

Overview

09 December 2019 09:54

Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

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PGCE

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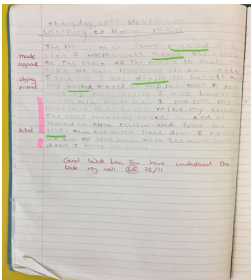
	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Make sure you proofread your work more thoroughly. Try to avoid wordy sentences.	I have read over my work every time I have finished each paragraph. I have then proof read the whole essay once finished. I also made sure each sentence was precise.
Targed/Target 2	Revisit Successful Futures and Curriculum for Wales development to ensure full understanding of each.	I have looked at Successful Futures and the curriculum to back my work up, always linking to the four purposes. Reading both documents gave me a clear understanding of the pedagogical principles which have been introduced.
Targed/Target 3		

1. Good teaching and learning means employing assessment for learning principles: Illustrative examples with annotations of second pedagogical principle

09 December 2019 10:34

Questioning
WAGOLL
Pink and Green Marking

Music Lesson



Pink and green marking

This marking strategy has proven very effective as a form of AFL as students can visually see on their work where they have worked well and where they need to improve. The pink illustrates where they have completed work very well. The green illustrates where the students could change their approach/work within the written paragraph. This form of AFL is extremely beneficial to the students if they were to reflect on a piece of work to then try and improve it for next time. An example of this would be a first draft of writing a letter. The students can look back at their first draft, check the pink and green marking and then use this to improve in their second draft. However, although it is a very useful form of AFL it is key for the teacher to back this up to see if the student has reflected well and then implemented the changes in their next draft, otherwise the students will have to be intrinsically motivated to improve and this is difficult to achieve when the students have finished the piece of work.

Before the students went off to complete the tasks given I used open questioning so the students had to demonstrate learning and understanding of the tasks. This was the second day of the carousel so all students had some understanding of the tasks. As my focus was on the class with the timeline I had to make it clear that the other two groups had a clear understanding of what they wanted to do. As shown in the red box relevant questions were asked so the students could get on with the work without any questions asked. This was extremely beneficial and showed through their work (above). At the end of the lesson I read out the three best pieces of work, allowing students to reflect on each others work as well as listen to a good piece of work.

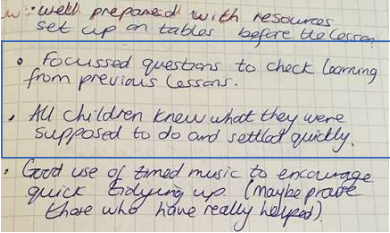
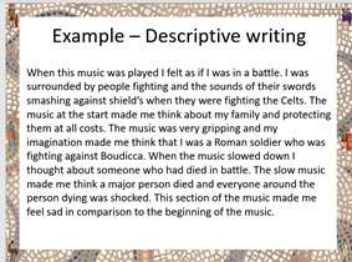


Image 1

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduction with PowerPoint. Talking about gladiators and Romans with introduction to the music. Facts on Romans, introduced after EB's from Tuesday's lesson. Play the music and ask the question 'How does this music make you feel?' Instruct students to close eyes to get into the character. Using Ping Pong questioning and what feedback I receive regarding the music: introduce the three different tasks and set students off to begin. Demonstration of each task so students have a better understanding.	Students will show engagement by watching a PowerPoint on the Romans. Students will then close their eyes and feedback knowledge and imagination through questions asked to see how they perceived the music. Students will then access the music and listen to the different ways you can connect with the music. Students will then listen to the instructions given.	PowerPoint presentation Carpet

This is the opening phase of the lesson. This shows questioning implemented so the students can appreciate the direction they should be looking at to complete the task of writing the descriptive writing. As a class they then looked at a WAGOLL so they can see what their work should look like at the end of the lesson.



Demonstration
Questioning
Peer Assessment
Self Assessment

Maths Lesson

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Students had a better understanding of a pictogram and the reasons in which we use them. (Based on the introduction). Students were able more clearer about the tasks before the left to begin them. This showed a better demonstration from myself as the teacher. Introduction to a WAGOLL has allowed the students using the Mosaics to understand what the end goal will look like. Pictogram – In reflection to the previous lesson all students were engaged in the pictogram and they worked very well together. This enabled the whole class to be engaged in the lesson instead of a selected amount. There were extremely positive evidence of practice so I look on board the reflections from the day before and implemented them in the lesson. They made the structure and outcome of the lesson alot more driven.

In the first lesson where the carousel was introduced students didn't have a clear understanding on what was expected from them when they looked at a pictogram. At least fifteen minutes were wasted in the focus group explaining what a pictogram was. In the second lesson we worked as a team to create our own pictogram. We then used the pictogram we created to answer questions just like the focus task. This is a demonstration which the students created. Within the reflection it was clear that it made a big difference in the students understanding when they went on to focus on their task. I also implemented a WAGOLL so the students who are completing a mosaic understand what the end result will look like, promoting self-assessment.

