Overview

Enw/ Name:	Karl James
Rhif myfyriwr/ Student number:	1900304
Targedau o'r aseiniad blaenorol/ Targets from previous assignment:	1. Be more critical. 2. Be careful of simple spelling mistakes. 3. Use a wider range of reading.

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During the first part of the professional teaching experience, I have been able to learn how to plan, prepare and then teach lessons to children within a year one class. During this PTE I have been able to teach a multitude of lessons and also learn more about the roles and responsibilities of being a teacher. During the PTE my progress has been marked against standards set out by the EWC and what they need each trainee teacher to be able to do before gaining qualified teacher status. This portfolio will give a critical reflection and use relevant literature to indicate how and why three of these principles are necessary for effective teaching, these three principles will be "good teaching and learning means employing Assessment for Learning principles", " good teaching and learning regularly reinforces cross-curriculum responsibilities" and " Good teaching and learning means employing a blend of approaches that promote problem solving, creative and critical thinking". Within this portfolio I will be using examples from my PTE, such as lesson plans, resources etc. to demonstrate my approach to these principles.



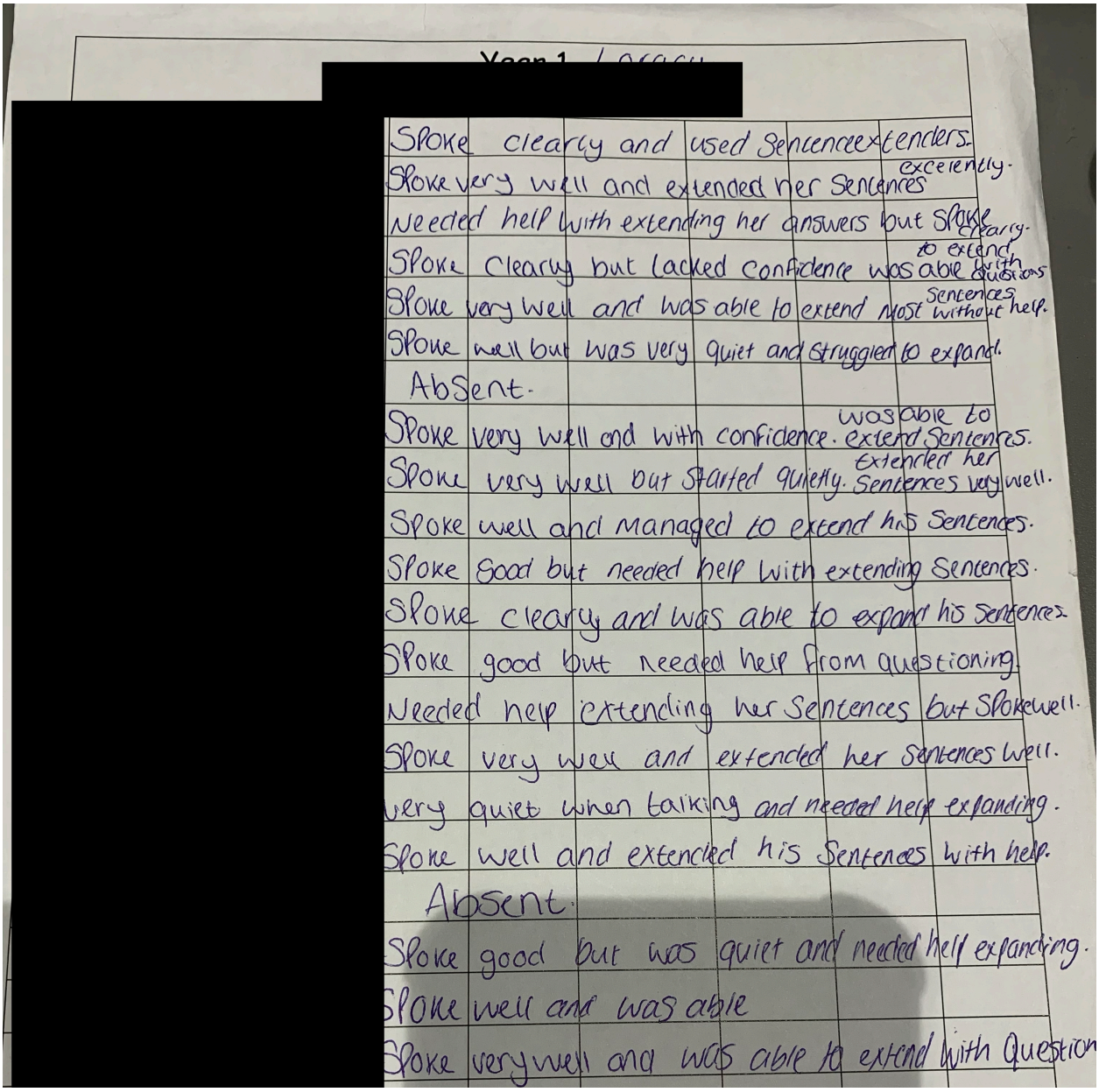
Assessment for Learning

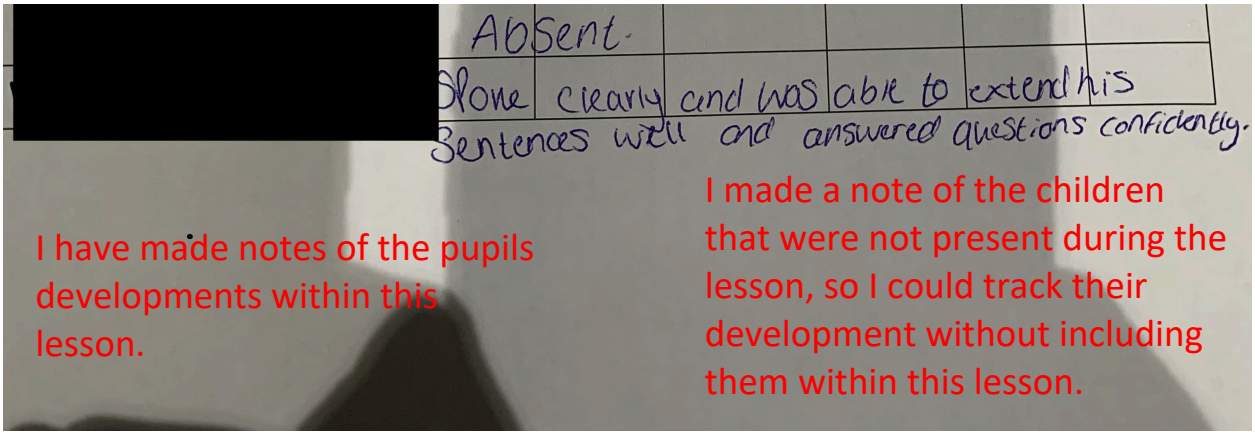
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Assessment for learning is one of the main pedagogical principles that the new curriculum for Wales has focused upon, (Donaldson, 2015). This area of education is important to the education of you people as without assessment there is not as effective strategies for understanding the children's ability or their capabilities. It is said that teachers use of AfL is more focused towards encouraging and supporting children with their engagement with education (Jones and Moreland, 2005). While Jones and Moreland suggest that teachers use AfL to engage