselves off another pupil.

Critical Evaluation

Sunday, 1 December 2019

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This Professional Teaching Experience (PTE) was carried out in a primary school in inner city Swansea. This placement took place in a foundation phase classroom (reception class) where the ages of the pupils were situated between the ages of 4 and 5 years old. The focus of this assignment will be to highlight how three of the pedagogical principles outlined by Donaldson (2015) in the new curriculum for Wales is implemented in my own professional practice in the classroom. For each principle, three pieces of evidence have been given to show how these principles were planned for and implemented during the first part of PTE. Reflection is based on my strengths and weaknesses in each principle, it will also be discussed where progress could be made in each of these three pedagogical principles in any future PTE placements and eventually in my professional practice as a qualified teacher.

The first principle discussed is Assessment for Learning (AFL) and how this has been developed through the first part of PTE. In the successful futures document Assessment for Learning (AFL) is deemed important in effective teaching so the teacher can actively adapt the teaching and resources used in the classroom to meet the needs of all the students in the class (Donaldson. 2015. p-67-68). Dylan William (2011) explains that after instruction from the teacher what the students learn may not be desired outcome from the perspective of the teacher, therefore assessment is a way of finding out whether the lessons taught by the teacher have been assimilated correctly by the student and that the student has learnt something. Assessment should be both formative and summative. Formative assessment being carried out whilst the learning is being delivered and can be

used numerous times during a lesson or teaching day, however summative assessment is often delivered in the form of test scores at the end of the year or at the end of a topic (Black et al. 2003).

Assessment is also used for the purpose of showing the teacher individual progress of the students in their class and as a diagnostic tool to assess individual pupil issues with learning. It may also be used as a motivational tool, a way for the teacher to group pupils based on attainment and may be shown to partner schools to help plan their provision and allows authorities to monitor standards in various schools (Cockburn and Haylock. 2001. p-121-126).

A review on feedback from the education endowment foundation (2018) explains that effective feedback in the classroom is difficult to achieve. Quality feedback needs to be detailed and clear to highlight where an individual needs to progress and not just that or if an answer was right, it should reflect on whether the pupil has challenged themselves in order to progress which may teach children that determination and effort is important (Education endowment foundation. 2018).

Marking effectively may contribute to directly to the enhancement of pupils learning and therefore feedback needs to be chosen carefully by the teacher just pointing out the errors alone may not help the student progress.

Numerous errors in the students work may mean that the teacher may need to reteach that particular aspect of the lesson to limit the mistakes made by the student (Cockburn and Haylock. 2001 p- 127).

Based on a study by Santos and Pinto (2011) it was found that children of any age can benefit from assessment for learning practices used in the classroom and the sooner these strategies are implemented in the learning process the sooner the benefits for learning are witnessed. Therefore, implementation of AFL should start in the foundation phase to allow pupils to adjust to this process of feedback from the teacher.

I feel like progress of this principle was made through the first part of PTE. My choice of questions in the classroom became more focused towards the end of this placement. I must try and make sure verbal feedback is given to the pupils as I believe this is more impactful on the learning than targets and assessment written in their books. It would seem appropriate then to mark work completed by the pupils during the course of a lesson so a discussion could be had with the pupils and possible extension work could be given immediately. The only strategy that was implemented during this PTE was the lollypop stick strategy and upon feedback from the class mentor the implementation was a success and the teacher will be using this for the rest of the year in the classroom (see illustrative example 1 for assessment for learning). This AFL strategy needs to be used frequently in order for the students to adjust to this technique used to promote effective questioning as many students still shouted out the answer when questions were asked by me as the class teacher. In the evidence provided for this, it is discussed that the students frequently reminded me to use this strategy. I believe this was due to the fact I easily forgot to use the lollypop sticks as I was having to manage other aspects of the classroom environment such as the behaviour of the pupils at the time.

I have provided evidence to show how I have used questioning in my planning of lesson during the PTE (see assessment for learning, Illustrative example 3). During the planning process it was important to note down all the questions that would be asked during the teaching part of the lesson, this was so questions could be analysed to determine if they would increase learning in the classroom. I used both open and closed questions during most lessons taught. For further progress in this aspect I will try to encourage pupils to ask more questions relation to the topic or lessons being taught. Another point for consideration is the amount of time to wait for an answer from the pupils. I believe in my practice this could be extended especially for

open ended questions where more thought is needed for the pupil for their answer and it is possible to assume that the longer you wait for a pupils answer the pupil will believe that their answer is valuable (Power. 2001).