Image 2

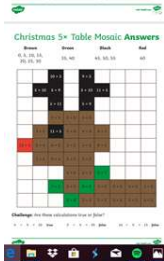
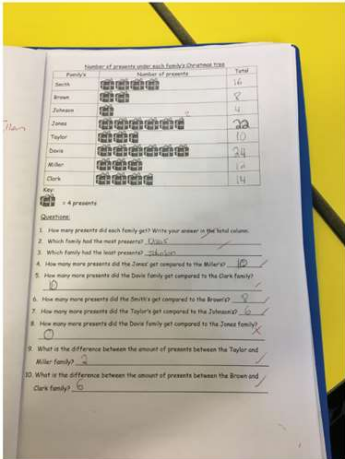


Image 1



Questions used in this task were open questions for the students to work out the answers for themselves. I asked questions such as 'how many presents does one image represent?' 'How many images are there altogether?' 'What would the sum be to work out the answer?' This was extremely important as the students were increasing their understanding with the knowledge they already have.

Teaching & Core Learning	
	Carousel Focus group – instruct students on the task and demonstrate how to complete the first sum. Independent group 1 – I will bounce between the focus group and the other two groups making sure all of the students are engaged. I will also formatively assess their learning by marking their work as I am going back and for the groups.

Throughout this lesson I bounced between groups to make sure everyone was on task. I used formative assessment and marked as the students were working to make sure their understanding of the lesson was shown and that they were practicing the correct strategies and not those that were wrong. This was focused on individuals throughout the lesson. This focused on their application throughout, I felt my rationale of going around the class to mark in lesson was very beneficial as students could see I was rewarding positive behaviour throughout the lesson. As soon as one student seen this then the rest of the class focused and tried harder to illustrate their learning so I can come over and mark their work for them. If I was to do this lesson again I would do the exact same and make sure I am showing my appreciation to the whole class and not just the focus group. As soon as the focus group grasped an understanding I began to walk around the class. This had an extremely positive result.

I used questioning throughout this focus task to break down the questions. The students were not sure of what to do with regards to the half presents. Questioning allowed me to break down the bigger question and reach an understanding with the students. This was focused on individuals and allowing them to understand the focus of the question. Peer assessment was also extremely beneficial within this task as students could compare each others work and see if they have the correct answer. As they were in different ability groups I was able to use this formative assessment.

1. Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. - Illustrative examples with annotations of second pedagogical principle

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Evidence 1 Maths Lesson - Numeracy used throughout

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)	Introduce lesson with an empty tally chart for the students to decide their favourite xmas song. (Shown on screen on PowerPoint Slides). The song will be played through my phone on Spotify. I will ask a student to come to the board to tally up the total amount of likes from each individual. I will then assist the students to transfer the information onto the whiteboard as a pictogram. Resulting in a WAGOLL.	Students will then pick their favourite song they like best which is on the whiteboard, we will create a tally chart to show the results gathered. We will then take the results and create a pictogram showing the results. Students will come up the board and show their understanding through both the tallying and questioning through the completed innovated pictogram created. They will listen to the song played from my phone to decide which song is their favourite.	PowerPoint Whiteboard
Teaching & Core Learning	Carousel Focus group - instruct students on the task and demonstrate how to complete the first sum. Independent group 1 - I will bounce between the focus group and the other two groups making sure all of the students are engaged. I will also formatively assess their learning by marking their work as I am going back and for the groups.	- Answer word problems based on information from pictogram. Formative assessment and peer assessment will take place as students will work together to complete the task. - 'Beat that' on chrome books and times tables pair up game. - Colour by worksheet - Eg 2x5= 10 (10-green) with a christmas motive. Students will complete all through peer assessment and formative assessment throughout the lesson as two of the Cross Curricular themes.	Worksheets Space on floor colouring pencils Chromebooks Times tables Game

The introduction consisted of both Literacy and Digital strategy so the students get the best experience. Teacher implementation of PowerPoint slides and Spotify as a strategy of increasing the students experiences of Digital Competence and getting used to it as a day to day experience. The first lesson suggested that the lessons needed a WAGOLL so I used both their prior knowledge and Cross curricular responsibilities to create one as a group. Questioning used to increase experience the students oral skills. Showing their understanding verbally. This was extremely successful as the students had an extremely positive learning experience and their understanding going into the focus task was at a much higher point in comparison to the lesson before.

Lesson was focused on Handling Data with a basis on Christmas.

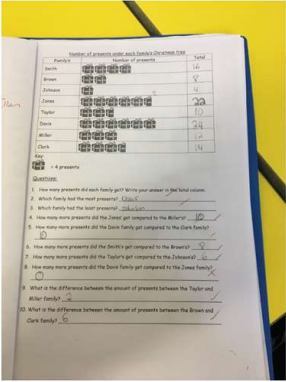
Focus group - Literacy implemented through worded questions in a Maths lesson. Students had to read the question and gather information from the Pictogram to show their understanding and answer. Focus group for this lesson were the High attainment group. The literacy was shown a barrier for the Low Attainment group so we had to work as a group to answer the questions. This identified the implementation of literacy as students knew the answers once the question was read to them.
Individual task one - Students had to use the Chromebooks and increase their digital competency to retrieve the task through email and then use the task to improve their times tables. (Students focused upon 2x, 5x and 10x tables). The group for Individual task one were the low ability group. Individual task two - Students had to use their numeracy skills to colour the boxes in the correct colour. Once they have worked out the answer they look at a key. Students then completed a Mosaic which was specific to Christmas. The group completing this individual task were the middle attainment group.
This allowed me to focus on a group of students at a time instead of trying to dart around the classroom talking to all of the students. There was more input and all three attainment levels had a clear understanding of pictograms because of the way the lesson was structured.

