

Overview

Monday, December 9, 2019 10:33 AM

Student name: Rhiannon Archer

Student number: 1903580

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

Pathway: Primary PGCE

Link to One Note: https://uowtsd-my.sharepoint.com/:o:/g/personal/1903580_student_uwtsd_ac_uk/Em-Rfd9jMthHkpp0uIvY_SoB8cKpR7vUz8fW9dawrlBehA?e=d1GY9m

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Read the assignment brief thoroughly and ensure I identify the next steps.	I have engaged with all the guidance documents on Moodle, including the specification and module handbook. I feel this allowed me to gain a clearer understanding on the assignment. In this assignment I have tried to be explicit on how what next steps I will take to improve the implementation of the principle.
Targed/Target 2	Read more widely to give my work greater depth.	In this essay I have engaged with a variety of different sources, this has included: online journals and articles, books from the library, organisational websites. I have tried to include more recent studies to make my writing more relevant.
Targed/Target 3	Use sub heading to structure my work.	I have done so in this assignment which has helped me structure my writing.

Evidence 1

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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)	Begin lesson on the carpet: Part 1: begin with a shape song- Drawing shape song Part 2: present children with a blank number line and they have to help the teacher put it back together. AFL: Teacher pretends to get numbers wrong. Teacher to ask children why they have chosen a number- (is it bigger, smaller, more, less?) Part 3: count to 20 using the number line forwards and backwards. 10 minutes	Children to sing song and recognise the shapes in the song. Children to help teacher find the correct number for the number line. Children to correct teacher when wrong answers are given. With the support of the number line, children count from 0 to 20, then backwards from 20 to 0.	Number line
Teaching & Core Learning	Pupils work in small groups. Focus Task 1 -: Squares group (average ability). Half a group at a time- approx 4 children. Teacher models how to play the "one more fireworks game" as a group. 1. As a group roll the dice. Teacher to heavily model formation of number rolled.	As this group is average ability, the dice display numbers 2-7. The children will work with numbers within this range. To visualise, children place pom poms for the number rolled into grid, and then the number of pom poms for "one more". Children will find "one more" pom poms from 2 to 7.	Black grid provided by teacher for modelling. "My number" and "One more" columns in the grid. Dice Whiteboards to practise number formation

2. Pupils put that number of pompoms on “my number” section of grid. Write number underneath. 3. Children to then write that number in their book in their grid. 4. Teacher then says one more firework has gone up into the sky. Children to put the correct number of pom poms into “one more section of grid.” 5. Teacher to show children number line and encourage mental recall of one more by showing one more. 6. Children to record one more in correct section of their grids in their books.	To scaffold finding “one more,” children will use a number line. The number line will begin to encourage mental recall of one more by showing one more. AFL: Children to practise formation of number on whiteboards before writing the number in their books. Teacher to observe and identify pupils who need more support with formation. Depending on level of support needed, teacher to model number formation and children to practice in books. Children to record number of pompoms in their grid in their book. <table border="1"> <tr> <th>My Number</th> <th>One More</th> </tr> <tr> <td></td> <td></td> </tr> </table>	My Number	One More			Sparkly pom poms as visual counting objects. Number line “My number” and “one more” grid in books.
My Number	One More					
Focus task 2: Lead by TA. (Circles group- lower ability) 1:2 ratio with TA and child. Children to follow instruction card to make a rocket with shapes directly into MD books.	Children will follow Pie Corbett instruction sheet to make a rocket with shapes. Rocket instructions As this group is lower ability, children to use circle and square shapes.	Pie corbett instruction sheet Cut out shapes Glue Work book				



At the beginning of my placement, my mentor told me that a main focus within Mathematics was to develop number formation skills. The reception class contained a wide range of ability and more than half of pupils were still at the developmental “mark making” stage when it came to writing numbers. These pupils had to be pushed and supported so they could develop their formation skills, and move out of the mark making stage before year 1. This made me think of ways I could help them progress further.

During this lesson, I firstly asked pupils to draw their given number on a whiteboard independently. I then assessed pupils number formation skills through observation. Research has shown that within early years, observation is a useful tool which enables practitioners to assess and understand if pupils are learning (Smidt, 2005). I was able to identify the pupils who needed more support, and provided this through modelling on the whiteboard and using visual numbers as prompts.

Children then drew the numbers in their books. I provided immediate feedback to the pupils on their number formation skills. The feedback was both verbal, and written in their book. If a pupil found drawing a specific number challenging, I would model the number in their book and get them to practice. I could see that pupils were improving with practice.

Evidence 2

Monday, December 9, 2019 10:35 AM



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhiannon Archer	Class:	Reception
AoLE or Subject	Literacy Language and Communication	Date:	Monday 25th November
Lesson Focus:	Read Write Inc		
Meaningful links to Curriculum	• LNF: Read simple words such as consonant-vowel-consonant words • LNF: Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters		
Meaningful links to: Cross Curricular Responsibilities	DCF: Playing a phonics game on a digital device		
Personal Targets (Linked to QTS and identified in weekly review) Develop knowledge and understanding of each child's ability and hold high expectations for all learners. Show effective teaching which identifies and meet the needs of all learners, whatever their different needs.			

Learning Objectives (focus on Learning- use accessible vocabulary):
By the end of the lesson, pupils will begin to identify initial sounds in CVC words. This will be assessed during an interactive game where the pupils have to chose the correct initial letter for a given CVC word.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
*I can begin to identify sounds **I can begin to identify initial sounds of CVC words ***I can identify sounds within CVC words and blend letters to read CVC words	- Identifying sounds within CVC words during the interactive game - Choosing the correct initial sound of the given CVC word during the interactive game

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This lesson was only 2 weeks in after starting Read Write Inc with the class. This was the first lesson on CVC words. I wanted to assess children's baseline ability to identify initial sounds of CVC words. I chose to do this by pulling items out of a story bag and asking what sound does the word begin with. I chose to use a story bag to engage the pupils and sustain concentration. Pupils answered my question by holding up the sound on their letter fan. I was initially going to use secret squirrel as my AFL strategy here, but I realised I was assessing the pupils reading skills, not writing skills. Therefore the letter fan was more appropriate, it allowed me to identify which pupils could identify initial sounds and match with the correct letter, and which pupils needed more support.

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 previous lessons)	Teacher to have a story bag, and pull out items from the bag. Teacher to ask pupils: what item is this? What sound does it begin with?	AFL: each pupil to be give a letter fan. Pupils to hold the correct initial sound up in the air to show the teacher. Teacher to identify the pupils who need more support.	Letter fan Whiteboard Story bag Objects

CVC words. I wanted to assess children's baseline ability to identify initial sounds of CVC words. I chose to do this by pulling items out of a story bag and asking what sound does the word begin with. I chose to use a story bag to engage the pupils and sustain concentration. Pupils answered my question by holding up the sound on their letter fan. I was initially going to use secret squirrel as my AFL strategy here, but I realised I was assessing the pupils reading skills, not writing skills. Therefore the letter fan was more appropriate, it allowed me to identify which pupils could identify initial sounds and match with the correct letter, and which pupils needed more support.