the learners, Clarke suggests that "Studies about teacher questioning over the years have revealed that teachers mainly ask recall or social and managerial questions" (Clarke, 2005, p.53). this would imply that teachers are using AfL strategies to ensure that children are understanding the content of the lesson and that they are ready to move on to the next lesson, this is less about engagement, but more to do with the testing of children's knowledge and understanding. While both of these sources are slightly outdated, the information that they give is relevant to the focus of this portfolio, the authors are credible, and the work is published within a peer reviewed journal.

Schneider and Bodensohn (2017) suggest that student teachers need to place a big importance on developing their strategies for assessment within the classroom, this may range from formative or summative assessment, the use of this different forms of assessment will allow the student teacher to gain a better understanding of the children's ability and also allow them to plan more effectively and to track the children's learning more clearly. While Schneider and Bodensohn imply that AfL is completely necessary, Black and Wiliam (2005) give examples of how AfL can be stressful for both teachers and students, they give many examples that suggest that stress can be more profound when some AfL strategies are used. While they suggest this, they do state that AfL is important for raising standards within the classroom. While these two sources suggest that AfL is important to use within a classroom, Black and Wiliam (2005) go further and look at the stress related problems that a constant use of some AfL strategies may cause. Both of these sources are credible despite their dates being considered outdated because the information they provide is still applicable to the classroom today and while Black and Wiliam (2005) work is a book and not a peer reviewed journal their research into this field allows their work to become credible, while Schneider and Bodensohn's work comes from a peer reviewed journal giving their work credibility.

