

Title Page

Tuesday, December 10, 2019

8:48 PM

Name: Lauren Lewis

Student number: 1004469

Pathway: PGCE Primary

	Target	What I have done in this assignment....
Target 1	To develop my literature review in more detail in order to write a more complete evaluation and conclusion.	I have used a range of sources to develop my literature review.
Target 2	To follow the essay guidance, for example, to write more closely to the sub- headings.	I followed the essay guidance for subheadings and font size.
Target 3		

Illustrative example 4- Traffic light system

Tuesday, December 10, 2019

8:54 PM



A. After introducing the lesson

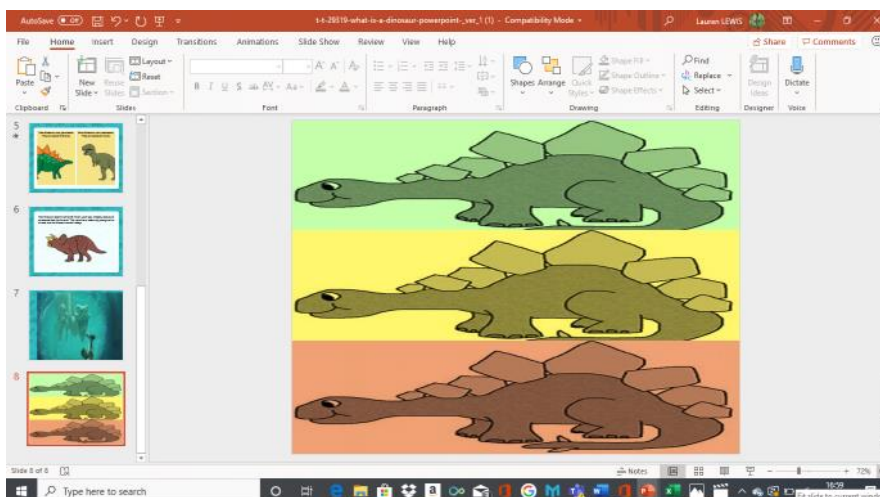
The smiley face system was adapted from the original idea of the traffic light system. This example of assessment for learning was used frequently on PTE 1: during introductions; mini plenaries; and plenaries. According to Thomas and Lewis, (2016) teachers should encourage the use of the traffic light system for learners to reflect upon their understanding of work. During PTE 1 learners used this method of self- assessment to clarify and communicate their understanding of work, I was then able to see how many children understood the work and supported the children who did not, for example, whilst introducing one of my lessons, I used this method and encourage the children to come out to the front of the class and touch the smiley faces on the interactive white board. If the children understood the task that I had introduced they would press the green face. Some of the children touched the yellow and red face, therefore, I knew that they did not fully understand what I asked of them and I was then able to re-introduce the lesson objectives in a less complex way, thus, informing my own teaching practice. Before using this Afl tool of self- assessment, I trialled the 'thumbs up thumbs down' approach, however, the learners did not understand how to use the strategy (they were putting their thumbs down for things that they did successfully achieve within the lesson). I believe the smiley face system is more visual and age appropriate for this reception/ year class.

B. During a mini plenary



During the course of PTE 1 I was able to plan a variety of lessons on the topic 'paws and claws'. I adapted the smiley face system to a dinosaur method of self-assessment. When I taught about dinosaurs, I used this form of the traffic light system to engage the learners. During an ice melting experiment, I wanted the children to self-assess on whether they understood what was happening to the dinosaurs frozen inside the ice, when I added warm water and when I added salt, therefore, I decided to carry out a mini plenary. The children wrote their names on the different coloured dinosaurs. This allowed me to immediately review aspects of the experiment that the children did not understand before the experiment had ended, amending any misconceptions that the children had.

C. During a plenary



This method was then applied to the lesson plenary, as an exit strategy, where I would refer back to the lesson objectives and the success criteria. According to WAG,(2010) in order for learners to assess accurately at the end of the lesson teachers should introduce the success criteria in order for the learners to take responsibility for their progress. The learners would touch the green dinosaur if they thought they were able to move on from aspects of the experiment, yellow if they thought they might need more practise and red If they definitely needed to work on this. This informed my future planning on whether or not I had to continue with teaching aspects of 'changing states of matter' or move on.