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)	Teacher to have a story bag, and pull out items from the bag. Teacher to ask pupils: what item is this? What sound does it begin with? 5 minutes	AFL: each pupil to be give a letter fan. Pupils to hold the correct initial sound up in the air to show the teacher. Teacher to identify the pupils who need more support. Teacher to then model writing the correct sound on the board.	Letter fan Whiteboard Story bag Objects
Teaching & Core Learning	Pupils to play CVC word game. https://www.starfall.com/h/ltr-classic/	Pupils to identify the correct initial sound needed to make the given CVC word. Pupils will be given a picture of the CVC word to prompt them. Teacher to give support for pupils when sounding out letters.	Laptop Projector Lollipop sticks

3

I chose to use the lollipop method when I asked pupils what was the correct initial sound during the interactive game because in my previous Read Write Inc session, I had found that the same pupils in the group consistently answered my questions, and the rest of the group didn't always participate. This method was an effective way of engaging all pupils in the group, and giving the quieter pupils a opportunity to participate.

		After they have identified the correct initial letter, pupils to then read the CVC word. AFL: teacher to pick pupils randomly using lollipop sticks. 7 minutes	
Plenary	Children to make a circle. Phonic flash cards are in the middle of the circle. Teacher to ask what sounds are needed to make the word: mat, ran and dog? 3 minutes	Pupils to identify the sounds needed in the CVC word. Pupils to chose the correct phonic card and arrange the word mat. Lower ability pupils: chose initial sound for word. High ability pupils: chose sounds for whole CVC words.	Phonic cards

In the plenary, I challenged the pupils who had identified the correct letter on their letter fan by asking them to create a whole word. Whereas, the pupils who I identified as less capable in my AFL strategies, were asked to identify

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asking them to create a whole word. Whereas, the pupils who I identified as less capable in my AFL strategies, were asked to identify the initial sound and were given support.

Evidence 3

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This was the first lesson on our new learning topic – the farm. Firstly, I wanted to assess pupils prior knowledge of farm animals. I did this by pulling out different animals out of a story bag and using effective questioning to assess pupils overall knowledge of animals and identify gaps in knowledge.

After pupils were shown the animals, I decided to ask pupils to think pair and share. I decided to do this because firstly, pupils were familiar with this AFL technique and I had observed it being an effective AFL strategy in prior lessons, as the more able pupils were able to share ideas and model answers to the lower ability pupils. Secondly, it helped the less confident and EAL pupils discuss answers first before sharing. Lastly, research has suggested using think, pair improves pupils engagement in the lesson (Raba, 2018).

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)	Part 1: Recap sounds. Part 2: Teacher to present a story bag – and ask children what's inside? Pull out some animals/farmer/pictures of the farm etc and discuss/record pupil voice about what they already know. Pull out each animal and discuss. Part 3: Teacher to read What the Ladybird Heard book, using a shared reading technique. At the start of the book, teacher to discuss - what could it be about? Where can I find the title and author? What can you see? Where do these animals live? Read and discuss.	Part 1: Pupils to phonically recap sounds. Part 2: AFL: think, pair and share, what animals is it? what can it do? what does it have? Part 3: Pupils to make predictions based on title and pictures. Pupils to summarise what happened in the book and talk about the animals.	- Phonic cards - What the ladybird heard book - Story bag - Farm animals
Teaching & Core Learning	<u>Focus task 1:</u> Lead by teacher, with high ability group Grasshoppers. Teacher to recap the book and ask children to retell to story. MAT pupils: Teacher to encourage as much detail as possible when retelling the story.	<u>Focus task 1:</u> When retelling the story, pupils will draw pictures along "S" on A3 paper in pairs. To scaffold, teacher to ask what happened first, next and then? AFL: Think, pair and share. Teacher to use book as a prompt. The teacher will photocopy the A3 paper for each book.	- A3 paper - Ipad to record oracy - LLC books

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I used effective questioning during shared reading. I asked a variety of open questions whilst reading the book about various animals, as I wanted to identify pupils prior knowledge. I chose to use questioning as a AFL strategy, because Sullivan (2003, p.2) believes questioning is a powerful technique which "allows teachers find out what pupils already know, identify gaps in knowledge and understanding and scaffold the development of their understanding to enable them to close the gap between what they currently know and the learning goals."

The children in this focus task were all of a high ability. I decided to use think pair and share so they could collaborate ideas and build upon each others responses, which would progress their comprehension and oracy skills further.

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Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Task 1: Evidence of learning will come from children's ability to retell the story by effectively communicating and drawing pictures that represent parts of the story. I will gain this evidence by listening to children and marking their work. The attitudes I am looking for are effective communication and engagement. The evidence I gathered supports learning as children were able to retell the story in detail and draw detailed pictures to represent each part. Task 2: evidence of learning will come from pupils work, whether they can write "can you see" and begin to write Lanky Len or Hefty Hugh. Evidence of learning will also be gained through group observation, whether the children can correctly identify sounds and record letters. The attitudes I am looking for are sustained concentration and engagement.
Next Steps for Progress	Task 1: I think the next steps of progress would be for the children to develop trunk taking skills when speaking, as when the pupils were retelling their story in pairs, some pupils would talk over one another. Task 2: The next steps could be continuing to develop skills identifying and recording sounds. This could be done by continuing to use Lanky Len as a stimulus, for example: writing Lanky Len is... Lanky Len has.. Lanky Len can...

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I think an effective example of my practise was finding out what children already knew about animals before introducing our farm theme and reading our farm story. I did this by pulling animals out of a story bag, and asking the children what they were, where the animals live, what they eat, and what noises they made. By doing this I was able to identify what knowledge the pupils already had and what the gaps in knowledge are. This has allowed me to identify how I can move them forward in our farm topic for the next 2 weeks. I found the main gaps of knowledge were where each animals lives and what each animals eats.
Areas for my Development Personal Targets for Progress	I think an area of development needsto be to improve my time mangament. I feel like during a focus task, I can lose track of time and I therefore cannot finish my lesson plans.

What I found from using AFL techniques in the lesson. Based on this, I decided to plan my next 2 LLC lesson on farm animals diet and habitats.

Evidence 1

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LLC lesson
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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhiannon Archer	Class:	Reception
AoLE or Subject	Literacy Language and Communication	Date:	Monday 25th November
Lesson Focus:	1.Drawing and labelling animals. 2. Trip to the coffee shop.		
Meaningful links to Curriculum	Task 1: <u>Nursery</u> Oracy- retell, in simple terms, an event or experience <u>Reception</u> Oracy- talk about things from their experience and share information Oracy- speak audibly Task 2: <u>Nursery</u> Writing- attribute meaning to marks, drawings and art work, e.g adult annotation <u>Reception</u> Writing- use spelling support such as phonic mats, flashcards and other resources Writing- copy and write letters, words and phrases, e.g from the environment or those modelled by the practitioner.		
Meaningful links to: Cross Curricular Responsibilities	KUW: understanding and identifying parts of a animal. DCF: taking photos of the café on digital device.		
Personal Targets (Linked to QTS and identified in weekly review) 1. Develop knowledge and understanding of each child's ability and hold high expectations for all learners. Demonstrate effective teaching which identifies and meet the needs of all learners, whatever their different needs. 2. Develop pupil's critical thinking skills during learning. Particularly focusing on facilitating "sustained thinking" in early years.			

Learning Objectives (focus on Learning- use accessible vocabulary):

Focus task 1: By the end of the lesson, pupils will visit the local coffee shop “Hortons” and research what they need to make their own coffee shop. Pupils will then come back to class and talk about what they saw.