During PTE it was important to use the marking scheme used in the school. Cockburn and Haylock (2011) explain that many schools have scheme that they use, student teachers should therefore become familiar with the type of marking used at their placement schools. This would keep assessment consistent for the students. Due to the students being so young (4-5 years old) assessment and feedback given to the students should have been predominantly verbal as the students were too young to read written feedback. Therefore, marking of produced work by the students should have been carried out during the course of the lesson or immediately after the work was handed in to ensure that students were able to act upon the feedback straight away. However due to the nature of the classroom environment this was not always possible so written feedback would be given (see assessment for learning, illustrative example 1). I do not believe this was appropriate for the students. For further progress in this aspect I will make sure all feedback is to be given verbally to the student in an appropriate amount of time so that the student can work on possible targets or respond to the feedback to ensure progress in learning.

The second principle evidenced is application of cross curricular teaching. Donaldson (2015. P-68-69) describes this as embedding literacy, numeracy and digital competency throughout the curriculum and suggests that this should become normal to all teachers in the classroom and carried out in an authentic way. A way to deliver cross curricular subjects would be through the development and use of themes in the classroom. It is thought that thematic or cross curricular teaching allows the pupils to understand the world they live in compared to only gaining knowledge of subjects in a singular way (Kelly and Stead. 2013). By teaching in this

way pupils are taught knowledge in a much more rounded and holistic way and are able to solve real world problems independently (Christodoulou. 2014).

The National Literacy and Numeracy Framework (LNF) was introduced in 2013. The purpose of this document is to identify skills in both numeracy and literacy which all pupils are expected to achieve set out year by year. It is an aid in which teachers can plan for any lesson in any subject which can involve the use of these specific skills (Welsh Gov. 2013). Another document which assists teachers in planning in cross curricular manner is the Digital Competency Framework. The digital competency framework was the first document to be released for the new curriculum in Wales. It should not be confused with information and communication technology (ICT) which is a stand-alone subject. Digital competency is used as a way to deliver a wide range of skills throughout different areas of learning and experience, so students are able to successfully enter the working world where technology is increasing (Education Wales. 2018).

It is considered important that cross curricular themes are chosen with consideration of pupils' interests so the themes will engage and motivate children which will promote effective learning. In one example pupil's wellbeing is tracked using the Pupil Attitude to School and Self (PASS) survey after delivery of new themes and pupils have responded positively to the new themes designed at that school (Estyn. 2019). A successful report from a primary school near Cardiff shows how pupils can be given opportunities to develop their cross curricular skills in numeracy, literacy and digital competence through thematic teaching. Working together with Cymdeithas Ysgolion dros Addysg Gymraeg (CYDAG) they have developed a project where elements are based on digital competency, the data was recorded into an online app, numeracy skills where data was collected over a period of time and analysed and also data was compared from a partnership school and literacy skills were developed by the pupils creating live weather

forecasts. By undertaking in this project, the students can make links with real life experiences which allows them to become more independent thinkers and prepares them for future lifelong learning (Estyn. 2019).

During this PTE placement I found that including literacy as a cross curricular subject was easier to implement than the other cross curricular subjects. I have provided evidence (see cross curricular illustrative example 1) where a story was used to teach religious studies. The use of stories would often be used in my practice to enhance the teaching of other subject areas.

The numeracy aspect for cross curricular teaching was difficult to define. The evidence that I have presented (see cross curricular example 2) includes both literacy and numeracy techniques. I used role play to teach the pupils about using money in a real-life context. A shop scenario was played out where pupils bought objects by using the different coins. Upon reflection this lesson was successful as all the pupils used the correct coins to buy the items and due to this success, the shop role play was added into the enhanced provision to reinforce that skill. In the case of enhanced provision in the classroom tasks would be designed to promote literacy and numeracy and would always be included in the enhanced provision planning every week (see cross curricular example 3). These tasks would be delivered by differentiation and the pupils have a choice at what level they decided to complete. Creating new ideas for the challenges could sometimes be a difficulty and also careful consideration was needed to set the differentiation levels for each challenge. I tried to make the cross curricular aspects of my practice as interesting and engaging as possible.