Image 4

Student-teacher	Elliot Blanche	Class:	Year 3
AoL/E or Subject	Handling Data	Date:	02/12/19
Lesson Focus:	Handling Data		
Meaningful links to Curriculum	Links to other AoL's within lesson. - solve number problems and practical problems involving these ideas. - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		
Meaningful links to: Cross Curricular Responsibilities	Oracy - express opinions, giving reasons, and provide appropriate answers to questions. Speak to the teacher to illustrate understanding. Listening - listen to others with concentration, understanding the main points and asking for clarification if needed Show understanding of what they have heard by asking relevant questions to find out specific information Reading - identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information Look for key words to find out what the text is about. Digital Competency - work together with a partner/partners on a piece of digital work.		

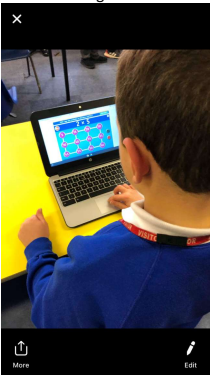
Cross Curricular themes prior to the lesson starting. Covering all aspects of Cross Curricular responsibilities in a Maths Lesson.

Image 3



Here is an example of the Literacy used within the lesson. The questions are worded instead of number based which promotes reading in the lesson.

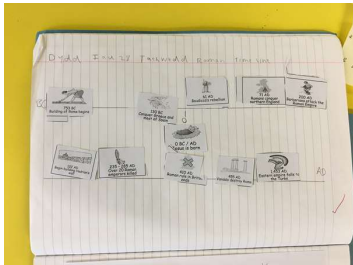
Image 8



This image demonstrates one of the students gaining experience in digital competency through one of the tasks within the carousel. This was one of the two individual tasks.

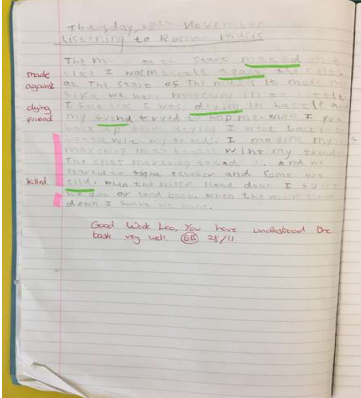
Evidence 2

Image 7



This lesson was a Carousel where digital competence, numeracy and literacy were practised throughout. The focus group had a task where they had to use a timeline to order key Roman dates. This task was focused on numeracy as students had to use their understanding of big and small numbers to order the dates in the correct steps. I felt this was a very productive way of implementing numeracy into the lesson as students could then see the order of events for themselves. Students understood both the difference between BC and AD as well as the way in which the numbers went. (Down in BC, up in AD). As shown in the picture below.

Image 5

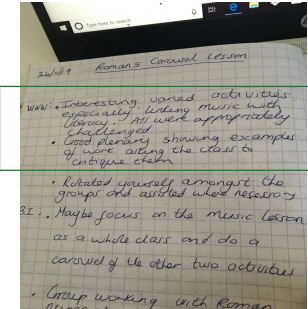


Digital Competence was introduced and increased within 'Individual Task one' as the students had to use the computer to listen to a piece of music. The students then used the music from the Computer to write a paragraph based on their thoughts and feelings that the music gave. This lesson which touched on health and well-being was extremely successful as all students engaged in listening and used their imagination very well. Once the students finished the paragraph they could then use the Chromebook to write it up. This extension task was extremely beneficial as the students look at anything digitally as a reward, with the students completing the main task it was both a reward and a task for them to use the Chromebooks to write their paragraph. Only two students managed to complete the task and begin writing it up on the ChromeBooks.

I chose not to concentrate on literacy within this lesson as I felt the students had a better understanding of the romans if they were to cover all three aspects of roman life. It fitted hand in hand with the cross curricular themes and proved very effective.

Reflective Analysis of Teaching and Strategies for Development - including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The task ability had a differentiated roman numerals task as the other task would be too difficult for them. I made sure it was challenging because it wasn't too challenging because it was an independent task for the students. I also made sure the students who were completing the roman numerals task were very aware of the expectations. I demonstrated how to complete the task to the group as they could complete the task without any hesitation. I added all three cross curricular responsibilities to the students had a wide range of experiences. My mentor thought it was good to use the Chromebooks as an extension task as the students then have they had something to go towards how used as a reward. Another target that was given confidence in a positive good behaviour and also showing enthusiasm for good behavior. 6B - A positive focus.

When reflecting on the lesson it was clear and obvious that all three Cross curricular responsibilities were clear and obvious within the lesson. The implementation was very effective as the students seen the Chromebooks as a reward. This made the students extrinsically motivated throughout the lesson.



