

Title

Wednesday, December 11, 2019 1:36 PM

Name: Jo Diana Price

Student Number: 1900492

Pathway: Primary PGCE

Targets from previous assignment:

Targets	Progression
Aim to write in a concise manner avoiding repetition.	I have proof read my work to ensure that I have not repeated myself. I have asked a peer who is not on the course to read my reflection to ensure that I have not repeated myself.
Consider other reasons for the child's response other than those directly linked to the classroom.	I have carried out research from a variety of medias. I have tried to create a balanced argument that displays multiple reasons why something may have occurred.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900492_student_uwtsd_ac_uk/Epaoxtm_vD9OtZCHX1PDv7ABUKQn8mnun28VKMCgn3sScQ?e=pQkTOJ

Example 1

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Student-teacher	Jo Diana Price	Class:	Year 5
AoLE or Subject	Maths	Date:	18/11/19
Lesson Focus:	To analyse market research		
Meaningful links to Curriculum	Maths - extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)		
Meaningful links to: Cross Curricular Responsibilities	<u>Maths framework:</u> - extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts) <u>LNF Framework:</u> - draw conclusions from data and recognise that some conclusions may be misleading or uncertain		
Personal Targets (Linked to QTS and identified in weekly review)			
To use a range of AFL strategies within the classroom.			

This is a section of a lesson plan on data analysis that was a part of the Enterprise Rich Task the pupils participated in. Prior to this lesson the pupils had created an online questionnaire for potential customers, the questionnaire allowed pupils to gather information from the target audience on their product before starting the manufacturing process. 120 potential customers responded to the pupils questionnaire and provided useful information, data and feedback on the product. I asked the pupils to become investigators and use the data results from the questionnaire to answer some of their own questions, such as what was the most popular colour glitter? The pupils were provided with digitally created graphs from their online questionnaire results and a question sheet that was appropriate for their individual attainment level. Pupils were then asked to compare their results with the rest of the class and decide on the most appropriate design for the Christmas Jar based on the data analysis.

This lesson allowed pupils to experience the use of technology to support maths skills. As a class the pupils discussed that by providing an online questionnaire they were able to reach a wider audience allowing them to gather more information. Another discussion in the classroom was on time, the pupils agreed that it would have taken longer for them to produce the graphs than it would the computer. This lesson acknowledged and displayed that mathematic skills and technology can be used together to benefit the pupils and further expand their understanding.

Example 2

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Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Jo Diana Price	Class:	Year 5
AoLE or Subject	Language, Literacy and Communication	Date:	02/12/19
Lesson Focus:	To reflect on the rich task		
Meaningful links to Curriculum	listen to others, asking questions and responding to both the content and the speakers' viewpoints		
Meaningful links to: Cross Curricular Responsibilities	<u>Enterprising, creative contributors:</u> • connect and apply their knowledge and skills to create ideas and products • express ideas and emotions through different media <u>Literacy and Numeracy Framework:</u> • listen to others, asking questions and responding to both the content and the speakers' viewpoints • explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids		
Personal Targets (Linked to QTS and identified in weekly review) To establish good questioning strategies			

This is an example of a lesson plan for a Language, Literacy and Communication session. In this session pupils were asked to reflect on their experience of the Enterprise Rich Task and their overall result. The pupils were provided with a challenge card (success criteria) that was suitable for their individual attainment levels. Pupils were encouraged to discuss their own experiences and compare with peers. This lesson was highly effective in allowing pupils an opportunity to consider their own experiences of the rich task and how they could have further improved the end result. This session is linked to Professor Donaldson's 4 Purposes as the task encourages pupils to be enterprising, creative contributors (Welsh Government, 2015). The challenge card encouraged pupils to consider the whole process of making the Christmas Jars, including the designing processes and selling opportunities available. The pupils were allowed to express their own views and opinions on the task in relation to their own skill set. The pupils were also encouraged to provide peers with advice on how they could further improve the product when production starts again. If I was to carry this activity out again I may ask the pupils to use a progress tracker to support their reflective skills. The pupils may have been able to plot their skills at the start of the rich task and then re-plot at the end of the task to demonstrate the development of skills and confidence. The use of a progress tracker would have also allowed an opportunity to include mathematics in the task and establish a further cross-curricula link.