Illustrative example 5- Questioning & talk partners

Tuesday, December 10, 2019 8:54 PM

Time	Activities /Methodology/ Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	"Does anyone know where the Arctic is?" (show children a map) Show children pictures of the Arctic, and ask "from the pictures what do you know about The Arctic? Why is it white?" TALK PARTNERS "You have been learning about habitats and where animals live, what animals do you think would live in the Arctic?" "Why?" ST- will show children different animal pictures. "If you think the animals live in the Arctic tell me to stop".	Learners can talk about what animals they think would live in The Arctic, in their talk partners. The learners will play a quick game telling ST to stop on the animal that they believe lives in The Arctic.	Interactive white board. Story on power point. Animal images.

The class topic is 'Paws and Claws' and this lesson was based on The Arctic and the animals that live there.

I decided to implement talk partners into the planning of the lesson for the reason that all children would not feel pressure of answering questions that they might not know the answer to if they had a paired response (Clarke, 2008).

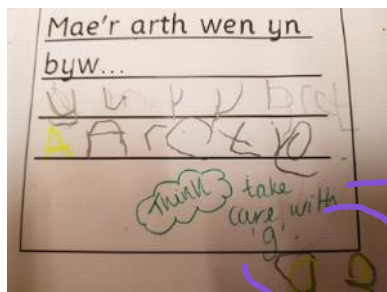
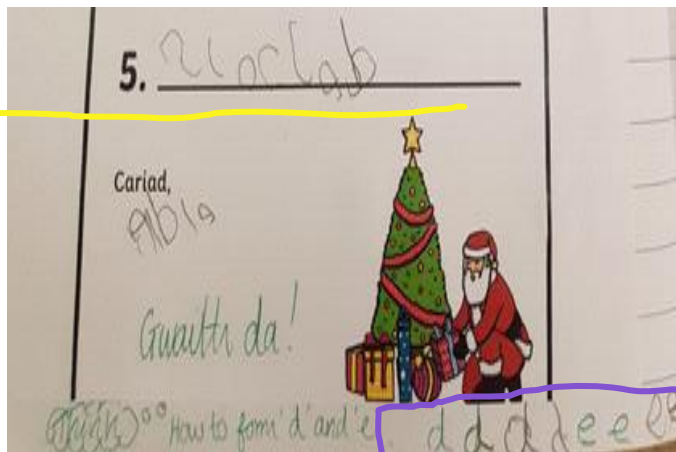
Illustrative example 6- Feedback

Tuesday, December 10, 2019 8:54 PM

Think Bubble

I observed the teacher using 'think bubbles' as an approach to providing feedback to the children. I chose to carry on using this AfL strategy as it was familiar to the children of the reception/ year 1 class. This strategy includes principles of written and oral feedback within assessment for learning. According to WAG, (2010) written and oral feedback are effective AfL tools for allowing the learner to focus on improvements in their learning and in identifying the next steps to progress. Due to some of the children not being able to read the target set outside of the 'think bubble', it is essential for the teacher to give verbal feedback during the work and immediately after the work has been completed. WAG, (2010) highlights how effective feedback should be immediate, clear and instructional, allowing the learner time to think about the next steps to success. The 'think bubble' is created through the teacher marking the work and considering what improvements can be made, then there is a discussion between the learner and the teacher about the next steps in progression. The 'think' identifies where improvements can be made. In this case, the learner had difficulty with forming letters, thus, explaining the 'think' target, 'think how to form the letter d and e.'

This was discussed immediately after the task with the learner and a small task was given for the child to practise forming those particular letters.



Small task based on the 'think bubble'- forming the letter 'g' correctly.

Illustrative example 1- Literacy

Tuesday, December 10, 2019 8:52 PM

AoLE or Subject	Physical Development	Date:	11/11/19
Lesson Focus:	To develop gross motor skills and control body movements.		
Meaningful links to Curriculum	This lesson is linked to the paws and claws topic through the children exploring how animals move in different ways. Physical Development: Children will develop gross motor skills through using whole body movements to explore how different animals move. The learners will learn to control their body movements through holding animal poses in animal yoga. The learners will also recognise the effects exercise has on their bodies after the warm up (<u>ST</u> will ask the children how they are feeling, warm/hot/out of breath?)		
Meaningful links to: Cross Curricular Responsibilities	LNF- Literacy • The learners will take part in activities with others and talk about what they are doing. • Exchange ideas one-to-one and small group discussions. • Adopt a role using appropriate language. • Talk about things they have done.		