Focus task 2: By the end of the lesson, pupils will mark make, or write letters or words when they are labelling their drawings of what they will see at the farm.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils’ Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Focus task 1 *I can speak audibly about the coffee shop **I can speak audibly about the coffee shop and share information ***I can retell the class what we saw at the coffee shop and share information Focus task 2 *I can identify initial sounds and begin to record. **I can begin to sound out and record initial sounds. ***I can begin to sound out words.	Identifying and speaking about items at the coffee shop that were of importance Sharing what items we saw at the coffee shop with the class Retelling the class what happened when we visited the coffee shop Identifying initial sounds of animals Recording initial sounds in books Sounding out words when labelling the animals

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)	Delivered by mentor		
Teaching & Core Learning	Focus task 1: lead my myself and TA. Grasshopper group (high ability) will be taken out to Horton café. During the café trip, teacher to facilitate lots of open questions to encourage critical thinking e.g why is there a sign outside? What do we need to do if we want a coffee? Teacher to take lots of photos of the café to discuss back in the classroom.	- Pupils to identify what types of things are in the café, as we will be making a café ourselves in the play area. - Pupils to sit down and drink a choice of drink. - Pupils to observe how we buy drinks, how drinks are presented, and the general presentation of the shop.	Ipad to take photos

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During the trip, I asked pupils a lot of open questions to encourage critical thinking amongst pupils. This links to another of Donaldson's (2015) principles, to promote problem solving and critical thinking. I modelled language, using a wide range of accessible vocabulary to describe items.

	Focus task 2: lead by mentor with the Bees group (average ability). Teacher to discuss with pupils what animals do they think they will see when they go to the farm? Teacher to use the What the Ladybird Heard book as a prompt when referring to animals.	Pupils to draw the animals they think they will see in their journal. Pupils to then label parts of the animals e.g body, head, leg. Pupils to use phonic mats to sound out beginning and end sound to label. Teacher to provide support modelling sounds.	Journals "What the Ladybird Heard" book
Plenary	All pupils to sit back down onto the carpet. Teacher to ask pupils what they saw at the coffee shop? Teacher to ask what did they do at the coffee shop? Teacher to display the photos taken at the coffee shop on the smart board, class to discuss each picture.	Pupils in focus task 1 to explain to the class what they saw at the coffee shop. After the pupils have seen the photos, pupils to come up with ideas of what to include in the role play coffee shop. Teacher to write ideas on working walls	Smart board Previous photos taken on ipad

During the plenary, pupils were given the opportunity to share their findings with the class. A lot of pupils in my class are shy and quieter pupils, so I felt like this would be an opportunity to develop their self-confidence when speaking to an audience, and develop their oracy skills. I also chose to do this because it allowed pupils to share their experiences with the class, making it more meaningful.

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Photo taken of a group of pupils drinking a hot drink from the café.

I chose to take the pupils to the local café, so they could experience what a café looks like and how it works. This trip linked to my next lesson, when the pupils created a role play café in the play area. Taking them to experience the real life café, before they created a role play one, gave them ideas about what to include in their café, and enabled them to use real life experiences in their role play. In their role play, the pupils could then explore realistic situations further. In my next LLC lesson, it was evident that this trip was effective in enhancing the quality of the role play in the play café, as pupils used a range of appropriate vocabulary in their role way.

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Evidence 2

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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)	Warm up on carpet with all children: Teacher to recap phonic sounds. Input: Based on our "people who help us" theme, we have arranged for a dental nurse to visit the children. The dental nurse will be showing and explaining to children how to clean their teeth correctly. She will be talking to children about how to maintain healthy teeth, including: the effects of sugar on teeth, which food and drinks are high in sugar and which foods and drinks are low in sugar. 20 minutes	Pupils to make correct phonic sound, after teacher has pointed to the phonic mat. Children will be shown with props how to correctly clean their teeth. Children will be shown pictures of decayed teeth and questioned why does this happen?	Phonic sound mats Photos of decay teeth Large tooth brush to demonstrate
Teaching & Core Learning	Focus task 1: lead by teacher. Teacher to work with the Bees group (average ability) The children will have the previously taken photo of themselves dressed in their "people who help us costume" and stuck into books. Children will identify and write "I am a..." in their books, and use phonic mats to identify initial and end sound of key word.	- Children to be given "I am a" support cards and asked to arrange. To support, teacher to heavily model the sentence. - Children to write "I am a" underneath their picture in books. - Higher ability: Children to identify initial and end sound of key word and use phonic mats to record word in books.	"I am a" support cards Phonic support mats Previously taken people who help us photograph Whiteboard

3

In the previous LLC lesson, we introduced our new topic of "people who help us." We discussed the roles of doctors, nurses, firefighters and police officers, what they do, and how exactly they help us. The pupils dressed up in costumes and talked about their chosen person and how they helped others. In this lesson, we asked the dental nurse to visit our class because it would enable the pupils to interact with a real life person who has a role in helping us. It would build upon their previous knowledge of what a nurse looks like and does. The nurse talked about her real life experiences, and showed the pupils her equipment. She also showed photos of decayed teeth and talked to the children about how she helps people to look after their teeth. This enabled pupils to gain a real insight into the role of a nurse. In addition, the dental nurse was able to demonstrate to the pupils how to brush their teeth properly and maintain a healthy diet. This was an illustrative example of how the nurse helps others. The pupils were engaged throughout the session and enjoyed asking questions about being a nurse, which developed their understanding further.

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The evidence of learning will come from group observation during the focus task and marking of pupils work. The attitudes I will be looking for are: Group 1- sustained concentration and engagement in the task. Group 2- confidence when identifying sounds within words. The evidence confirms the learning because in focus task 1: children were engaged and sustained concentration throughout the task. They were able to identify high frequency words and write them with support. In focus task 2: children's work showed evidence of writing initial and end sounds for adjectives.
Next Steps for Progress	I think the next steps of progress need to be: Focus task 1: practising letter formation. Focus task 2: identifying sounds in 2 or more adjectives, and writing letters.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

Evidence of my Effective Practice	I think an example of effective practice was having the dental nurse come in to speak to the children about tooth cleaning and dental hygiene for my group one. I think this
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Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

Evidence of my Effective Practice	I think an example of effective practice was having the dental nurse come in to speak to the children about teeth cleaning and dental hygiene in my warm up. I think this was effective because it related our topic of "people who help us" and linked the topic with real life contexts. The children were engaged, and the visit linked health and wellbeing into our LLC lesson. This relates to the QTS standard "using real life authentic contexts in learning". Organising a visit from the dental nurse for the introduction of our "people who help us" topic, demonstrated my understanding of the use of real life, authentic contexts for learning,. This experience illustrated the applications of "people who help us" and showed the pupils what a dental nurse does in practice.
Areas for my Development	I think an area for development needs to be behavioural management during the focus group. I feel like I need to be more assertive to keep children on task and need to be more in control of the learning.
Personal Targets for Progress	I achieve this target by researching and observing assertive discipline in early years.

Reflecting on linking real life contexts to learning,



The dental nurse used prop ups to show pupils what a real life dentist looks like.



The dental nurse demonstrated how to clean teeth correctly using a toy dinosaur and pretend toothbrush. Pupils were invited to stand at the front of the class, and have a go at brushing the dinosaur's teeth.