During my time on PTE1 I have not yet used many different forms of AfL, during the last few weeks of my PTE I started to develop my use of AfL and started to write some notes that I could use to evidence my use of AfL. One of the main ways in which I started to use AfL was to use a class list to make notes on the children during the lesson, this was useful when it came to the PTE as I was able to plan more effectively because I had written notes on where the children's ability was and then I could differentiate the lesson based on how they had performed during the previous lesson. As shown in the attached image I was able to make very basic notes during the lesson on the children that were in attendance during that lesson, I was able to make some basic notes on the children's Oracy skills and within this AfL technique I used certain words to describe the children's ability and then I could understand where the children needed to develop their skills or whether or not they were meeting the requirements for that lesson.





During my PTE I was able to use feedback to influence the children's learning, I was able to explain to the children that after each piece of work they were required to present their work to either me, the classroom teacher or the TA for their work to be marked and then each mistake that they had made would be highlighted and then explained to the children, allowing them to change their work to the correct answer, only after they had understood where they had gone wrong and how to correct their mistakes. An example of how I planned for this is shown below.

10 minutes **Plenary**	All work should be shown to the teacher or TA for them to mark the work according to the schools marking policy. Any mistakes made should be shown to the children and then the children should correct their mistakes.	Children should bring their work to the teacher or TA to be marked and any mistakes made should be changed.

This was attached to all lesson plans and the children knew to present their work to be marked and then feedback given to them.

While feedback was given to the children, it was in no way an excuse for them to simply write the correct answer and then forget about the work. All children with mistakes would be given the opportunity to work with either me, the classroom teacher or the TA and work through the questions to allow them to understand where they went wrong and then work out the correct answer.

While I have not used many forms of AfL during the first part of my PTE1, I have now been given the tools and the understanding to use AfL within the next part of my

PTE1. I will be using AfL more within the lesson and ensuring that I plan for opportunities to use it within my lessons.

Cross Curricular Responsibilities

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Barnes (2015) suggests many ways in which cross curricula learning can be achieved for the ages of 3 to 14, within these suggests he gives reasons as to why cross curricula learning is so important to the education of you children within education today. Alexander et al., (2008) also suggest ways in which cross curricula pedagogical styles should be implemented in order to achieve better results within a certain lesson. These approaches to education should allow the children to have a more enhanced experience of education as it allows them to see what learning and problem solving is like within the wider world. Whilst these two sources come from different forms of educational literature, one a book and the other a journal, they are both showing that a cross curricula approach to education will allow children to access education more easily. All of the authors are shown to be credible because of their work within this field of study, while these sources may be considered out of date, especially Alexander et al. they both show that the thoughts of cross curricula learning is something that has been developed over time and from both of these perspectives it is clear that cross curricula teaching is become more popular and is showing good results.
Saeki, Ujiie and Tsukihashi (2010) imply that there are many benefits to cross curricular learning and that by applying a cross curricula approach, students can benefit more from education because they will be accessing more education within the same lesson. As Laurie (2011) says that there are some drawbacks to planning cross curricula lessons, this may range from lack of in depth knowledge on all areas of the cross curricula lesson, to stress related to the planning aspect of a cross curricula lesson. While these sources show different viewpoints of cross curricula learning, they both indicate that this form of education allows for the best learning to happen within a classroom. Laurie (2011) suggests some ways in which cross curricula lessons can be planned for and taught to children, this denotes that they have conducted some research into the best ways to teach cross curricula lessons, this along with their other work and speciality within this felid ensures that while the source may be considered out of date, they are still a reliable source and the information that they give is credible. As for

Saeki, Ujiie and Tsukihashi they are credible because their work has been published within a peer reviewed journal, this allows for their work to be examined and shown to be a credible source, despite that their information is nearly 10 years old.

During my PTE1 I have been able to ensure that most of my lessons have had included some form of cross curricula teaching, I have been able to plan for some of these cross curricula lessons, but some of them have been impromptu and decided on the day after the introduction has been completed. During a maths lesson I was able to task the children with a written question that would allow them to develop their reading and understanding skills, this was then given to them for them to read and then communicate their answers. This development of their skills was used multiple times during most of the first part of the PTE. While this was a planned example, there are some times in which a written question was written on the board as a challenge or an extension task for the children that was not planned for, this unplanned cross curricula aspect of the lesson was well received by the children as they found it exciting to be reading and answering a written question during a maths lesson.