Cross curricular responsibilities- Literacy within a physical development lesson based on animal movement.

The children were confident in speaking and listening with their partners during P.E. The literacy skills developed were mostly oral skills during this lesson.

You are going to find a partner now and stay in one place and face each other. (mirroring) You are going to copy what your partner does- using the animals' actions. You and your partner will discuss what animal movements you will model and why. Miss D and ST demonstrate. (If there is time) play – tiger tag - 2 children are on it, wearing tiger masks. - 2 children are wearing monkey head	The learners will work in pairs (collaboratively) mirroring each other.	Make children aware that when we tag someone <u>else</u> we only tap them lightly.
---	--	---

Illustrative example 2-Numeracy

Tuesday, December 10, 2019 8:53 PM

<u>AoLE or Subject</u>	<u>Science</u>	<u>Date:</u>	<u>25/11/19</u>
<u>Lesson Focus:</u>	<u>Science – ice melting.</u>		
<u>Meaningful links to Curriculum</u>	This lesson is linked to the topic 'Paws & Claws'. Leading on from the dinosaur investigation lesson, the learners will briefly learn about the dinosaurs and the 'ice age'. The learners will then take part in an experiment of how to get the frozen dinosaurs out of the ice. <u>Skills</u> • <u>Exploring and experimenting (solid and liquid)</u> • <u>Making comparisons and identifying similarities. (the ice melts just as fast with the salt as it does with the....).</u> • <u>Communicating observations.</u> • <u>Describing what they have found out and offering simple explanations.</u> • <u>Identifying what they want to find out and how to do it.</u>		
<u>Meaningful links to: Cross Curricular Responsibilities</u>	LNF- <u>Literacy</u> • <u>Ask questions about something that has been said.</u> • <u>The learners will take part in activities with others and talk about what they are doing.</u> • <u>Talk about what they are going to write.</u> <u>Numeracy</u> • <u>Record collections using marks, numbers or pictures.</u> • <u>Use direct comparisons when describing the temperature.</u> • <u>Make lists and tables based on data collected.</u> • <u>Use the concept of time in terms of their daily activities.</u>		

Cross curricular responsibilities- Numeracy within a science lesson

Children need to develop their arithmetical and data- handling skills across various areas of learning, (Donaldson, 2015). Thus, influencing my decision to use numeracy across a science lesson. When planning the lesson I used the Literacy and Numeracy framework to look at the skills the children could develop. I decided as this was an experiment the children would benefit from developing their skills in recording collections in a table, this is said to deepen their understanding of number (Donaldson, 2015).

Illustrative example 3-DCF

Tuesday, December 10, 2019 8:53 PM

This comment has been taken from my mid-placement review, evidencing my commitment to creating strong links to the DCF.

Any additional comment

Lauren, it has been a pleasure to work with you over the past 5 weeks. You have gone above and beyond to get the most out of your first teaching placement. You have embraced the Foundation Phase and have covered a wealth of content with the pupils. You have made strong links to the DCF within your practice and have made good use of ICT software that is available. This has been refreshing for staff and pupils. A particular strength has been the way you have made links to our class topic throughout your planning and delivery of lessons. The children have thoroughly enjoyed having you as their teacher and will miss you. Well done for all of your hard work and efforts, we wish you the best of luck for the future.

Cross curricular responsibility- DCF within a Welsh development lesson on Arctic animals. When planning in the foundation phase it was important for me to plan more than one activity in the lesson as the school used a carousel approach to teaching. I was inspired to use this app through experiencing it during a university lesson.

The learners experienced augmented reality through experimenting with the 'Qlone' application on the iPad. The learning was effective through augmented reality offering the children a virtual experience that was close to real world experiences (Promethean, 2018).



Lesson Plan
(5)- Arctic...

Illustrative example 7

Something or someone has destroyed the classroom !

Tuesday, December 10, 2019 8:58 PM

The children looked around the classroom and predicted what could have destroyed it. The majority of the class predicted that it was either an animal or a dinosaur from looking at the clues. The placement school encourages the use of pupil's voice, therefore, the learning derives from the children. The learners selected the topic (paws and claws) and were eager to learn about dinosaurs. The class teacher explained how the children had yet to learn about dinosaurs, therefore, I thought of planning an imaginative lesson which would captivate the learners, activating their prior knowledge around the theme of dinosaurs.