Evidence 3

Monday, December 9, 2019 10:35 AM

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)	Part 1 - shape song- Drawing shape song Part 2 – teacher to present pupils with a blank number line, children put it back together. Teacher to pretend to pick the wrong number, children to correct her. Part 3 - count to 20 forwards and backwards. Teacher and pupils to use quiet voice, loud voice and silly voice, pupils to use number line to model numbers	Part 1: pupils to sing shape song and draw shapes with their magic finger. Part 2: pupils to identify what number comes first, what is one more? Etc... Part 3: children to count from 1 – 20 forwards and backwards	Laptop Number line
Teaching & Core Learning	Whole class input: pupils and teacher to sing 5 currant buns song. During the song, teacher to model the cupcake activity using giant coins. Teacher to stick each penny on the board. Whole class to count up to 5p Focus task 1: lead by the teacher with the squares group (Average ability.) Teacher to tell pupils they are in a cupcake shop! All the cupcakes have different prices up to 5p. Role	1. Pupils to identify the prices of the cup cakes 2. Pupils to choose a cupcake they would like to buy.	Giant coins Cup cake cards 1p coins 2p coins 5p coins

3

This lesson was the first time we had introduced the concept of money to the pupils. I decided to do this through role play, because, firstly, I had previously observed the pupils had fully engaged in role play activities in previous lessons, secondly, it would allow children to link the concept of money to their existing knowledge and make meaningful experiences. Lastly, a lot of pupils in the class were quieter individuals, and I thought role play would be a effective way of improving their communication skills as Guilfoyle and Mistry (2013). The pupils were engaged and their understanding of money was developed further when they could experiment with coins and prices.

	play being in a cup cake shop with pupils using a till and coins. Focus task 2: lead by TA with the Circle group. (LA/NTE)	3. Pupils to use 1p coins to pay for cup cakes up to 5p and begin to make connects 2p and 5p with support. 4. Pupils to take it in turn to role play a customer or shop keeper. Pupils to record appropriate numbers on price tag with support up to 3p. TA to model number formation.	Price tags
Plenary	Task 1: teacher to ask pupils which cake costs the most pennies, and which cake costs the least pennies? Task 2: pupils to read back their number on the price tag.	Pupils to identify the largest price and the smallest price.	Cupcakes Pennys Price tags

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Evidence 1

Monday, December 9, 2019 10:34 AM



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

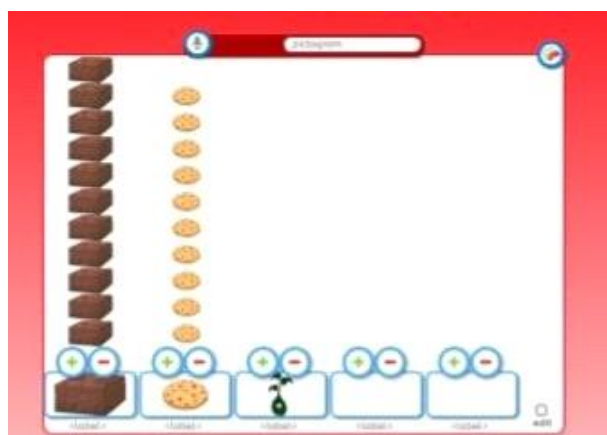
Student-teacher	Rhiannon Archer	Class:	Reception
AoLE or Subject	Numeracy and Mathematics	Date:	Tuesday 3rd December
Lesson Focus:	Making pictograms		
Meaningful links to Curriculum	LNF: Record collections using marks, numbers of pictures.		
Meaningful links to: Cross Curricular Responsibilities	DCF: Using HWB app to record data on an iPad.		
Personal Targets			
(Linked to QTS and identified in weekly review) 1. Develop knowledge and understanding of each child's ability and hold high expectations for all learners. Demonstrate effective teaching which identifies and meet the needs of all learners, whatever their different needs. 2. Develop pupil's critical thinking skills during learning. Particularly focusing on facilitating "sustained thinking" in early years.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: By the end of the lesson, pupils will ask members of their class what fudge topping they would like to vote for. They will record votes using a pictogram on the iPad.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
*I can ask up to 5 people for their votes and record using pictures. ** I can ask up to 10 people for their votes and record using pictures. ***I can ask up to 15 people for their votes and record using pictures.	Asking people in the class "what toppings would you like to vote for?" Recording each vote on the pictogram on an iPad. Identifying the most popular/least popular topping choices.

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)	Part 1 – Number formation song https://www.dailymotion.com/video/x3njcpt Part 2 - counting in 10's to 100. (children to throw 10s at teacher) Part 3 - Number stick- counting forwards and backwards. 10 minutes	Pupils to sing formations and draw numbers with their magic finger. Children to count forwards to 0 to 20 and backwards from 20 to 0.	Macbook Number line
Teaching & Core Learning	Whole class input: - Recap on data from previous day and show on pictogram on the board. Recap on what we decided to make. - How do you know what we decided? - But we still can't decide what to put on our fudge? OH NO! What can we do? (ask people what they want.)	Pupils to identify the most popular choice from yesterday pictogram. Pupils to identify why this is most popular? (it has the most votes/ biggest number)	Macbook Yesterday's pictogram

2



This was displayed on the smart board. We counted the votes for each topping and labelled with numbers, before discussing the most and least popular.

	Focus task 1: lead by teacher with squares group (average ability.) Pupils to work in groups of 4. Pupils to ask 10 class members “what topping would you like on your fudge” and record votes using the pictogram on Hwb, on their ipad. Teacher to work with one group at a time. Spend 20 minutes with each group. Focus task 2: lead by TA with circles group (average ability). Cooking candy cane biscuits in prep for St Nickolas day. Candy Cane biscuit recipe 40 minutes	1. Teacher to show pupils a variety of toppings that we could put on the fudge. Pupils to taste toppings. 2. Teacher to explain how to record votes on the ipad. After tasting, pupils to ask the other members in the focus task, what topping was your favourite? Record on pictogram. 3. After they have practised, each group of 4 will ask up to 10 people what topping they would like on their fudge? Each group of 4 to have an ipad, and create a pictogram. 4. When pupils have asked up to 10 people, teacher and pupils to discuss their pictograms.	iPad Fudge toppings for tasting (maltesers, smarties and sprinkles) Cookie recipe Ingredients Cooking equipment
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Plenary	Focus task 1: What topping was the most popular? How do you know? What topping was the least popular? How many people voted for this topping? Teacher to use number line to model. 5 minutes with each group		Number line
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Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

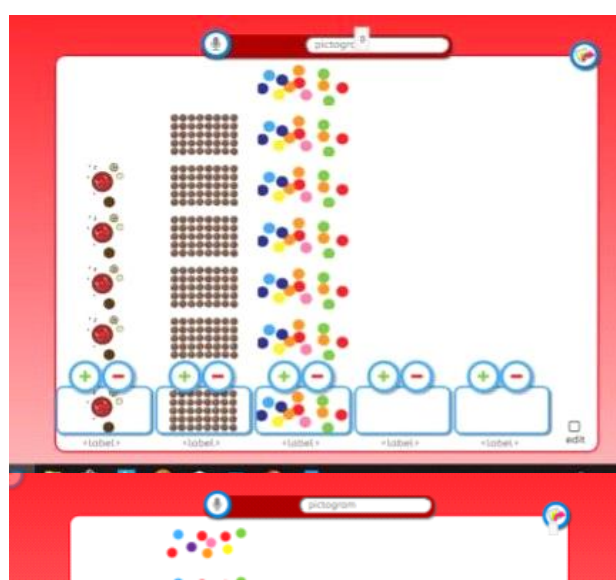
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Evidence of learning will come from group observation during the focus task. I will be looking to observe whether learners can ask up to 10 people what toppings they would like on their fudge, and record votes using a pictogram on hwb. I will be looking to observe whether learners can interpret the data by identifying the most and least popular topping. The attitudes I will be looking for are communication, sustained concentration engagement and collaboration. The evidence I gathered supports my findings, children collaborated together when working as a group when moving around the class to ask pupils what their favourite topping was, they also took turns to share the iPad. Pupils were on task and were engaged throughout the duration of the activity. With my support (modelling and using the number line), pupils were able to identify the most and least popular topping. Pupils understood that one picture represented one vote.
Next Steps for Progress	Some pupils had initial difficulty identifying the most and least popular choice the iPad, they needed modelling and support. A next step could be for children to develop skills identifying the biggest and order numbers between 1 to 20 from smallest to biggest.