Example of a extension task for the children.



Worded place value problem.

WALT – devleop my understanding of place value.



A witch has 67 wands but does not know how to organsie them, she has many cauldrons and each cauldron can hold 10 wands. Can you help the witch by showing her how many cauldrons she will need to use to hold the wands and how many wands are going to be left over.

Links to English as the children will need to be able to understand the question and the communicate their answers effectively.

Another example of cross curricula teaching was a Welsh lesson in which the children would be jumping and running to hoops set out for them in order to

answer the corresponding Welsh question, this was an engaging lesson that the children found fun and exciting because of the physical aspect of the lesson. This lesson was also cross curricula because the children were developing their Oracy skills, this development was found when the children had to speak to each other and the teacher as they answered the Welsh questions. This lesson was an example of three different aspects of education within one lesson. The children seemed to enjoy this lesson because of the physical aspect and because of this they did not feel as if they were learning but their ability to answer the Welsh questions was greatly improved after this lesson. The lesson was also greatly received by the teacher as they found it a good way of teaching Welsh and it was a good way to get the children to learn outside of the classroom environment.

Meaningful links to: Cross Curricular Responsibilities	Links to Physical education as the children will be moving around a lot The children will also be using their Oracy skills to communicate their Welsh.

During the first part of the PTE I have been able to include a number of different cross curricula lessons, I have found this to be a great way of getting the children to learn in different ways, this means that the children have been looking at certain lessons from different aspects and not just learning from one point of view. The children seemed to enjoy the cross curricula lessons and they seemed to enjoy learning and using their skills in different ways, the children developed their skills during all lessons, but did not realise they were developing them within the cross curricula lessons.