When the teacher gave me feedback she could see I tried to implement literacy within the music lesson. She was very impressed with the way in which the students took the music on board and then used their imagination to explain their feelings and thoughts throughout the lesson. My mentor was very impressed with this and suggested that because the students engagement was so high at this point I should have focused on the imagination written on its own.

Image 6

Image 1

Teaching & Core Learning		Pupils to spend 15 minutes on each task before they rotate onto the next activity.	Chromebooks
	Group 1: Have a conversation with their talking partner about what they want for Christmas and what they like about Christmas (in welsh). (15 mins)	Pupils to practice their sentences and answers with their partners.	Christmas letter template by Twinkl
	Group 2: Write a letter to Santa listing what they want for Christmas. Use chrome books to translate what they want on google translate. (15 mins)	Produce a letter in welsh to Santa. Use their chrome books to translate what they want and add to their list.	Whiteboard
	Group 3: Welsh colour by numbers. (15mins)	Complete worksheet.	Colour by numbers sheet from Twinkl

Within this welsh lesson students were told there would be a mini Carousel throughout the hour. Each group would rotate every fifteen minutes so they can cover all three of the tasks set. Within each task there is a different cross curricular responsibility covered, experienced and implemented to complete the work. The first group circled yellow had to use their literacy skills, specific to reading and oracy skills to complete the task. They had to read the sentences in welsh from the board and have a conversation with their partner using the sentences given. This focuses on both oral and reading skills. Group two (circled red) had to then complete a letter to Santa which lists what the students have asked for Christmas. As this task needs to be completed in welsh the students need to make sure they have a Chromebook in hand to help them translate some of their presents from English to welsh. This was very successful as it focuses on both the students written skills and improves their digital competence, they have to be proactive and find the words they need themselves, Student led.

The final group (circled blue) is a colour by worksheet. This is specific to numeracy as the students need to change the numbers from English to welsh so they can see the colour they need to use. The colours used go up to ten. This carousel was very successful as students could both gain experience in writing, speaking and reading in welsh as well as improving their digital competence where they use the internet to improve their welsh language skills.

The students were extremely motivated throughout the lesson and focused on each task very well. I think it was also very beneficial that the students were focused on each task for a short period of time. This had a positive impact on the results as their sentence structures and conversations were at a much higher standard in comparison to the week before where I focused solely on conversations.

The main reason a carousel was used was to focus on a smaller group when they take part in the conversations. This allowed me to focus on eight students at a time to make sure their pronunciation and grammar was correct throughout. As the students only have Welsh once a week I made the decision of creating a mini carousel so they could have experience in all aspects of literacy.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	All students were engaged in the sentence structure through three different strategies. Covering different aspects of Literacy. Writing and speaking are both very beneficial to learning Welsh and this was demonstrated well. Digital competency gained as students use Chromebooks to find out english words in the welsh language. I used a WAOTL to the class so the rest of the class can see the expectations of their work and conversations. This was very beneficial as all students were trying very hard to show their knowledge and experience in saying 'Dwi i'n <u>gwisgo</u> ' in the correct format. Good use of demonstrating good practice through the Plenary. Students demonstrated understanding through speech.

It was clear in the reflection that literacy was at the basis of the lesson. It was extremely rewarding to deliver a lesson where the students focused on their welsh skills through all types of Literacy, Writing reading and speaking are all covered within the Carousel allowing students to have an extremely good understanding of the three different experiences in the welsh language .

Image 2



It is clear through the lesson plan and reflection that literacy was the focal point of the lesson. Above is an example of the sheets the students from group three were given which implemented numeracy. Students needed to know their colours in welsh and after looking at the image they had to work out what colour goes with the correct image. This was the way in which numeracy was implemented within the lesson.

Meaningful links to Cross Curricular Responsibilities	Literacy: • speak clearly varying expression to help listeners • listen carefully and make connections between what they are learning and what they already know • explain information and ideas using relevant vocabulary • organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation • contribute to group discussion, sharing ideas and information • read short information texts independently with concentration • develop their ability to read continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing v • use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning DCF: • use an online collaborative platform to create or edit a file, e.g. word processing, presenting tools, spreadsheets. • develop strategies for finding information using different keywords and techniques, e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources. Numeracy: • Ability to use the numbers with the corresponding colours to complete a piece of work. • Ability to use numbers to create order within work.
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Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest. - Illustrative examples with annotations of second pedagogical principle

Lesson 1

Image 1



Image 2

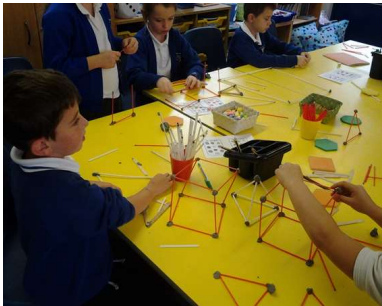


Image 3

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Questions used in the introduction checked on learning from previous lessons. This allowed the students to be the core of the learning as their understanding is then helping other students around the class of the properties of shape etc. [This links to QTS – Challenge and expectations as the students are expected to gain more knowledge from today's lesson as well as recalling the knowledge they already have from previous lessons. Listening to others and enabling improvement. Resources were prepared and ready to use before the lesson began. This created a better learning environment for the students as they could start the task without any fuss. All children knew the task and sat down quickly purely because the instructions given to them was clear and simple to follow. Then improved the learning environment and added to the students experience of becoming ethical people in society. Good use of digital objects to help the speed of the students tidying up. This links to QTS – continuing professional learning. Developing new techniques. This was a new strategy to help students engage in the command given. It was very effective.