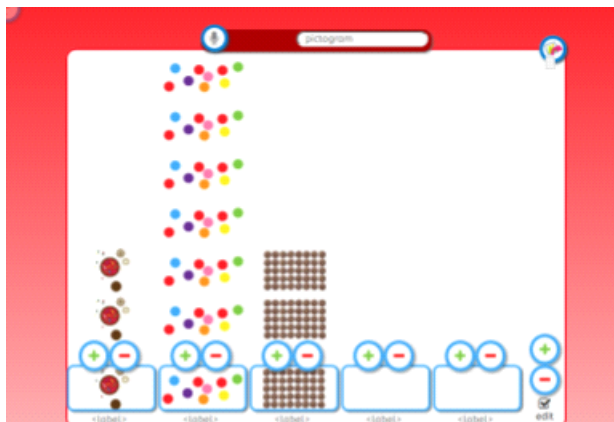
Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Used a lot of modelling to support children interpreting their data on the pictogram. When pupil X answered the incorrect answer for “which topping was the most popular” we counted the votes on the pictogram, I wrote the numbers on each topping box and he was then able to identify the biggest number correctly. Pupils practised asking each other “what is your favourite topping?” before asking 10 people in the class. They also practised recording the votes on the iPad. I felt like this was effective because the pupils developed their oracy and ability to use the iPad to record votes. Using an iPad to record results. I chose to use the iPad in the focus task because it allowed pupils to develop their data handling skills alongside their technology skills. They learnt to how use the pictogram app on HWB, pupils understood the layout of the pictogram and what each column represented. All pupils were confident in pressing the + button to add 1 vote. I feel like this was therefore an effective example of incorporating the DCF into my lesson. This relates to the QTS standard of using cross-curricular themes and understanding the reason why, which I have demonstrated in this lesson.

Reflecting on how I successfully used the iPads to improve pupils data interpretation skills.

Areas for my Development	During the warm up I took away one missing number from the magic stick whilst pupils closed their eyes, and then asked pupils what number was missing? Child J answered incorrectly. I counted the numbers on the number line to show child X the correct answer. I then moved on to the next warm up activity. After discussing with my senior mentor, it would have been more effective to do this activity 2-3 times, so pupils understood the concept more.
Personal Targets for Progress	During the warm up, I projected yesterday's pictogram onto the board. I counted how many pupils voted for fudge and I took number 12 from the number line to stick it on the board underneath the fudge pictures. When I took number 12 from the number line, I could have asked children what number comes before 12? What number comes after 12? During the focus task, I modelled how to use the iPad. I told them that they have to press the plus sign (+) if someone decides they like that topping, and didn't mention the minus sign. I could've made these signs more relevant to Maths and learning. I could have said the + sign was an add sign, and show them that 1 vote add 1 vote is 2 etc. on the pictogram. I could've also discussed the minus sign as being "take away" and demonstrate that 6 votes take away 2 votes is 4 votes. During the focus task, some pupils initially struggled with asking others "what fudge topping would you like to pick?" To support the children, they could have carried the toppings around with them. I also could have modelled the language more during the input.

6





This lesson fitted into a sequence of lessons. Firstly, the pupils constructed a pictogram outside, I drew a graph outside with chalk and the children collected leaves, sticks and stones to create a pictogram. Reflecting on this lesson, I realised pupils needed to develop their ability to interpret data and what it means. In the second numeracy lesson, I asked the pupils to vote for what they would like to make for Christmas. I gave them 3 options and counted the votes for each. I constructed a pictogram on Hwb based on the results and displayed this on the board. The pupils and I discussed the findings, we identified the most and least popular choice and how did we know this. We found the most popular choice was fudge. I could see that pupils were beginning the grasp that the more pictures (more votes) meant the most popular but wanted to develop this further. In this current lesson, pupil worked in small groups to find out what toppings the class would like on the fudge. Each group did this using an Ipad. They asked 15 people in the class "what topping would you like on your fudge?" the pupils recorded the results on a pictogram on Hwb. I feel like the pupils were able to interrupt the results on the iPad, they counted the votes for each, identified the most and least popular. The pupils became confident navigating and using the Hwb app. This sequence of lessons links to another pedagogical principle, shows I was able to build on previous knowledge and experience to gain interest, this links to another of Donaldson's (2015) pedagogical principles.

Evidence 2

Monday, December 9, 2019 10:35 AM



Monday
Guided re...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhiannon Archer	Class:	Reception
AoLE or Subject	Literacy Language and Communication	Date:	Monday 25th November
Lesson Focus:	Guided reading		
Meaningful links to Curriculum	• LNF: recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters • Use one-to-one correspondence between written and spoken word • Use pictures to aid understanding of text		
Meaningful links to: Cross Curricular Responsibilities	Mathematics and Numeracy: rolling a dice and counting how many steps to take forward.		
Personal Targets (Linked to QTS and identified in weekly review) Develop knowledge and understanding of each child's ability and hold high expectations for all learners. Demonstrate effective teaching which identifies and meet the needs of all learners, whatever their different needs. Develop pupil's critical thinking skills during learning. Particularly focusing on facilitating "shared sustained thinking" in early years.			

Learning Objectives (focus on Learning- use accessible vocabulary):
By the end of the lesson, pupils will begin to use one to one correspondence between spoken and written words when reading a book independently. Whilst reading, pupils will begin to blend combinations of known letters, and use illustrations to aid understanding.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
*I can begin to identify initial sounds in words.	When reading the book, learners will identify initial sounds of words

I can begin to blend sounds to read words *I can begin to read independently and use one to one correspondence when reading.	When reading the book, learners will begin to blend sounds to read some words Learners will begin to read independently, using illustrations to aid reading.
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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)	Teacher to show pupils phonic place cards. Phonics board game. Pupils to have a counter each. Pupils to roll dice and count how many steps to take forward. Teacher to provide number line if support is needed.	Pupils to sound out the correct sound on each card. Pupils to play phonics game. Pupils to move their counter to the sound. Pupils to sound out the sound the counter has landed on. Teacher to provide modelling of sounds to pupils who find this more challenging	Phonic cards Counter Dice Phonics game Number line

	count how many steps to take forward. Teacher to provide number line if support is needed. 10 mins	to sound out the sound the counter has landed on. Teacher to provide modelling of sounds to pupils who find this more challenging.	Dice Phonics game Number line
Teaching & Core Learning	1. Teacher to introduce book. • Discuss title and author. • Teacher to draw attention to front cover. Have a short discussion with the children about what they think the book might be about.	• Thea, Nadira, Sema: children to make predictions from the front cover. • Safwan, Aisha and Kushveer: pupils to describe the front cover,	Guided reading book

3

I decided to implement counting into the game because I knew it was something the pupils struggled with. Most pupils in this average to high ability group can count to 7 independently, but some need support. For the pupils who needed support, providing a number line was an effective strategy to model counting and scaffolding their counting. Instead of using a normal dice, I decided to write the numbers on 2-6 on the dice. This developed pupils' skills identifying numbers. The children became more confident identifying the number the number and counting as the game went on.