Example 3

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Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	In Diana Price	Class:	Year 5
AoLE or Subject	Health and Wellbeing	Date:	15/11/19
Lesson Focus:	Children in Need carousel		
Meaningful links to Curriculum	Art and design: Pupils should be given opportunities to investigate the world of imagination using a variety of materials.		
Meaningful links to: Cross Curricular Responsibilities	DCF: • create, collect and combine a range of text, image, sound, animation and video for selected purposes		
Personal Targets (Linked to QIS and identified in weekly review) to establish a clear classroom management style.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Experiment with a range of resources to create a desired outcome.

This is a section of a lesson plan for a carousel of activities carried out as part of a fundraising day for Children in Need. The focus of the lesson was for the pupils to work in groups to create a movie that advertised their fundraising ideas. Pupils who did not have access to the iPads were asked to create a poster or complete a puzzle that related to the day's events. The pupils had an opportunity to participate in all of the activities available throughout the day. At the end of the day pupils presented their posters and movies to peers and used persuasive language to raise money. Myself and the class teacher then revealed how much money the pupils had raised for Children in Need and discussed with the class how the money will help other children who may have a more challenging life.

Throughout the day pupils used a range of cross curricula skills to create their work. The pupils had an opportunity to explore a range of medias as an aid to presenting their work, this allowed them to experience how different formats can be effective for different audiences. The aim of the lesson was for the pupils to create a movie to raise awareness for their fundraiser, this activity allowed pupils to practice their digital competency skills of researching and presenting findings using a digital device. The pupils also had an opportunity to use their persuasive language techniques on an audience, this allowed the pupils to understand how the use of language can encourage individuals to purchase an item or donate to a charity. If I was to carry out this lesson again I may ask the pupils to present their work to a different class rather than their own peers to view the difference this may have on the pupils presentation skills and audience reaction.

Example 1

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Assessment for Learning Strategies

Formative Feedback

Allow time – acting on feedback there and then
'Closing the gap' comments
Exploring wrong answers
Feedback using comments only
VKOC
Peer marking
Review of summative tests
Temporary comments
Two or three stars and a wish
Ticked pink/green for growth
Traffic lighting

Allow time – acting on feedback there and then

Potential for: Formative feedback

What is it? When work has been marked/ peer assessed etc., allow learners sufficient time to read and then make one focused improvement based on the improvement suggestion. In order for the feedback to be formative, the information must be used and acted on by the learners, preferably as soon as they receive it.

'Closing the gap' comments

Potential for: Formative feedback

What is it? Whatever the task, feedback should first focus on the learning objective of the task and the agreed success criteria. The emphasis when marking should be on both success against the learning objective and improvement needs against the success criteria. Focused comments are used to help the learner in 'closing the gap' between what they have achieved and what they could have achieved. The feedback provides a negotiated next step. Useful 'closing the gap' comments are:



AfL

Jo Price (1900492) ✓

 AfL Doc 2.pdf
225 KB

 AfL Doc 3.pdf
195 KB

 AfL Doc 1.pdf
217 KB

↓ ✓

3 attachments (637 KB) Download all

Save all to OneDrive – University of Wales Trinity Saint David

Hi Jo

I've downloaded some documents on AfL from Building Blocks for you. Use these to expand your repertoire.