This lesson focused on 2D and 3D shapes. This was a carousel lesson which had three different outcomes.

The first outcome was a completed worksheet coloured in the correct colours identifying the different 2D and 3D shapes. The second group had a differentiated task of using a VENN diagram which illustrates different properties. The final group had straws and blue tac to create the different 3D shapes shown. This is very beneficial to the lesson as a resource as it is a tangible object which the students can touch. Within the other two groups students said they struggled to count the corners however when this resource was implemented it had a positive effect on the students as they could move the object around as it was authentic learning.

As shown in the image it was extremely beneficial to work in groups as the students were extremely focused and intrinsically motivated when they completed the shapes because not only was it a valid learning experience which they will remember but it is also a way in which students can challenge themselves to create different 3D shapes.

As shown in the reflection, this lesson built on prior knowledge as the students already had an understanding of different shapes however it proved difficult to visualise all of the corners. This resource was extremely effective for the students as they could overcome this barrier. Students work was then demonstrated in the plenary.

Lesson 2

Image 6

The class had a clear understanding of what went on back when the Romans and Celts were fighting. They knew that they used Celtic knots to illustrate different things back in their time. This lesson used resources to gain experience in drawing and creating Celtic knots with different materials. The students had no prior experience of Celtic knots except from the fact that they knew what they were. The images below show the two different types of Celtic knots that were created for the first time from students knowledge using the new resources created the evening before. This was focused on the whole class as they swapped roles half way through the lesson. I felt creating these different patterns was extremely rewarding for the students as they had seen the patterns for the last few weeks through other pieces of work however they have never created their own. It was both enjoyable and exciting for the students to use Salt Dough to make their own knots.

justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I set out the tasks prior to the students coming into the classroom. This way the students could begin their work while the video they have viewed if fresh in their heads. Demonstration was used very well (with video) to gain students understanding. All through open ended questions allowed me to recognise their understanding. I used a ping pong strategy to get more information out of the students. Students created fantastic work, this was shown in the plenary to show the students efforts were appreciated. This demonstrates a knowledge of effectiveness of questioning linking to QTS Assessment. Using the whiteboards as a first draft proved extremely effective as students could change their first draft to make it better each time. This also relieves their stress of getting the drawing correct first time. The students using the salt dough used their co-ordination and motor skills to create a celtic knot. This was a practical task which was very enjoyable and built on prior knowledge of Celtic Knots. The use of whiteboards and salt dough links to QTS. Blending learning experiences. Students had two completely different learning methods which both challenged the students, however it was measurable for the whole class.
Areas for my Development	The consistency of the salt dough I made was slightly different to the consistency needed. This resulted in the students getting the salt dough stuck to their hands. This



Image 4

Image 5

It is shown above that the teacher was very impressed with the innovative way of creating celtic knots and how they touched on previous knowledge. This was extremely satisfying to see that the teacher was impressed with the resources used.

Lesson 3

Both examples previously given are both practical tasks so the students can engage physically with the work. The following resource used that builds on previous knowledge is the worksheets used to break down the students' knowledge of grammar and punctuation. As the students already have good knowledge of this within Literacy the worksheets given to each group were exceeding their expectations. I made sure all of the worksheets were challenging to the students. The task was also above their current level which gave myself and the teacher of the class the standard which each student is at.

This was focused on individuals within each group, the focus was to recognise the different errors within the sentences and to write them again, with the sentence corrected.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Good use of questioning strategies to implement students understanding of teachers roles when marking. Think-pair-share strategy was very effective as all of the students were participating to the conversation when I asked the whole class of what a teachers role is. This was because they had confidence in their answer as they had already spoken about it with their partner. The worksheets were differentiated and the top ability group had high order punctuation which is above the level they should be striving for. This allowed the students to exceed their expectations showing their knowledge beyond their years. This links to QPS Challenge and Expectations and Resilience in learners. I kept good control of the class, this was my target in the first week.

Stella's First Day (MA)
One ~~mondy~~ morning a little girl woke up her name was ~~stella~~ it was her first day of year 3 and she was excited. Her mum walked ~~xit~~ her to school and they watched the leaves fall from the trees. she made lots of friends she also had fun at break. she had a sandwich and some crisps in her packed lunch. they did colouring and talked about their summer holidays. when she got home she told her mum about her day over some fish and chips. After she ~~finishd~~ her fish and chips she went ~~upstair~~'s to play on the ~~compoater~~ the ~~compoater~~ ~~want~~ ~~workin~~ so she went too bed.
Stella's First Day (HA)
one ~~mondy~~ morning a little girl woke up her name was ~~stella~~ when she woke up she said go very hard. it was her first day of year 3 and she was excited. She asked her mum if she could ~~mark~~ to school instead of a car? her mum walked ~~xit~~ her to school and they watched the leaves fall from the trees. she made lots of friends she also had fun at break. She asked one of her new friends can i play with you? the girl said yes. she had a sandwich and some crisps in her packed lunch. It was very tasty. she ~~want~~ full so had 1 of her friends lunch? they did colouring and talked about their summer holidays. when she got ~~henn~~ she told her mum about her day over some fish and chips. I had so much fun i ~~egg~~ wait until tomorrow said stella. her mum was ~~dickeed~~ happy she enjoyed the day so much.