The lesson objective: **To predict, to investigate and to solve.**

Authentic learning is described as going beyond curriculum content to create a learning environment that is similar to the real world issues or disciplines, for example, creating scene where the learners have to solve a crime (Lombardi, 2007 article from jayne).

Clue 1

The children were faced with a giant 'footprint', they were encouraged to measure the footprint with their own hands and feet to predict the size of the 'intruder' (dinosaur).



Clue 2

The children had to investigate the sand and recover any fossils or bones.



Clue 3

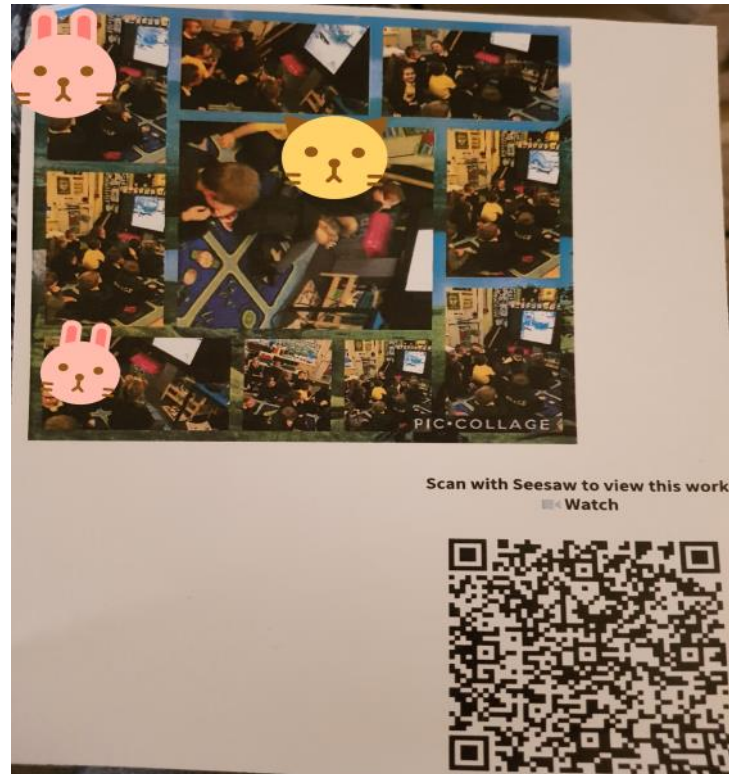
The 'intruder' had left something behind, the children had to investigate the contents of the 'poop' to see what the 'intruder' had eaten.



Page 3- example 7

04 January 2020 16:47

At the end of the lesson, I revealed camera footage of the 'intruder' and the children were able to discuss what they discovered when investigating the clues. They were then able to revisit their predictions to see if they were correct.



[Dinosaur video](#)

Illustrative example 8- Road safety

Tuesday, December 10, 2019 8:59 PM

ADD IN REFERENCES ! COMMUNITY LINK*

During PTE 1 in a reception/ year 1 class, the children were introduced to road safety. When planning the lesson I considered using a video and a presentation to teach the children how to be safe on the road, however, it dawned on me that the children would not fully understand the concept of road safety from looking at a presentation or a video. I decided to get in touch with the local lollipop lady for support. I planned for the lesson to take place outdoors in the staff car park, where there were parked cars, however, the weather conditions were poor. An authentic experience would have included the children going on a community walk to learn how to cross the roads safely, however, due to risk assessment, the children did not have permission to leave the school premises. Creating a 'real-life' experience was a crucial aspect of the lesson, thus, inspiring me to set up a simulation in the hall with a zebra crossing, a pelican crossing, and a bike path. I encouraged the children to role-play through different scenarios of crossing the road.



The children were very fortunate to have a visit from the local lollipop lady. The children discussed in groups and thought of questions that they would like to ask the visitor about her work in the community.

Role-playing scenarios

Scenario 1-You and your friend are walking to school you have to cross this road to get there, how would you get there safely? (The children could only cross the pelican crossing if I held a green man card up in the air and made a beeping sound)

Scenario 2-I would pick a child to imagine they are driving a car, I would choose a child to play a lollipop person and children to cross the road. I would tell the driver to 'speed' up to the crossing and not to stop. The children and the lollipop person had to say when it would be safe to cross. I would then tell the next car to stop at the crossing and so on.