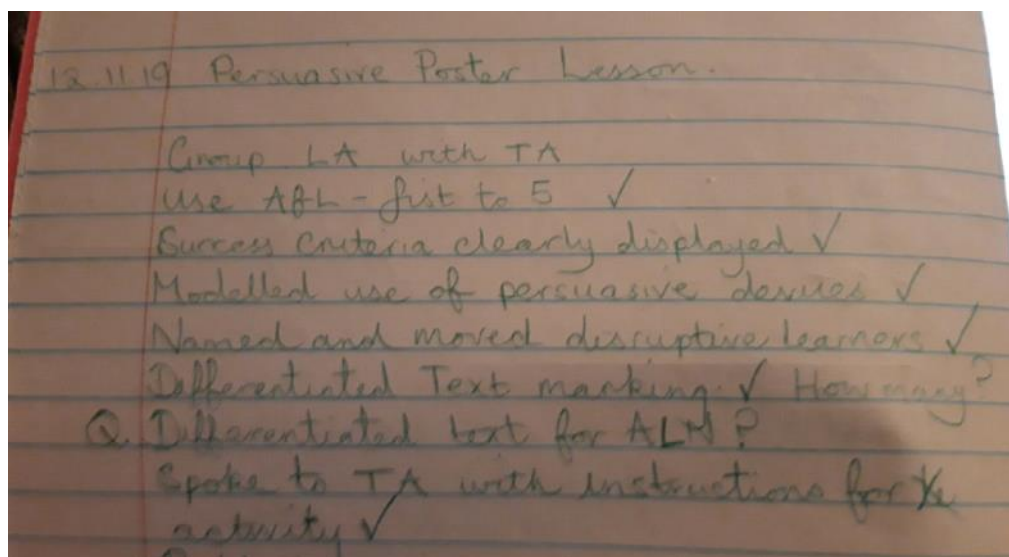
Kind Regards

This is an email from my class mentor and a screenshot of one of the Building Blocks files that was attached in the email. One of my targets during PTE1 was to use a range of AFL techniques throughout the whole lesson. During a PPA session myself and the class teacher discussed my use of AFL strategies and how I could further improve my implementation. I identified that I used the same AFL strategies continuously in lesson, to support my development my class teacher provided me with 3 documents on AFL strategies that he had previously used. I found the documents highly useful in supporting my implementation of a range of AFL strategies rather than the same 3 every lesson. I would pick a new AFL strategy to try every day and then reflect on the implementation with the class teacher. I found this strategy effective as it allowed me to build a repertoire of useful and successful AFL strategies rather than attempting to introduce too many new strategies in one lesson.

Example 2

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This is a photograph of my reflective journal and comments from the class teacher on a Language, Literacy and Communication lesson on creating a persuasive poster. During the lesson I used a range of AFL strategies to ensure that all pupils were able to access the resources and felt confident in the activity. As the pupils had not experienced writing using persuasive techniques prior to this lesson I decided to model write a poster on the interactive whiteboard to activate prior knowledge and display the quality of work I expected from the pupils. I had prepared 3 different level challenge sheets for the pupils that displayed the persuasive techniques I expected them to include within the poster. I allowed the pupils to choose an appropriate level for themselves while also encouraging them to challenge themselves. Before the pupils started writing I asked them to display fist to five, this allowed me to gather immediate feedback of the pupils understanding and confidence in the task. For the pupils who displayed less than 3 I provided immediate support and advice on areas that they felt need further guidance. Throughout the lesson I asked pupils to share their ideas with the rest of the class and then allowed an opportunity for myself and peers to provide feedback on the work. If I was to carry out this activity again I would ensure that I check all pupils choice of challenge level as I identified some pupils who had chosen a level that did not challenge their attainment. Next time I will ask pupils to justify their choice of challenge level to myself or a peer.

Example 3

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Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Throughout the lesson I used a range of AFL techniques to allow me to gather an understanding on the pupils current level of knowledge on passwords and safety. I believe that the strategies I used were appropriate for the lesson as this sessions aim was to start the conversation about internet safety and the use of passwords. Using the lolly pop sticks to pick an individual to answer a question and then opening the room up to pupils who agreed or disagreed to contribute in a basketball manner allowed pupils to gain a wide variety of opinions and ideas relating to the topic. I found this session interesting as it allowed me to develop an understanding of the pupils use of passwords and how to create a safe password. This links to the Pedagogy – Assessment QTS standard.

This is a section of a reflection I wrote on a digital competency lesson that I believe successfully implemented a range of AFL strategies. This lesson allowed pupils to discuss their own experiences of passwords and internet safety with peers and myself. To begin the lesson I read out the schools policy on chromo book and password usage that is available to students in all classrooms. I then asked the pupils what they believed made a safe password and why it is important that we use passwords. I asked pupils to think, pair, share this question, during the share section I allowed pupils to participate in a basketball style of discussion that encouraged a range of opinions and experiences to be discussed. The basketball style of discussion was highly useful as it allowed me to gather an understanding of the pupils knowledge and experiences of passwords and internet safety. I then provided pupils with challenge sheets for them to complete with pairs or groups depending on the individuals attainment level. During this lesson I also included self-marking, differentiation and peer teaching.

If I was to carry out this lesson again I would provide an opportunity for pupils to peer mark each other's work. This may allow pupils to clarify own ideas and offer advice to others on how their could improve passwords.