Employing a blend of approaches

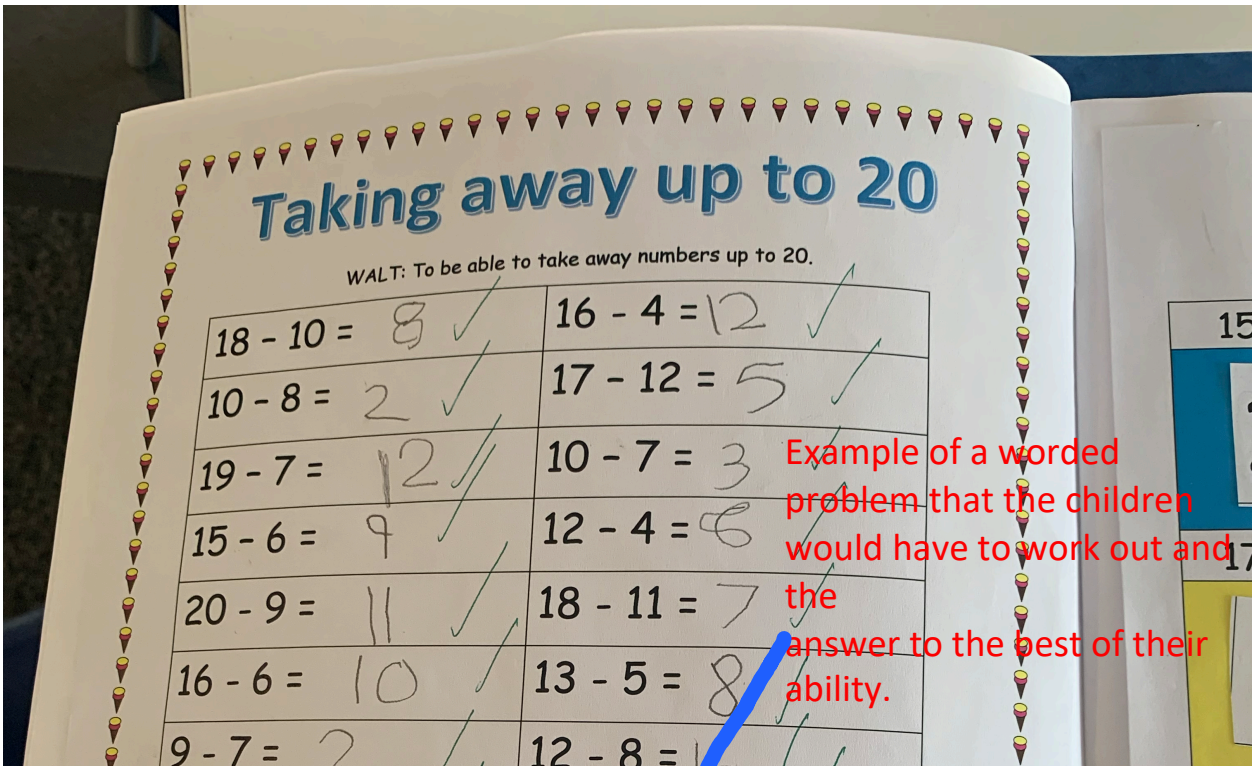
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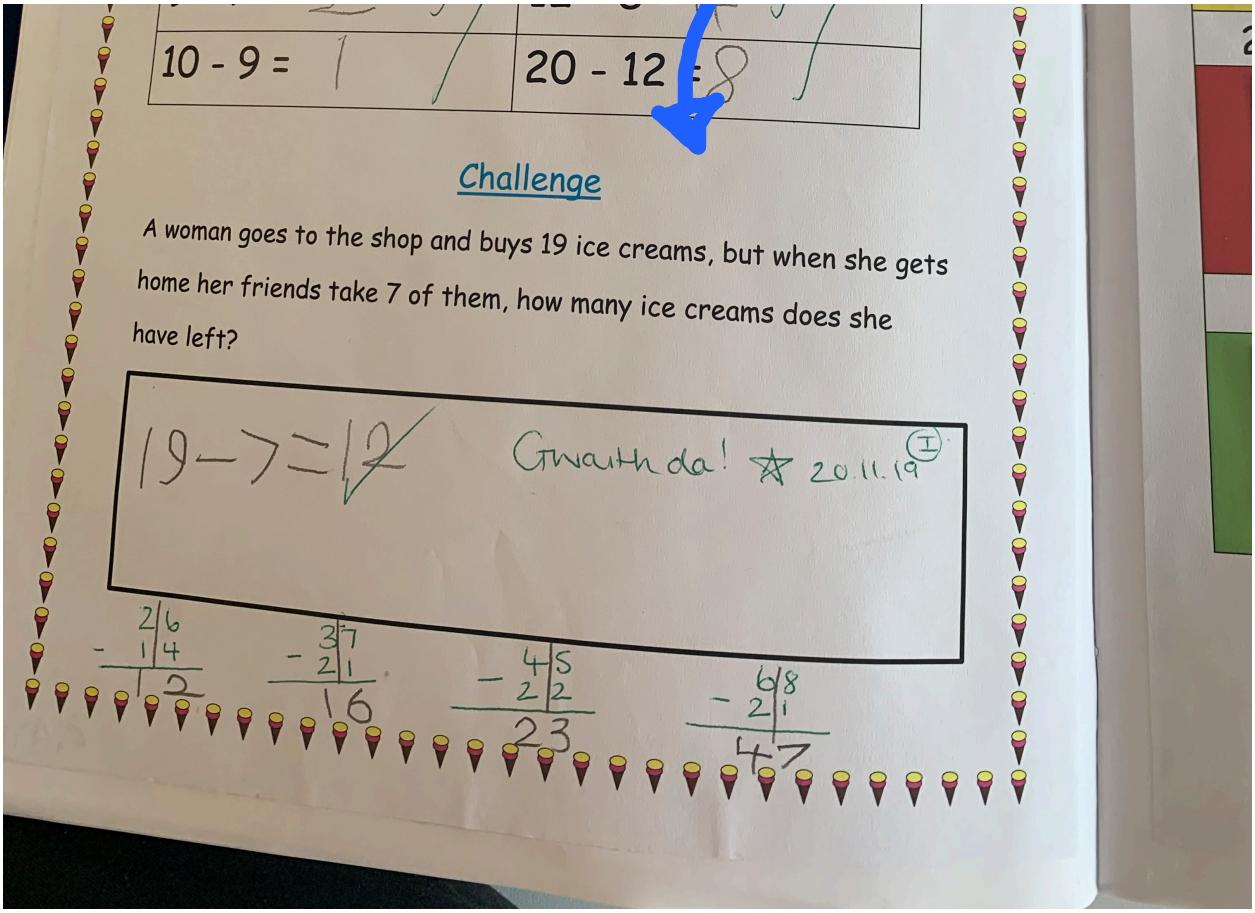
Bonk and Graham (2006) suggest that there are both benefits and drawbacks of blended learning. They suggest that while there are many aspects of blended learning that will be an advantage to education and allow children to engage with education more. If children are engaged with education it could also allow children to learn more, this is another advantage to blended learning as it promotes a range of skills within learning and allows the children to develop these skills within a lesson, a series of lessons or even a task. Within a blended learning approach there are many ways of correctly planning and then executing a good lesson (Osguthorpe and Graham, 2003). Within this article Osguthorpe and Graham suggest many ways in which you can complete a successful lesson in which you employ a blended learning environment, they give suggestions to complete a lesson; this means that teachers are able to employ blended learning. While both of these sources may seem out of date, the information that they give is very necessary and also very credible. The authors of these sources are also credible because Osguthorpe and Graham are both cited within a peer reviewed journal, which gives them credibility and shows that the information that they give is something that others have said is necessary and correct. While Bonk and Graham are not cited within a peer reviewed journal, their book is highly reviewed and as authors they have shown to be credible, they are researches within the field of education, this gives them credibility and their source is reliable.