	2. Teacher to walk through the book: • Model the language patterns that may be unfamiliar. • Talk through the illustrations. • Pick up key words or unfamiliar vocabulary • Occasionally dip into the text and address letter-sound relationships or clusters. 3. Teacher to encourage pupils to read independently. • Remind them of what they can do if they get stuck on a word e.g. look at the first letter, miss out the word and come back to the beginning of the sentence etc. • When pupils read, teacher to encourage one-to-one correspondence, self-correction and checking of picture cues and initial sounds. • If they finish the book before members of the group they can re-	teacher to encourage prediction making. • Pupils to share ideas about the illustrations in the book. • For any unfamiliar words: pupils to find the words in the text and discuss them. • Teacher to sit next to Safwan and Aisha, when reading independently and provide support when needed.	
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4

	read it with a partner, or to themselves. 15 minutes		
Plenary	Teacher to give each group a sentence from the book and a selection of printed pictures. Pupils to read their sentence together, and match with picture. 5 minutes	Thea, Sema and Nadira: longer sentence with a unfamiliar word. Kushveer, Safwan, Ashia: given shorter sentence with familiar words.	Sentences from book Printed pictures from book



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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhiannon Archer	Class:	Reception
AoLE or Subject	Numeracy and Mathematics	Date:	19.11.19
Lesson Focus:	- Combining two sets of numbers - Navigating a bee bot		
Meaningful links to Curriculum	AOL: Combine two groups of objects to find 'how many altogether?' LNF: Move in a given direction.		
Meaningful links to: Cross Curricular Responsibilities	DCF: Controlling devices by giving them instructions LNF: Oracy- Take part in activities with some interaction. KUW- Identifying animals that live in the outdoor environment.		
Personal Targets (Linked to QTS and identified in weekly review)			
- Target: To focus on skills being taught to ensure that the learner achieves their full potential. - Target: To reinforce expectations of behaviour through pictorial representation and assertive discipline and effective planning.			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

By the end of the lesson, pupils will be able to count up to 10 animals altogether. Pupils will begin to understand + and = sign, and be able to write these in their book to illustrate what they have found.

By the end of the lesson, pupils will be able to move the beebot forwards and backwards with some support, pupils will be able to move the beebot side to side with a lot of support.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Focus task 1: *I can begin to count up to 4 animals. ** I can count how many animals altogether up to 7 and begin to understand altogether with support.	- Counting up to 4 animals - Counting up to 7 animals all together - Counting up to 10 animals all together - Beginning to write + and =

*** I can count how many animals altogether up to 10 and begin to use symbols to share what I have found.

Focus task 2:

* I can begin to move the bee bot forwards and backwards with some support. I may need full support to move him from side to side.

**I can move the bee bot forwards and backs with little or no support. I can begin to move him from side to side with little or no support.

***I can move bee bot forwards, backwards side to side with no support.

- Moving the beebot forwards and backwards with support
- Moving the beebot forwards, backwards and sideways with support
- Moving the beebot forwards, backwards and sideways with little to no support

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)	Teacher to ask pupils to count from 1- 20 backwards and forwards. Teacher to present class with muddled number line, teacher to ask what numbers are missing? How do you know that number is missing? Teacher to drop conkers in the jar, children to listen and guess how many.	Pupils to count to 20 backwards and forwards, using number line for support. Pupils to identify missing numbers on number line. Pupils to explain why they have picked a number, e.g number 5 because it is between number 4 and 6. Children to count how many conkers are dropped in the jar.	Toy animals Number line
Teaching & Core Learning	Focus task 1: lead by TA with the Grasshoppers group. Input: teacher to place toy animals on the table and ask pupils what animals are in front of them? Teacher to tell pupils that these animals belong to the bossy farmer, and the bossy farmer needs their help! They children needs to count how many animals he has! Teacher to place toy animals in two grids. Teacher to ask how many animals in each grid?	Pupils to identify and use up to 10 animals. Pupils to count each grid of animals. Pupils to count animals all together. Pupils to record the numbers in their books using symbols + and =.	Toy animals Whiteboard MD books

3

	Teacher to ask how many animals all together? Teacher to model that we add the 2 grids together to find how many altogether. Teacher to introduce and model + and = sign on whiteboard. Focus task 2: lead by teacher with the triangle group (average ability) .. Input: TA to put englarged picture of the first two pages of "what the ladybird heard" on the carpet. TA to explain that our beebot is a the ladybird and they need to help the ladybird get back home. TA to model the directions of forwards, backwards and sideways. TA to show how to use the beebot and model what buttons to press so it can move forwards backwards and sideways. TA to provide pupils with support when navigating the beebot. TA to record on resaw.	Pupils to navigate the beebot forwards and backwards with some support. TA to give pupils will full support to move side ways	Beebot Ladybird beebot cover First 2 enlarged pages of What the Ladybird Heard Ipad
Plenary	Focus task 1: teacher to give pupils one more example of combining 2 grids together. Teacher to put 3 animals in one grid and 7 animals in the other and ask how many altogether? Teacher to ask pupils to draw the add sign on the whiteboards and show me. AFL: Secret squirrel. Focus task 2: TA to ask pupils to move the beebot forwards and backwards.	Pupils to count animals in each grid and count how many altogether. Pupils to draw the + sign on whiteboards. Pupils to move beebot forewards and backwards.	Toy animals Whiteboards White board pen and rubbers Beebot

4

Our classroom topic was "the farm." In the previous lesson, we had read "What the Ladybird Heard" and discussed farm animals. I found that a lot of pupils had gaps in knowledge when it came to



Our classroom topic was "the farm." In the previous lesson, we had read "What the Ladybird Heard" and discussed farm animals. I found that a lot of pupils had gaps in knowledge when it came to identifying animals and where they live. In this numeracy lesson, I decided to use a bee-bot because Janka's (2008) findings indicated it was an effective method for gaining insight into young children's mathematical thinking and problem solving ability. I covered the floor with a enlarged picture of a farm and made a ladybird jacket for the bee-bot, to fit in with the theme of farm animals. During the task, I incorporated knowledge and understanding of the world by asking children to identify the animals in the farm. Using the bee-bot was an effective way to incorporate the DCF into the lesson as it developed pupils navigation and direction skills. Pupils were able to develop their problem solving ability to navigate the bee-bot from the start to end point.

A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress 3285 words

Monday, December 9, 2019 10:34 AM

Education in Wales is changing. In Donaldson's (2015) new curriculum, there are 12 pedagogical principles, which should be implemented into learning by teachers, to create a successful educational system. As a trainee teacher, I have completed my first Professional Teaching Experience (PTE 1) in a reception class at "school X," in accordance with the Bera (2018) Guidelines. School X is a large Primary School in South Wales where there are 494 pupils on roll and 25% of these are eligible for free school meals (Estyn, 2016, p.1). The school's current performance was graded as good, and the school's prospects for improvement were graded as excellent (Estyn, 2016, p.2). This assignment will focus on three of Donaldson's (2015) pedagogical principles. The literature on these principles will be reviewed, and I will reflect on how I implemented them during my PTE 1.