Critical Reflection

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This piece of writing is a critical reflection of progress in planning and implementation of three pedagogical principles. Valuable teaching experience was gained in a public school in the Town Centre area. The school has 453 pupils from the ages of three to eleven. The school has 9% free school meals. The school will be known as School X throughout. Reflecting on professional teaching experiences which I have gained from this school can have a positive influence on my teaching as well as improving students within the class in the future. This writing will focus on three pedagogical principles implemented to see my progress as a teacher.

Alger (2006) looked at the growth on reflection and found results showing that all nine teachers within the study valued reflecting on progress. All nine agreed that not reflecting on an experience results in a teacher losing out on themselves. Black and William (1998) looked at the different ways in which you would increase the standards of the classroom through assessment. These researchers worked together to look at the possible paths of increasing the standards and came up with a few different approaches. Black and William (1998) believe that one way of enhancing formative assessment would be to use Self assessment and peer assessment. It is deemed inevitable and should be recognised as an extremely successful innovation to formative assessment. The researchers suggest that students are often reliable and honest when assessing both themselves and one another. This promotes reflective learners who can effectively improve their skills. Black, Harrison and Lee (2003) back this judgement as they discuss the impact peer and self-assessment has on the students, they recognise both forms of assessment as students taking responsibility of their own learning. This also promotes independent learners for the future, allowing Donaldson (2015) new curriculum to gather pace. I have shown evidence of these two formative assessment strategies within the maths lesson (See OneNote). The carousel format enabled me to implement peer assessment because the students are at the same level of ability, eliminating any possibility of copying (Image 1). This also allowed me to keep an eye on the rest of the class as the students working in pairs had someone else to help them throughout the task. The outcome of peer assessment showed positive results as all students finished their work at a high level. Looking back at the first week of my teaching I felt I had to be the person to tell the students they were doing things correctly/incorrectly. As the weeks went on I felt I gathered valuable experience and used the students in the class to aid each other in their learning instead of rushing around the class trying to assist every student. Scruggs and Mastropieri (1998) and Kopping (2009) are in agreement that the sustained evidence gathered through their respective research proves that peer assessment results in improvements within the quality of the learning they are currently under. They suggest that peer assessment is good because it identifies errors and corrects them, add new information and confirming existing information. All three of these variables back are evident as to why I used peer assessment in this particular task. For future development I will watch senior management and other teachers deliver lessons to see the different strategies they use to make peer and self assessment more influential within the classroom. I will make sure I continue to appreciate all members of the class and use their knowledge of the lessons to influence both their own and each others learning (Image 2).

Another formative assessment approach used to amplify effective teaching within my professional teaching experiences was questioning. Chin (2006) and Van Zee and Minstrell (1997a) both delve into questioning and its properties within the classroom. Both researchers agreed that questioning is an extremely beneficial tool when reflecting on learning. These researchers believe that questioning allows the teacher to negotiate with the students helping them develop an understanding and confronting any misconceptions. This is a positive way in allowing the students to become ambitious capable learners for the future if they know that misconceptions are okay, confidence in confronting this and asking and answering questions are both ways of creating ambitious learners. Creating this learning environment allows students to feel comfortable in both asking and answering questions when it is the correct time to do so. This then promotes ambitious capable learners just as the new curriculum Donaldson (2015) has suggested. Within my lessons I used questioning as one of the main focuses of formative assessment as students can show their understanding at that moment in time. Within the Maths lesson you can see I have

annotated a maths worksheet and indicated how I have used questions to better student' understanding. This was extremely effective as I knew students were on task throughout because of the types of questions I asked. My feedback from the Music lesson also proved I asked the correct questions to test prior knowledge from the students (print screen of feedback, Image 1). Both of these lessons show a clear form of AFL used successfully. Sardareh et al (2014) backs up both research from Chin (2006) and Van Zee and Minstrell (1997a) when they completed a study to see the different types of questions used from teachers in comparison to the results they draw from the students. Their results showed that teacher predominantly ask questions to check understanding throughout the lesson, whether the questions are asked at the start, throughout or in the Plenary. This is a good formative assessment strategy as it continuously checks understanding of the students. I also made sure the questions I used were the correct types of questions. My role as a teacher is too help and extract information from the students without simply telling them the answer. I felt the types of questions I asked both bettered me as a teacher and increased the students understanding. Jordan and Putz (2004) agree with this as they maintain an opinion that the correct type of question should be used based on the results the teacher is trying to get. This increases a teachers learning through experience and promotes students to ask questions for themselves in the future. It allows them to gain conversation as individuals and promotes students to become confident individuals who are ready to lead fulfilling lives as valued members of society, linking to Donaldson (2015) successful futures four purposes. To progress I will continue to work on the different types of questions I can use to assist students in building their knowledge with minimal help. I will delve into literature to see what type of question is deemed the most influential in the classroom. I feel this reaction from my critical reflection will have a massive effect on my experiences as a teacher for the future.