Oliver and Trigwell (2005) suggest that blended learning should be discarded and that when teachers use the term blended learning they are in no way blending the learning for the learners, this suggests that while some researches such as Osguthorpe and Graham, Bonk and Graham give many reasons as to why blended learning is something that teacher should be trying to encourage learners through blended learning, or giving lessons that use the blended learning approach; Oliver and Trigwell (2005) suggest that this approach in no way increases the children's ability to learn effectively or that it gives any credible results when it comes to children's learning. This view that blended learning may be a fantasy that allows teachers to use different techniques to get children to learn may seem outdated as the article was published in 2005, while this is true, the authors that wrote this article are credible due to their previous work within this field and also because the work was published within a peer reviewed

field and also because the work was published within a peer reviewed journal, which means that the article was read by and authorised by a group of people that have experience within this field or people that have researched this field also.

During the first part of the PTE1, I have tried to incorporate many examples of problem solving, I have had the most success with incorporating problem solving into mathematics lessons, during these lessons I have tried to give the children written word problems. These problems have been well received by the children and they seemed to enjoy them. The children did sometimes struggle with the problems, but if they were struggling either myself, the teacher or the TA would help the children read through the problem and then work through the problem with the children, suggesting some ways in which they could work out the worded question. While the children have been able to work out the problems, some of them did struggle with the wording of some of the problems. While they were challenged by the questions, the children looked forward to completing the tasks so they could move onto the "challenge". This was well received by the teacher as they were glad to see the children excited about their learning. This problem solving aspect of the children's learning was an easy adaption to the lesson plans and something that was added to most lesson plans if the lesson was going to require it.