During this placement I did find it difficult also to include digital competency as a cross curricular subject. I believe this was because the children being taught were of a relatively young age and availability of computers and I-pads for each pupil was limited. However, for enhanced provision the class

pupil was limited. However, for enhanced provision the class computer and the interactive whiteboard was available for the pupils to use. The programs used were splosh (a program which enables the pupils to create pictures). This would develop the pupil's computer mouse skills. The evidence that I have presented to highlight this is a comment left by my class mentor from my midterm review (see cross curricular example 4). Here she states that this is an area on which I need to improve for my future practice.

The third principle discussed will be setting tasks and selecting resources that build upon existing knowledge and engage interest. Donaldson (2015, p-67) suggests that teachers should select tasks and activities based on pupil's prior knowledge making sure no assumptions are made based on individual pupil ability and care needs to be taken to not group pupils into superficial ability groups. He suggests that there should not be 'one size fits all approach to learning' and the needs of each pupil should be considered when planning lessons. Everybody learns in different ways and at different speeds. The progression steps outlined in the new curriculum allow teachers to plan and review in a step by step manner taking individual abilities into account.

When planning lessons (especially for hands on experiences) it is considered important that there is a basic prior knowledge of the subject and it is thought that most lessons should start with activation of this prior knowledge so there is a base to build upon (Rosenshine. 2012). Kalyuga and Singh (2016) discuss how learning is achieved with regards to long term and short-term memory and our ability to access it. During learning new information is stored in short term memory and then if recalled various times and can be associated with existing knowledge or schemas in the long-term memory, information is more likely to be remembered by the pupils. Knowledge can then be stored in the long-term memory permanently and is easier to recall by the student if needed John Dewey (1859-1952) researched into the way

children learn. He believed that teaching should be built upon existing knowledge, developing the skills needed for children to achieve success in later life whilst also allowing pupils to have 'fun' in the process (Dewey. 1938).

As already discussed, Bubsey challenges is used to evidence this particular principle also (third principle, example 1).

These challenges were linked to the theme of the topic for that week. These tasks were delivered through enhanced provision and pupils had a choice of three differentiated levels of activities to complete. This particular type of practice allows for the pupils to reinforce already learnt material and by doing this independently the pupils are able to overlearn particular skills which allow for increased fluency and skills can be recalled quicker and more effectively (Rosenshine. 2012). After a discussion with the class teacher my design of these challenges changed as the feedback was that the children preferred activities which were more hands on instead of putting pen to pencil. Upon further reflection, I will make sure to model the correct way to carry out the activity before the children begin this may help them to feel confident enough to complete the more difficult tasks (Rosenshine. 2012). The other two pieces of evidence presented were used to deliver maths lessons (see examples 2 and 3). Both of these activities allowed to pupils to be active in the classroom and not only sitting at a desk and completing a worksheet. This I believed would foster an increased learning in the pupils but according to Didau (2015) even when children are sat listening to a teacher explain a topic they are still learning even if this learning is not visible. Therefore, there is not always a need to create a fun and highly stimulating lesson to enhance the learning. Example 3 encouraged children to work together to complete a task. This I believed would promote higher learning and encourage the pupils to assist other pupils that needed help. Didau (2015) also points out this could be a common misinterpretation undertaken by teachers when considering the quality of work produced by pupils in a group. He argues that more often when undertaking group

work the quality and quantity of the work can be lacking and learning limited. Example 2 highlights where competitive games in the classroom can promote learning. All the evidence provided shows my practice of building on previous knowledge as the activities were used after initial teaching of either shapes or numbers. There was a definite progress of the planning of these tasks through the PTE. This can be seen by the planning and implementation of various different activities to make the lesson more engaging. There are three examples outlined in the evidence of the variation in activities created to develop certain fundamental skills needed to be taught to pupils of this age (see evidence provided examples 1-3). At the start of PTE, it was difficult to know all the pupil's prior knowledge and understanding and the different needs of each pupil at which to create challenging and engaging activities. Discussions with the class mentor about specific needs of the pupils and what had already been taught was carried out to ensure progress was made in the learning. The class mentor had already grouped the children based on ability in mathematics and phonics. These groupings were not fixed, the teacher could move pupils to higher or lower groupings if necessary. According to Didau (2015) teachers should have high expectations for all pupils and try to push the pupils with low attainment towards achieving higher attainment which in turn will foster motivation in the pupils.

To conclude, reflecting upon this PTE placement has enabled me to make recommendations for further progress in my practice of teaching. These suggestions have been made from the literature I have read during this assignment. I will ensure that these recommendations are met during the rest of my PTE 1 placement and PTE 2 placements and further into my career as a qualified teacher.

References

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16:04

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