Scenario 3-The children had to discuss where would be the safest place to ride their bikes. Some explained that the pavement would be most suitable and others mentioned a bike path. The tape on the floor modelled a bike path and the children rode their bikes on the path safely. I had one child role-play riding a bike without a helmet to ensure that the children could tell me the safety issues regarding this.

Scenario 4-The lights in the hall were turned off and I had children volunteer to role play that they were a family walking during the night. The children then discussed what items of clothing would be most suitable for walking at night. Reflective jackets were then given out, the children were able to see the before and after effects of wearing reflective clothing.

During the plenary, all of the children were involved in an interactive quiz on road safety. They answered all of the questions correctly, therefore, I knew that the lesson was a success and the learning was effective.

Illustrative example 9- halving lady bird biscuits

Tuesday, December 10, 2019

8:57 PM

During PTE 1,



Critical Reflection

Tuesday, December 10, 2019 9:01 PM

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

This portfolio presents a critical reflection of progress made on the planning and implementation of three pedagogical principles outlined by Donaldson, (2015), during professional teaching experience one. The three principles addressed are: Good teaching and learning mean's 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. Donaldson, (2015) insists that teachers embed the twelve pedagogical principles in their planning to ensure that the activities and tasks will correlate with the four purposes of the new curriculum and will have a positive impact on the learning and achievement of all learners. The focus of the literature will consist of using a range of sources including illustrative examples, to reflect upon the planning and implementation of the three principles stated above, with recommendations for ensuring further progress. The professional teaching experience had taken place in a Swansea based, English medium primary school. There were 276 pupils in the school, with a 93.5% attendance record. There were 21 children in the class, one child with additional learning needs and another child with speech language and communication needs (My local school, 2019). Information regarding the placement school will be anonymised in accordance with BERA, (2018) guidelines.

Previous literature on effective teaching has derived from researchers identifying what personal attributes could create such teachers. Cattell, (1931) reported findings of his study 'The assessment of teaching ability' and noted that the most frequent qualities of a good teacher were intelligence, sympathy, open-mindedness, and a sense of humour. However, it could be argued that findings of this research ignored the teaching and learning that had taken place in the classroom and only focused on the characteristics of a good teacher, such as, age, sex, subject knowledge and personality traits (Kyriacou, 2009, p. 7). Effective learning is accomplished through what teachers and learners do in the classroom (Black and William, 1998;2010). McNess, 2003 (cited by Ward, 2013) explained how a good teacher does not only have a combination of knowledge and skills but could build positive relationships with learners, creating a nurturing learning environment for optimal success. Much of the current literature on effective teaching and learning considers the development of the whole child (Dewey; Malaguzzi, cited by Allen and Gordon, 2011) The learner is said to be at the centre of the Welsh education system, for this to be successful, teachers should inspire to deliver challenging, creative, personalised and relevant learning experiences,

focusing on student well-being and setting high aspirations for learner achievements (Welsh Government, 2014).

'Good teaching and learning means employing assessment for learning principles' this principle is crucial to providing practitioners in Wales with regular insight into the effectiveness of learning (Donaldson, 2015). Sutton, (1991) suggests that the assessment of children's learning and progress is key to effective teaching and learning. Bates, Lewis, and Pickard, (2011) agree when highlighting how assessment is essential for judging whether teaching methods are effective for the development of students' learning. Formative assessment is often referred to as assessment for learning, which is a process of providing a continuous cycle of meaningful feedback to learners, informing them of where they are in their learning, ways in which they could improve and the next steps to progress (Donaldson, 2015; CCEA, 2019). On the other hand, unlike summative assessment, the informality of formative assessment may not provide an opportunity for the teacher to maintain the level of objectivity required and instead subjectivity may develop excessively (Wragg, 1997). Despite this, the effectiveness of assessment for learning has been exemplified in a report by Black and William, (1998;2010) where formative assessment is said to be at the heart of effective teaching, studies revealed that standards were raised across the board, particularly within lower achievers (p.83). Learners which were actively involved in assessment for learning principles such as self-assessment, felt a sense of empowerment, were motivated to achieve and were nurturing ambition (Donaldson, 2015, Weeden et al, 2002; Cauley and McMillan, 2009; Thomas and Lewis, 2016). Having said this, assessment is only deemed formative if teachers use the evidence collected to modify and adapt teaching activities to benefit and meet the needs of the learners (Black and William, 1998;2010). If teachers do not use assessment for learning to inform their practice, then it is not effective in improving pupils' learning. Studies revealed that teachers were inconsistent in the way in which they embedded approaches of assessment for learning, focusing on quantity and presentation of work, overemphasising the use of a grade or a mark, leaving a lengthy feedback comment without discussing with their pupils on where they could improve, thus leading to a negative impact on the child's learning (p.8). Weaknesses in the planning and implementation of assessment for learning strategies have been recognised within the education improvement plan for Wales, stressing how teachers do not fully understand how to embed approaches of AfL to support greater personalisation of learning (Welsh Government, 2014). Results conclude that if the implementation of formative assessment is effective, the rate of learning within the classroom could be doubled, however, the challenge is to consistently embed AfL strategies into classroom practice (Black and William, 1998;2010; Donaldson, 2015).

'Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy, and digital competence, and provides opportunities to practice them' (Donaldson, 2015, p. 68). John Dewey thought that education should focus on encouraging children to learn how to learn and not focus on specific subject issues (cited by Allen and Gordon, 2011, p.10). Sir Ken Robinson exemplifies this notion when stating how subject boundaries can 'kill creativity', an interdisciplinary approach to learning will foster imaginative, divergent and creative thinking (Shepherd, 2009; Byrne and Brodie, 2011). The Curriculum for Wales will incorporate both discipline -based learning and integrate the knowledge and skills needed alongside this (Donaldson, 2015). Additionally, by 2021 all children in Wales will develop high levels of literacy, numeracy, and digital skills because of the implementation of the Cross-curriculum responsibilities, which will be embedded in all areas of learning and experience. If learners become digitally competent, they will thrive and adapt in this new digital era (Welsh Government, 2019). By planning and implementing cross-curricular pedagogical approaches, the teacher is supporting the diverse needs of the learners (Byrne and Brodie, 2011). Having said this,

'around half of teachers do not plan their work effectively to ensure that pupils develop literacy and numeracy skills systematically across the areas of learning' (Estyn, 2017, p.12).

A proposed structure in the development and application of the cross-curricular skills has been addressed in Donaldson's, (2015) Review to support teachers with this. Supporters of cross-curricular learning stress the need to teach the curriculum as a 'whole' for the purpose of children becoming more holistic learners. Moreover, the separation of subjects may cause a disconnection between elements of knowledge (Hayes, 2010). Byrne and Brodie, (2011) agree when stating how learning from a holistic viewpoint can be beneficial to learners as it allows learners to transfer learning and skills from one area of learning to another, this cross-curricular approach creates a more relevant learning experience. Dean, (2001) highlights a characteristic of effective teaching which precedes to better standards in numeracy skills as being able to instruct and explain mathematical concepts, making links between mathematics, numeracy, and other subjects. A case study on the implementation of cross-curricular programme of literacy, numeracy, digital, research and communication skills successfully developed pupils' skills in a wide range of context. Evidence revealed that pupils became more capable, independent learners with established transferrable skills, this had a beneficial impact on the pupil standards and achievement (Estyn, 2016).

'Good teaching and learning creates authentic contexts for learning' (Donaldson, 2015, p. 67). Recent literature addresses the importance of creating an authentic context in all learning environments as it provides a physical or virtual experience that reflects how

knowledge and skills are developed and used in real-life situations, moreover, it sets the scene to learning (Herrington, 2011; Reeves and Oliver, 2010). The curriculum highlights an aspect of effective teaching as creating meaningful, relevant, and authentic learning opportunities that stretch beyond the classroom, linking to the outside world (Donaldson, 2015). Additionally, teachers are effective when seeking expertise from community members (ERO, 2013). Therefore, authentic learning focuses on real issues and how learners can solve them (Lombardi, 2007). During PTE 1 (illustrative example 7), the learners had to solve problems relevant to them, as issues arose in their classroom, they wondered who or what could have destroyed the class and how investigating the clues could lead to more information about the intruder. Although the problems were not worldwide, in the eyes of the learners, it affected their community due to a dinosaur being on the loose. New research recognises the positive impact of using technology within authentic learning experiences, new technological advancements of programmes can create valuable connections from all over the world. The learner could then envision other cultures, communicate with other countries and have a deepened learning experience (Lombardi, 2007; Herrington, Oliver and Reeves, 2010).