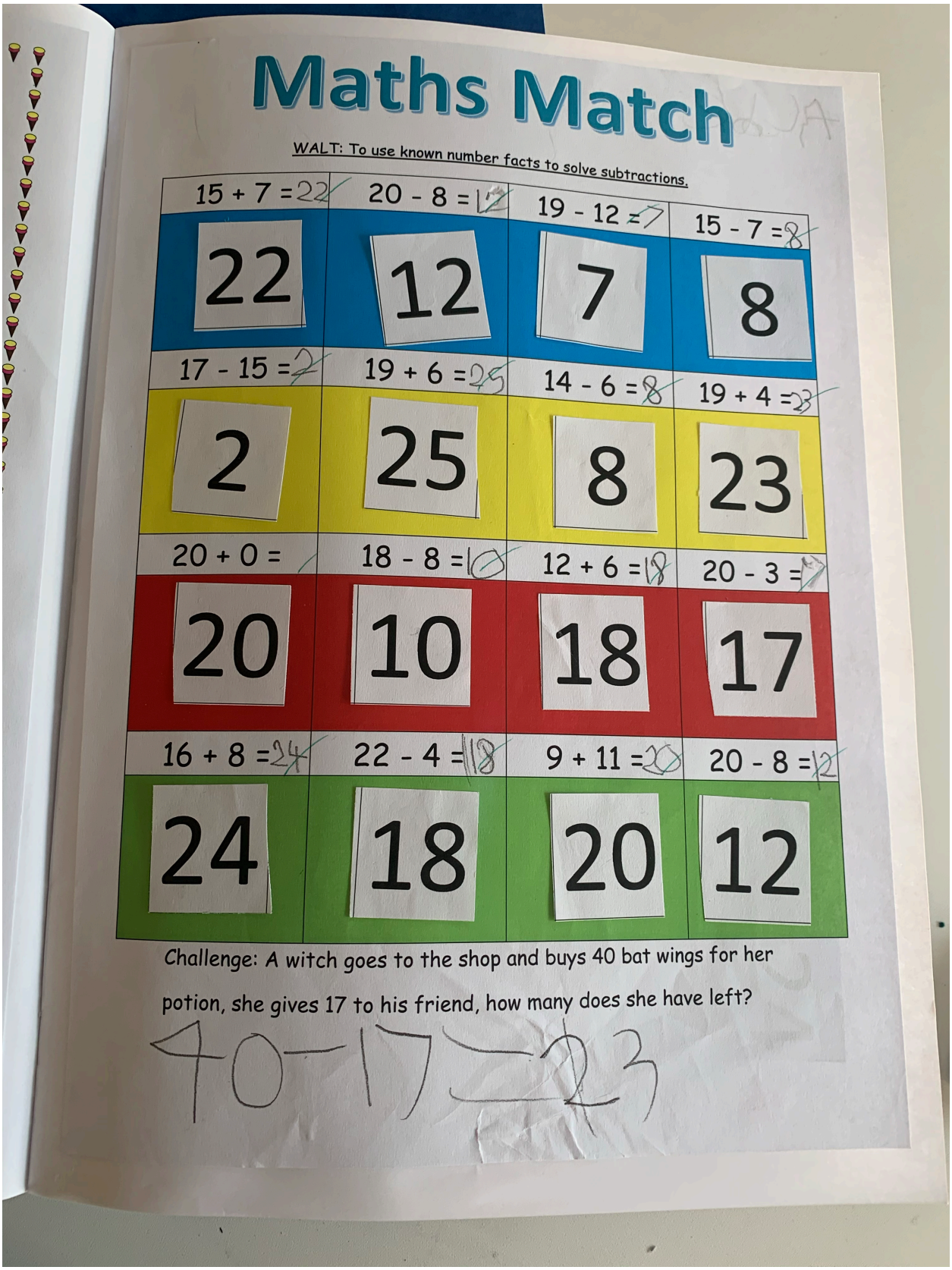




Children should be working within their maths groups.
Higher ability will be working on a sheet that gives them a number of questions to solve (Subtraction within 20). They should use number lines to help them if they need it and also practical items if needed.
Extend- Give the children a challenge using subtraction but in a worded problem.

Another way in which I incorporated problem solving was to give the children worksheets in which they would have to solve a number of mathematical questions. The children seemed to enjoy the interactive aspect of this lesson as they were required to work out the answers to the question and then find the corresponding number and attach it to the work sheet. At the end of the worksheet there was another written problem that the children would have to work out and answer. While most of this could be seen as a worksheet and not a actual problem solving activity, this example is used because it shows how the children started their work and then moved onto the problem solving activity that

directly linked to the focus of the lesson (also included reference to the topic in the classroom).



During my time within this class I used problem solving activities mostly within maths lessons, this is because most of my teaching was done within maths lessons because

lessons, this is because most of my teaching was done within maths lessons because that is what I felt most comfortable teaching. My use of this problem solving aspect was mostly used within the challenge section of the lessons as this was done to challenge the children after they had completed the main body of work. During the next parts of my teaching and PTE I am going to try and develop problem solving into more lessons and try and find different ways in which I could incorporate it into the children's learning.

Conclusion

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In conclusion, during the first part of my PTE I have not focused on enough AfL strategies, but as I continue into the next part of my PTE I have already started to plan what strategies I can use to incorporate AfL into my lesson, I have also been showed the correct way to monitor the children's learning and ways in which I can use that data to ensure that all children are being challenged enough in their work. While I am monitoring the children's learning I am also going to be able to adapt my teaching to ensure that all children are being catered for within each lesson, this will allow me to give the children a fun and engaging lesson, while also ensuring that all children are learning to the best of their ability. While I have been incorporating cross curricula approaches to the lessons, adding different elements from different subjects, I need to make this more clear in my lesson plans and demonstrate this fully within my teaching practice.

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