Effective teaching and learning allows teachers to flourish in the future as long as they can appreciate critically evaluate and analyse their teaching and see where they can better themselves in the future. The second pedagogical principle I have implemented through my professional teaching experiences is regularly reinforcing cross-curricular responsibilities including literacy, numeracy and digital competence providing opportunities to practice them (Donaldson, 2015). Hayes (2010) and Rose (2009) have both looked at the implementation of cross curricular responsibilities within the school setting. The researchers are in agreement that pupils view of learning is deemed more holistic if teachers present the curriculum as a whole, instead of set lessons, agreeing with Donaldson (2015). Rose (2009) sees set lessons as prescript and content-heavy. Barnes (2007) has sent us a reminder that students are growing up in a world where social boundaries are blurred. Both Barnes (2007) and Rose (2009) are on the same track when looking at the student as a young people who will soon be old enough to excel in the World as adults, this backs the new curriculum which promotes the four purposes (Donaldson, 2015). Within OneNote I have looked at three different professional learning experiences in School X to see how I have implemented the three different cross curricular responsibilities. Within this lesson it is clear literacy has been implemented throughout as two of the three groups within the mini carousel are focused around writing both speaking and writing, two forms of literacy (Lesson three, Image 1). The speaking task was extremely successful as all the students gained experience in both pronouncing and communicating welsh words in the form of a conversation. This showed effective learning live as students were showing their understanding verbally. Numeracy was also implemented through a 'colour by' worksheet (Image 2) where the colours are welsh, evident to Lee (2003) opinion. This was also extremely successful as the whole group had a good understanding of the task, whilst working on their numeracy through another subject. It was clear that both of these cross curricular responsibilities were applied, demonstrated and reflected as extremely successful throughout the lesson. To develop both the cross curricular responsibilities and the understanding of the students implementing it I will differentiate the tasks so each student is challenged throughout every task, even those which are cross curricular focused. I didn't give the students different colour by worksheets however the high attainment group would have been able to do a harder worksheet. I will also observe how other teachers implement Cross Curricular responsibilities within their topic lessons, including welsh. Estyn (2018) have released information regarding the new curriculum and the curriculum innovation in primary schools. They have said many schools have begun the process of implementing both the literacy and numeracy frameworks and planned how to develop these opportunities to students. Effective teaching and learning is what every teacher aims to be and produce within a classroom. Rowley and Cooper (2009) have looked at the different cross-curricular approaches of teaching and learning in different lessons. They have recognised that children relate closely to cross-curricular approaches

due to a preference for more holistic learning. This piece of research agrees with Barnes (2007) recognising the power of cross curricular responsibilities promoting holistic teaching through different lessons and not the core subject. Two of the teaching experiences I have reflected and annotated show the implementation of cross curricular responsibilities. Literacy has been planned and delivered within both lessons one and two, both having a successful outcome. Within the maths lesson (Image 3) the questions are word based, promoting both reading and writing. Within the screenshot of the links to CCR it is clear that all forms of literacy are implemented throughout (Image 4). Within lesson two students have to listen to a piece of music and use their imagination in writing a paragraph suggesting their thoughts and feelings. This promotes writing, listening and speaking (Image 5 and 6). Both of these push students to become enterprising, creative contributors ready to play a full part in life and work (Donaldson, 2015). Both of these tasks created a positive reaction from the students and it was extremely rewarding to see the progress of students gaining their experience in becoming creative contributors. To progress these responsibilities in the future I will continue to read literature which shows the different tactics which can be used to implement literacy within all lessons. I will continue to work hard to keep an open mind and continue to gain knowledge and experiences in this area. Rowley and Cooper (2009) suggest that implement cross curricular responsibilities throughout) has a massive impact on effective teaching through all lessons instead of a concise focus on core subjects. It is good as there is more than one dimensional focus within the lessons and students are improving in various skills instead of a focus on one of the skills. Kirk (2001) offers a different approach when looking at the importance of cross-curricular responsibilities as they believe the effectiveness of a schools cross-curricular approach is dependant on staff development. This researcher believes that teachers need to have the understanding and knowledge of cross curricular responsibility before they step foot into the classroom teaching people of the future. This promotes teachers reflecting on themselves and enforcing CCR in every angle they can, which improves the students learning agreeing with what Alger (2006) said. It was clear that numeracy was implemented within the Romans lesson as there was a timeline task where they had to work together (promoting literacy, speaking and listening) to put the events in order numerically (Image 7). Reflecting on my lesson with my mentor (Image 6) allowed me to appreciate how successful this was, linking both CCR into a music lesson. As the students had to work as part of a team it was clear to see that the students grew in confidence throughout the lesson as they could use both their own and other students knowledge to complete the task. This promotes ambitious capable learners ready to flourish in the future (Donaldson, 2015). This gives evidence that effective teaching has taken place through Cross curricular responsibilities within the music lesson. Digital competence was clear within the first lesson as one of the three groups had to work on their numeracy through a game called 'beat it' online (Image 8). Students see this as a rewarding task as the chromebooks are loved from the students. The task itself was both specific and successful when testing students' knowledge of times tables. Reflecting on this has made me appreciate the power ChromeBooks have in implementing digital competence through all lessons. I will definitely use this strategy again as it had very successful results. To progress Digital Competency for the future I will look at the different strategies other teachers use to improve this responsibility. Observing other teachers has opened my eyes and made me appreciate the different approaches teachers can use to get their knowledge across.