Reflection

During PTE 1, I planned to incorporate various approaches of assessment for learning into the lessons, for example, self and peer assessment, questioning, feedback, sharing success criteria, and pupil discussion. All of which are beneficial to the learners' progress (WAG, 2010). I planned to implement the thumbs up thumbs down method of self-assessment, however, when this was trialled in practice the children did not understand the process (see illustrative example 4). This did not work in the way that it was intended although this method was said to suit younger learners (WAG, 2010, p.76). After seeking advice from my mentor, I decided to implement self-assessment through the use of an adaptation of the 'traffic light system', where the learners' would reflect upon whether they understood the task that was set (see illustrative example 4), this was a successful process of providing me with the feedback that I required to ensure the best outcomes for learners, through the learners themselves participating in self-reflection ('I need more practice with halving...I will press the yellow face'), taking initiatives for progression in their learning (Cremin and Arthur, 2014). Based on this, I was able to adapt my teaching strategies, to meet the needs of the learners (Black and William, 1988). This strategy was then adapted again to be used during a mini plenary and a plenary as an exit strategy. (see illustrative example 4B and 4C). Through the adaptation of AfL strategies, it had a positive impact on pupil learning, as the learning was personalised to suit their individual needs (CCEA, 2009; Bates, Lewis and Pickard, 2011).

WAG, (2010) explained how talk partners are implemented as an effective way for learners to share new things they have learned, things they have found difficult and to identify things they would like to learn in the future. Dissimilar to this, I desired to use talk partners to enable discussion and collaboration after the use of questioning (see example 5). Thomas and Lewis, (2016) highlight how effective open questions can stimulate high-quality discussion, thus, justifying combining both questioning and talk partners within the lessons. I used questioning to benefit the learners through fostering the development of collaborative, innovative, higher-order, and critical thinking skills (nsead.org, no date). This was demonstrated through actively engaging the learners in a discussion (example 5) and focusing on extracting the 'why' out of the learner's response, creating a deeper analysis of thought (Collier, 2018). Furthermore, the learners were able to construct their questions about Arctic animals, asking why the animals lived there and what they liked to eat, etc. Effective teaching is applying questions to stimulate further open-ended learning where learners are encouraged to think and ask questions (Estyn, 2017; Godwin, 2016). Questioning allowed me to assess what the learners already knew about Arctic animals and check for pupil understanding, I then dealt with any misconceptions by posing questions differently and asking follow up questions, for example, is the Arctic a suitable habitat for a giraffe? -Why? How would the climate be suitable? How would the giraffe eat if the trees are covered in snow? Asking follow-up questions can cause children to think on a deeper level, encouraging speculation and imaginative thinking (Cremin and Arthur, 2014). Thus, informing my teaching practice. In this case, a diagnostic approach to formative assessment was implemented, questioning was beneficial to teaching and learning as it provided me with valuable information about the learner's prior knowledge, giving a clearer insight to what the learners already know, influencing progression in the planning process, as for the next lesson I planned for what the students did not know (Eedi, 2018; Wragg, 1997).

According to Black and William, (1998) feedback comments are only proven valuable if they are used to develop further work. This evidence had informed my planning and practice through the implementation of small tasks, the tasks gave the learner opportunities to act upon the given feedback (see example 6). The task was given immediately after the verbal discussion/ feedback which was beneficial to the learning process. This was key to closing the learning gaps by correcting any misunderstandings and errors the learner had acquired. Additionally, the learner felt intrinsic rewards of incremental success (WAG,2010).

The focus of planning digital opportunities across the curriculum was to enhance the children's digital skills across the context of a 'subject' based lesson. (See example 3) This Learners experienced augmented reality within a Welsh development lesson. This was implemented effectively as learners were excited, motivated, and engaged within the

learning, they could scan animals and experience 3D models of them. Augmented reality has the benefit of creating a more meaningful, stimulating learning experience, fostering digital literacy skills, and encouraging interaction with animals in the real world without physically being there (Promethean, 2018). According to Thomas and Lewis, (2016) learners' are required to apply their literacy and numeracy skills across other areas of the curriculum, thus justifying (example 1 and 2). Through developing numeracy skills in a science lesson, the children had opportunities to deepen their understanding of number through recording collections of numbers in a table, and the use of developing data-handling skills (Donaldson, 2015). Within example 1 the children had the opportunity to be involved in partner work during a P.E session, the literacy skills were improved through collaboration the children were able to explain what they were thinking, explore and discuss ideas on animals movement and reason with their partner (Donaldson, 2015).