Good teaching and learning means employing AfL principles

AfL refers to using assessment to find out where learners are on a learning continuum, identifying where they need to go, and modifying teaching and learning activities to get them there. (Black and William, 1998) According to William (2018) one successful AfL strategy is to provide feedback to learners which moves them forward. However, there is debate within the literature over which type of feedback is most beneficial to learners, predominately whether feedback is given immediately or delayed. Metcalfe et al. (2009) tested the impact of giving delayed and immediate feedback on children and adult's vocabulary learning. After the feedback was provided, researchers tested the participants vocabulary knowledge. They found test scores were significantly higher when they participants had received delayed feedback, compared to immediate feedback. According to Rodriguez, (2015) delayed feedback can be beneficial to learners because it encourages learners to anticipate the answer and increases their level of attention when they receive it. However, it could be argued that learners may not pay attention to delayed feedback in some circumstances, and even forget to access it. This may be particularly prevalent within the foundation phase.

In contrast to Metcalfe et al (2009), Epstein (2002) found that immediate feedback had a positive impact on future learning. Epstein's (2002) study consisted of 70 participants whom completed a multiple-choice questionnaire. In one condition, the participants received immediate feedback on their answers, and in condition two, no feedback was given. Findings indicated that although performance on initial tests did not differ, when participants were retested, the participants who received the immediate feedback had significantly higher test scores. Epstein (2002) believes this is because the immediacy engages learners in their own learning process and promotes the correction of inaccurate responses. However, all participants in this study were Undergraduate Psychology students, which weakens the representativeness of findings as the results from this cohort may not be generalisable to school pupils.

Another successful AfL strategy is when learners become instructional resources for each other (William, 2018). This can be implemented in the classroom using "think pair and share" (TPS). This strategy gives students the opportunity to think independently about an answer, discuss with a partner before sharing with the class. There is much support within the literature regarding the benefits of team-based learning. Brady and Tsay (2010) administered questionnaires to University students to investigate the effect of team-based learning on attainment. Their study revealed a positive relationship between team-based learning and achieving higher academic grades in University. Raba's (2017) findings again support the benefits of TPS, being particularly for EAL pupils. When TPS was implemented, Raba (2018) observed an improvement in oral communication skills, cooperation and engagement within the lesson.

At the beginning of PTE, I was over-reliant on using closed questions to assess learner's prior

knowledge of a topic. This inhibited the opportunity for critical thinking and discussion, and the closed questions were not accessible to the less able or EAL pupils who did not know the answer or understand the question. I realised this was problematic and meeting the needs of individual learners became a personal target of mine, so I researched engaging ways to do. I found using a story bag effective in assessing prior knowledge (see evidence 2), because all pupils were engaged, and it provided me with a platform to ask the pupils a variety of questions. Additionally, using visual objects aided learners understanding of the question and made it accessible for all abilities. When I used the story bag, I used open ended questions, because research has shown using open-ended questioning to extend children's thinking is linked with good outcomes for pupils (Sylva et al. 2013). Doing so, allowed me to identify gaps in individual's knowledge, which gave me a rational on how I needed to progress them individually. In order to develop this further, I need to identify more opportunities to use open ended questions and do this throughout the lesson. This could also be done through learners asking questions to each other, through group work or hot seating.

I found using TPS as an AfL strategy was particularly effective in supporting the lower ability and EAL pupils, in agreement with Raba (2017). When these pupils shared their answer with the class, they showed increased confidence and better oracy skills. However, this was only the case if they were sat next to a higher ability pupil. I found if two EAL pupils sat together, TPS lost its effectiveness and the pupils often became off task. In the future, it may be beneficial for me to organise learning partners, and pair low and high ability pupils together during carpet time. However, I did observe that TPS was an effective strategy that stretched high ability pupils when they were paired together during a focus task (see evidence 3). This was an effective way to build upon ideas and pupils showed better understanding and articulation after discussing the questions. Therefore, it may be beneficial to mix pairings of TPS partners to suit the needs to of the task.

As shown in evidence 1, I implemented AfL into my numeracy lesson, by firstly observing each pupil's ability to write a number. After I observed the pupils, I was able to identify who needed more support and provided this through modelling and using number lines to scaffold learning. When pupils then wrote the number again, I provided immediate feedback on the formation of their number. For those who were struggled I "closed the gap" and modelled the number in their book, which gave them an opportunity to practice and correct themselves. In agreement with Epstein (2002), I found that with immediate feedback, future learning was positively impacted as number formation skills began to improve each numeracy lesson, and I needed to "close the gap" less and less as my placement increased. To improve further, I could set individual targets for pupils which guide future work, as research has indicated this impacts performance and is able to progress children further (Welsh Government, 2010).

Good teaching and learning creates authentic contexts for learning

Learning becomes authentic when it relates to real life and becomes meaningful to pupils. Particularly within the foundation phase, learning through play offers a unique context for supportive and rich learning experiences, and provides a platform for meaningful and authentic learning. Play allows children to express and expand their understanding by exploring what they have seen or done, or seen others do, which allows them to make meaningful connections with the world. (Zosh et al. 2017) The importance of applying meaning to learning in play was investigated by Fisher et al (2013). The researchers compared learning outcomes when pupils were told a fact directly, e.g "a triangle has 3 sides", to when pupils were given a learning goal, e.g to explore the "secrets of shapes" through play. Findings indicated that in condition two, when pupils had constructed their own meaningful connections to shapes, they had better scores when identifying shapes and were able to retain the information a week later. Play therefore enables children to connect facts to their own world, which has a positive impact on future learning.

Role play is a specific type of play in which children are asked to adopt another person's identity as well as increase their own self-awareness, which deepens and stimulates authentic learning. Beardsley and Harnett (2013) conducted a case study on two aged 4 pupils who participated in imaginative role play for 20 minutes. The researchers found that pupils showed improved oracy and cognitive skills during the role play, as they could explore topics

using phrases they had previously heard and experiences they observed. However, this study does have weak representativeness, as the research was only conducted on 2 children from the same school, which limits generalisability to the wider population. Nevertheless, in agreement with the study, Guilfoyle and Mistry (2013) similarly found that using role play enabled meaningful experiences and promotes strategies for language learning.

According to Donaldson (2015) it is important pupils see the relevance of learning beyond the classroom and make links with learning and the outside world. This could be achieved through organising school trips that develop and enrich what is being learnt in the classroom. To investigate the impacts of a school trip on learning, Bamberger and Tal (2008) interviewed 50 students across year 6 to 8 after a trip to a museum. The findings showed that the trip deepened understanding of pupil's scientific knowledge, increased their communication skills, curiosity, and interest. Pupils became aware of how classroom learning linked to the real world. To facilitate learning further, the researchers have suggested that teachers conduct follow-up activities back in school, which allow children to talk about their personal experiences during the trip.

At the start of my PTE, when observing my mentor teaching, I immediately noticed how much more engaged pupils were when learning activities were authentic. I decided to carry this into my own practise and began to think of ways I could make my lessons authentic to learners. As seen in evidence 3, for a maths lesson, I created a cupcake shop where the children could be a shopkeeper or a customer and use real coins to buy cupcakes, (see evidence 3). Giving the children this opportunity to use imaginative role play, allowed pupils to experiment and explore the concept of money further, and make links to real life situations of being in a shop. I observed an improvement in engagement, concentration and spoken language during the role play, especially with EAL children, in agreement Guilfoyle and Mistry (2013).