Effective teaching and learning is influential on the students' potential. Bundick et al (2014) and Stronge (2014) have both looked into the potential strategies teachers have in the classroom. The results from both researchers describe a good and effective teacher as someone who adapts their teaching by using resources and space in the classroom to promote their students' knowledge. Both researchers in agreement that the use of resources to enhance a students understanding and engagement indicates that teachers need to be reflective, honest and open to change when they teach. Having all three of these attributes as a teacher enables students to have different experiences in the classroom which help build on the knowledge they already have. I have reflected on this pedagogical principle and looked at how I have incorporated it in my professional teaching experiences. Within lesson 1 I have introduced 2D and 3D shapes. The first image (Image 1) indicates the worksheet completed regarding this topic, the second image (Image 2) then illustrates how resources have been used to students can have a visual understanding of the properties of 3D shapes. This promotes engagement as it is a practical task which students see as a challenge. Within my reflective analysis image (Image 3) you can see that I am building on prior knowledge, engaging interest by introducing a practical task and using resources which offer a different learning experience to previous lesson. Every student is different in the way they

process information, offering different resources within a classroom allows the students to process the information in the way they see fit. Smith and Renzulli (1984) agree with this opinion as they suggest that all teachers who take students' individual learning preferences into consideration should be applauded, students are unique and engagement levels are varied based on the tasks set. This allows all students to flourish within the school setting allowing them to gain confidence to become ambitious capable learners (Donaldson, 2015) (Also shown in Image 6 of Celts Lesson). I feel this was a very successful lesson and effective teaching was demonstrated through the shapes created from the students. To develop my teaching I will try to create a similar lesson by adding demonstrations of authentic examples within the Introduction. I think if I was to introduce shapes which are used in day to day life then the students would have a clearer understanding of the task. I would also look at the different strategies used to introduce practical lessons which build on prior knowledge to see what other resources I could use for future reference. Tanner (2013) and Zahorik (1995) both give the impression that Innovative approaches to teaching with different resources promotes a constructivist approach. This approach is specific to building on prior knowledge and different resources, doing this is another scheme where students increase their experiences. It is successful in the classroom as students are growing their knowledge all the time and using their past experiences and understanding to excel in future challenges, exactly what the new curriculum aims to do. Within the second lesson reflected I knew the students had some understanding of Celtic knots. I introduced both salt dough and drawings so the students could experience creating these knots themselves in real life (Image 4 and 5). According to Newman (1996, Cited in Rule 2006) Authentic learning is important as you can assess the understanding as if it was too influence them in the future. Creating different types of knots whether you are drawing or physically crafting them promotes authentic learning as if the students were Celts. Using these resources to create an enjoyable task which grows on the students knowledge is one example of effective teaching and learning. Allowing the students to continue to grow as ambitious learners (Donaldson, 2015). To make future improvement I will look at the different ways I can promote critical thinking, both tasks were based on a demonstration and then practiced. Observing other teachers and the way they apply critical thinking will help me improve to do so myself. Rosenshine (1986) looked at the functions of a teacher. This researcher offered several functions which are required however one that stuck out was to build on prior learning; agreeing with Neuman, Kaefer and Pinkham (2014). This needs to continue throughout the year for students to have any chance of maintaining the knowledge they have gathered within the school setting. The third lesson was a perfect example of showing effective teaching through building on the students prior knowledge as it is seen in the lesson reflection that all students are above their age when it comes to punctuation. Continuing to add to this knowledge made a positive effect on the students as they began to understand punctuation which they have only come across once or twice. Repetition allows the pupils to understand the punctuation instead of just seeing it in writing and not knowing what difference it makes. In the future I will continue to give students tasks to add to their current knowledge. I will also try and create tasks where the students see the work in a different light; instead of having ten sentences where you have to correct the mistakes. An example of this would be to give the students a diary entry or story. I will also look at how other teachers use resources to reflect on their prior learning.

After analysing, breaking down and reflecting on the three principles I have justified the effective teaching I have implemented throughout my first placement in School X. I have critiqued my decisions within this piece of work and broken down literature which is evident to effective teaching. The images within OneNote offer a visual representation of the effective teaching and learning which has been implemented throughout. This piece of work has made me appreciate the impact reflecting on an experience has to both the teacher and learners. I will now focus on the further challenges I have set myself which will help me to become an effective teacher.

Note: CCR = Cross Curricular responsibilities

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