Revington, (2016) stresses the cruciality of providing learners with authentic learning opportunities to create relevance in education of the 21st century. When planning and implementing authentic lessons, it was important to create an engaging learning environment, where the children could be actively involved in their learning, learning how to solve problems that could be transferred to real-life context, to correspond with the characteristics of authentic learning (Lombardi, 2007). Although all the lessons were planned to be delivered outdoors, the weather conditions were too poor, therefore, the implementation of lesson (example 7 and 9) might not have fully incorporated all of the characteristics of authentic learning, as Revington, (2016) addresses that learning is not authentic if it only occurs within classroom settings, it is when learners interact with the community and the outside world (which is the case in example 8). However, all examples of lessons included authentic tasks, which is summarised as having real-world relevance, requiring production of knowledge not re-production of knowledge (Herrington, Reeves and Oliver, 2010). Additionally, authentic tasks can be a part of a subject discipline (McCown, Driscoll and Roop, 1996) for example, the activities the children were engaged within (example 7) were authentic across subject disciplines, including Science, History and Numeracy. This interrelates with the principle of reinforcing cross-curriculum responsibilities by embedding numeracy across other areas of learning (Donaldson, 2015).

Time was allocated within planning and implementation (example 7) to ensure the children had opportunities for discussion after the investigation. The quality of talk that followed the lessons was extraordinary, children were talking about the dinosaur for days, confirming that the learning was engaging and effective for imparting knowledge. Cremin and Arthur, (2014) highlight how effective talk stems from planning, teaching and organisation and learners need opportunities to talk to benefit from the classroom activities. For example, the learners

questioned who was going to catch the dinosaur? What if the dinosaur stomped on the cars? Would the dinosaur eat anyone? The learners thought abstractedly about the impact the dinosaur could have had on the community and discussed how to resolve this.

The true purpose to authentic learning is bringing together students and members of the community, this interaction can create relevance to their learning and 'bring abstract learning to life' (Revington, 2016; Donaldson, 2015, p.67). From this, I realised the benefits to creating strong community links with outside visitors of various expertise, therefore, I asked the lollipop lady to come into school and interact with the children.

Through creating authentic contexts for learning, learners were engaged with abstract thinking, explored possibilities and solutions for potential matters through collaboration, developed higher-order thinking and problem-solving skills which are considered essential factors to effective teaching and learning (Bloom 1956; Donaldson, 2015; Logsdon, 2019).

Recommendations

To summarise, it is essential that I carry on implementing various AfL strategies within my teaching practice that suit the needs of all learners. I would like to try using the thumbs up thumbs down approach in a different class to see if I used this correctly. I could develop the implementation of a diagnostic approach to formative assessment through embedding diagnostic questions into my lessons as learners will benefit from developing and thinking of their own questions (Collier 2018; More, no date). Revington, (2016) stresses the importance of authentic learning and explains when planning for real authentic experiences, the learning must go beyond the classroom. Therefore, I will intend to plan for real authentic experiences through creating stronger community links, for example, planning a trip. By providing more opportunities for implementation of cross-curriculum responsibilities, skills are developed widely across the curriculum and children have the chance to deepen their understanding of learning (Donaldson, 2015).

References

Tuesday, December 31, 2019 7:39 PM

Bates, J. Lewis, S. and Pickard, A. (2011). Education Policy, Practice and the Professional. London: Continuum.

Cattell, R. B. (1931). The assessment of teaching ability. British Journal of Educational Psychology, (1), 48-72.

Cauley, M. and McMillan (2009). Formative Techniques to Support Student Motivation and Achievement. The Clearing House, 83 (1), 1-6.

Clarke, S. (2008). Active Learning Through Formative assessment. London: Hodder Education.

McCown, R. Driscoll, M. and Roop, P. (1996). Educational Psychology A Learning-Centered Approach To Classroom Practice. 2nd ed. Boston: Allyn and Bacon.

Sutton, R. (1991).

Assessment A Framework for Teachers. Berkshire: NFER-NELSON.

Thomas, A. and Lewis, A. (2016). An Introduction to the Foundation Phase. London: Bloomsbury.

Weeden, P. Winter, J. and Broadfoot, P. (2002). Assessment: What's in it for schools? London: RoutledgeFalmer.

Welsh Government, (2014). Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales. Welsh Government.

Wragg, T. (1997). Assessment and Learning Primary and Secondary. London: Routledge.