Given the positive outcomes of evidence 3, I decided to incorporate more role play into more maths lessons.

My mentor and I agreed we would create a permanent café in the role play provision area and continue to conduct some of our Maths lessons there. We decided we needed to take pupils to see a café before created the role play area, so pupils could see how a real café works, and thus make meaningful connections in their play. As shown in evidence 1, we conducted a school trip to a local café. During the trip, the children showed increased curiosity and interest, in agreement with Bamberger and Tal (2008), which I facilitated further asking a variety of open question that encouraged critical thinking, as can be seen in the illustrative example. I heavily modelled language, when describing items, which gave pupils the opportunity to use a range of vocabulary in their role play. As Bamberger and Tal (2008) suggested, to deepen the authentic learning, when the pupils returned from the café, they then shared their personal experiences with the class. To develop this pedagogical principle further, I will continue to utilise school trips as authentic learning opportunities and use meaningful play across all subjects, giving children to explore conceptual knowledge and make links to real life situations.

Continuing with real life experiences, as our literacy topic was "people who help us," I organised a dental nurse to visit the pupils, as can be seen in illustrative example 2. This allowed the pupils to make links beyond the classroom with the outside world, as Donaldson (2015) suggests is important. The pupils showed curiosity and interest when asking the nurse questions about her role, and in later lessons, the children could confidently discuss the role of the nurse, orally and in writing. I understand it may not always be possible to invite speakers into lessons, but example 2 showed me that when whenever possible I should seize the opportunities for outside speakers, because it gave the pupils rich, real life experiences and knowledge. In block 2, I will continue to seize opportunities to invite outside speakers into the classroom. To improve, I could have planned a relevant follow up activity after the dental nurses' visit, as Bamberger and Tal (2008) suggested, which would have developed pupil's ability to make links beyond the classroom further.

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including

literacy, numeracy and digital competence, and provides opportunities to practise them

Much of the literature discusses the benefits of using a cross-curricular approach. As Byrne and Brodie (2003) mention, it allows students to develop and transfer skills across subjects and merge skills relevant to each subject together, creating a holistic bank of knowledge. Such an approach creates transferable skills for pupils, whilst making learning more accessible for young people by removing artificial barriers. To investigate cross-curricular learning further, in 2010, the National Teacher Research Panel commissioned a case study on Secondary School pupils in Essex. The students participated in a “mega day” where the theme of “thinking skills” was deployed across several subjects. (Price, 2010) During the “mega day,” the teachers reported an improvement in student learning, collaboration and student’s confidence. Pupils reported increased awareness of how thinking skills, like sorting and classifying, could help them approach a subject from another viewpoint.

In today’s world, being digital is a key part of young people’s lives, and having digital skills is an increasing requirement in most modern-day workplaces, which makes it an essential part within the curriculum (Donaldson, 2015). The Education Endowment Foundation (2019) report contains extensive evidence which shows the positive impact of using digital technology in teaching, across a range of year groups. Across the 32 meta-analyses, students showed moderate learning gains when digital technologies were implemented. However, digital technology research can often be problematic due to the fast-changing nature of technology. Results from past studies can often be about “yesterdays” technology, resulting in findings being non-generalisable to the current classroom. In the discussed study, 12 out of the 32 meta-analyses were conducted more than 10 years ago, and thus, their results may therefore not hold much validity to today’s classroom, weakening the overall validity of the report.

Although the general outcome of this meta- analyses is positive, there is some variation in effect sizes of individual studies. Most of the researchers acknowledge that the differences in effect sizes, and the extent in which pupils achieve positive outcomes is somewhat dependent on the quality of teaching and teacher’s ability to implement technology effectively into lessons so it improves learning (Mcknight et al, 2016). As the Education Endowment Foundation (2019) mentions, it is important that technology is not used an end goal in lessons, but instead, used strategically to improve and support learning interaction. This aligns with Higgins et al. (2012) conclusions, that the success of using digital technology in education, is utmost dependent upon how well is applied to learning by teachers.

During PTE 1, I implemented digital technologies into my maths lesson by using iPads to develop pupil’s ability to interpret data (see example 1), as this is something many found challenging in previous lessons. The pupils used the iPads to record data, create a pictogram, and interpret the results. Using the iPad allowed the pupils to visually see that one vote represented one picture, and pupils were able to identify the most and least popular items collaboratively. Working in small groups allowed me to give the pupils the support they needed to effectively use the HWB app on the iPad. I think that in this lesson, I strategically applied technology to improve pupils learning, which Higgins et al. (2012) agrees is essential for success of digital technologies in lessons. As the Education Endowment Foundation (2019) mentioned, the iPad activity was not an end point, but instead a learning interaction. I found that all learners were engaged, and by the end of the lesson, they were confident in using the iPad to interpret data.

I continued to implement digital technologies into my maths lessons, and, as can be seen in illustrative example 3, I decided to use a bee-bot to improve pupils navigation and problem-solving skills. Using the device in my lesson, gave the pupils a hands-on opportunity to develop their navigation and problem-solving skills, by taking it in turns to program the bee-bot to get from point A to B. I used the bee-bot with a group of seven children at a time, however, I realised some pupils in the group struggled to sustain concentration and engagement if they weren’t controlling the device. This aligns with Janka’s (2008) findings, that to maximise learning gains and engagement, pupils should be in small groups below five members when using bee-bots. To improve implementation of this principle, I will be aware

that pupils often need support when using digital devices. I aim to increase my creativity when planning and teaching lessons by researching innovative ways in which digital technology can improve learning. There are online resources that will help me do this, and I will ensure I use these in PTE block 2.

Within my reception class, as there was a focus on developing pupil's number formation skills, I began to think of ways in which I could incorporate number into cross-curricular lessons. As seen in evidence 2, I planned and taught an English lesson where pupils had to roll the dice, recognise the rolled number, and count however many steps forward. I found this was an effective way to combine numeracy into the lesson, as the game developed pupil's ability to recognise and count numbers, in a fun and engaging way. Reflecting on PTE 1, I realise that I over focused on implementing maths as a cross-curricular responsibility because improving numeracy was a main aim for the term. To improve, I need to think of more innovative ways to implement literacy across the curriculum. I understand this is important as "teaching literacy across disciplines enhances not only language learning, but also content learning" (Kirsten, 2019). As I mainly taught maths and English in PTE 1, I found it challenging to implement all three responsibilities into lessons, but in block 2 I will be given more freedom to teach different subjects, which will enable me to include all three responsibilities into my lesson.

To conclude, during my PTE 1 I feel I have made progress in my ability to assess learners baseline knowledge using engaging AfL techniques, which has helped me to adapt teaching to meet the needs of individuals and progress them further (as shown in evidence 2). To improve this, in PTE block 2, I will experiment with more innovative AfL strategies, not only at the start of my lessons, but throughout. With regards to authentic learning, I will continue to incorporate as much real-world links into lessons as possible, and grasp opportunities for trips and outside speakers, as I have done so in evidence 1 and 2. Lastly, I realise I need to improve planning and implementing Donaldson's (2015) cross-curricular responsibilities into my lessons. In block 2, I aim to effectively use a wider range of digital technology methods to facilitate learning and keep the 3 responsibilities at the forefront of my mind when planning lessons.

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