Example 1

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Opening phase (with links to prior learning)	- To gather an understanding of the pupil's current knowledge of slogans. I will do this by carrying out a quiz on different company slogans. The pupils will have a work sheet with different company slogans on. They will be asked to identify the slogans. We will then go through the sheet as a class and discuss the different slogans. - I will place a large copy of one of the <u>slogan</u> on the class whiteboard as a WAGOLL. I will then ask the pupils will then identify parts of the slogan that they like or dislike. These comments can then be used to annotate the slogan on the whiteboard. - Using the comments placed around the WAGOLL, the pupils will be asked to create own success criteria for a good company slogan.	- To participate in the class quiz, the pupils will be encouraged to work independently. When going through the answers to the quiz the pupils will be provided with an opportunity to 'magpie' ideas from peers and write them in purple pen. - The pupils will be encouraged to discuss ideas they have on the WAGOLL with a talk partner or group of peers. The pupils will be encouraged to share opinions and emotions based on the style of writing, words used and relevance of the WAGOLL to the company. - Pupils to discuss the features of an effective slogan and come up with a check list that can be referred to during main body of lesson.	- Quiz sheet - Large copy of slogan - Class whiteboard - Whiteboard pens - Black pen - Purple pen
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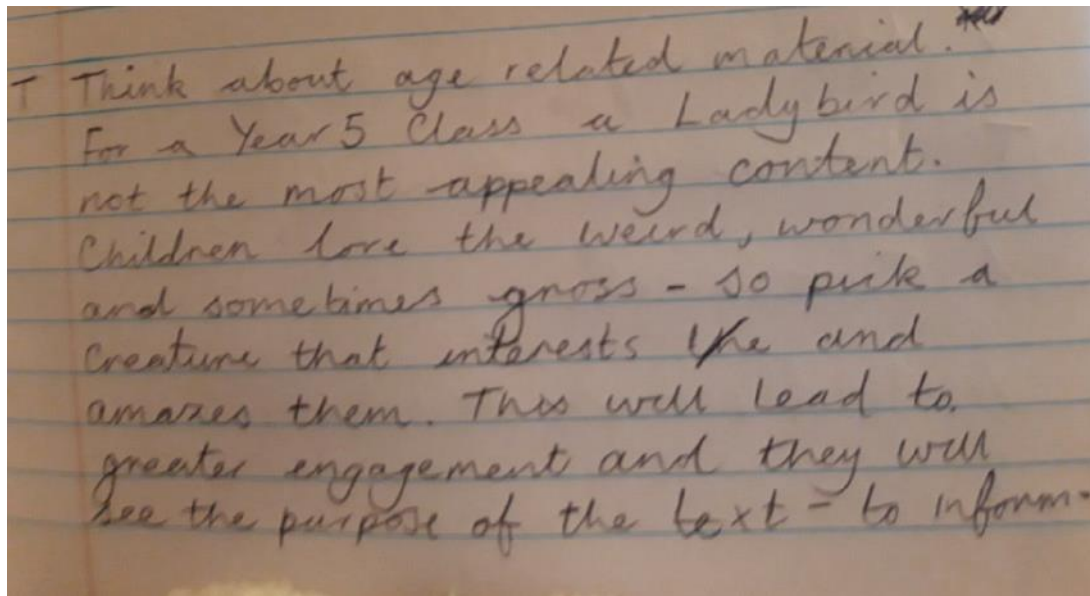
This is a section of a literacy lesson on creating slogans that was a part of the pupils Enterprise Rich Task. To engage the pupils with the lesson and demonstrate how they use slogans on a daily basis I started the lesson with a quiz. Pupils were highly engaged with the activity and enjoyed discussing the slogans on the quiz. The pupils then had an opportunity to share other slogans that they knew with peers. The pupils were then asked in groups to discuss how the slogan made them feel and whether they would want to purchase the product. It was interesting to hear pupils opinions of slogans as each pupil had a different experience that they could share. As a class we then look at a WAGOLL slogan and annotated on the whiteboard with positive comments and suggested improvements. Once I felt confident the pupils understood the features of a successful slogan I then asked them to create their own for the class Christmas Jar product. As the pupils had now viewed successful slogans from businesses around the world they were able to create a slogan that was specific to the class product and brand. I believe that by introducing the lesson as a quiz I was able to immediately engage the pupils with the task and create a positive atmosphere for learning. The quiz allowed the pupils to begin thinking about how we use business slogans on a daily basis without realising and how affective this is for a business.

If I was to do this activity again I may ask the pupils to task it in turns to write a slogan on the whiteboard that they know. This may give me a better understanding of the pupils interests and hobbies outside of school.

Example 2

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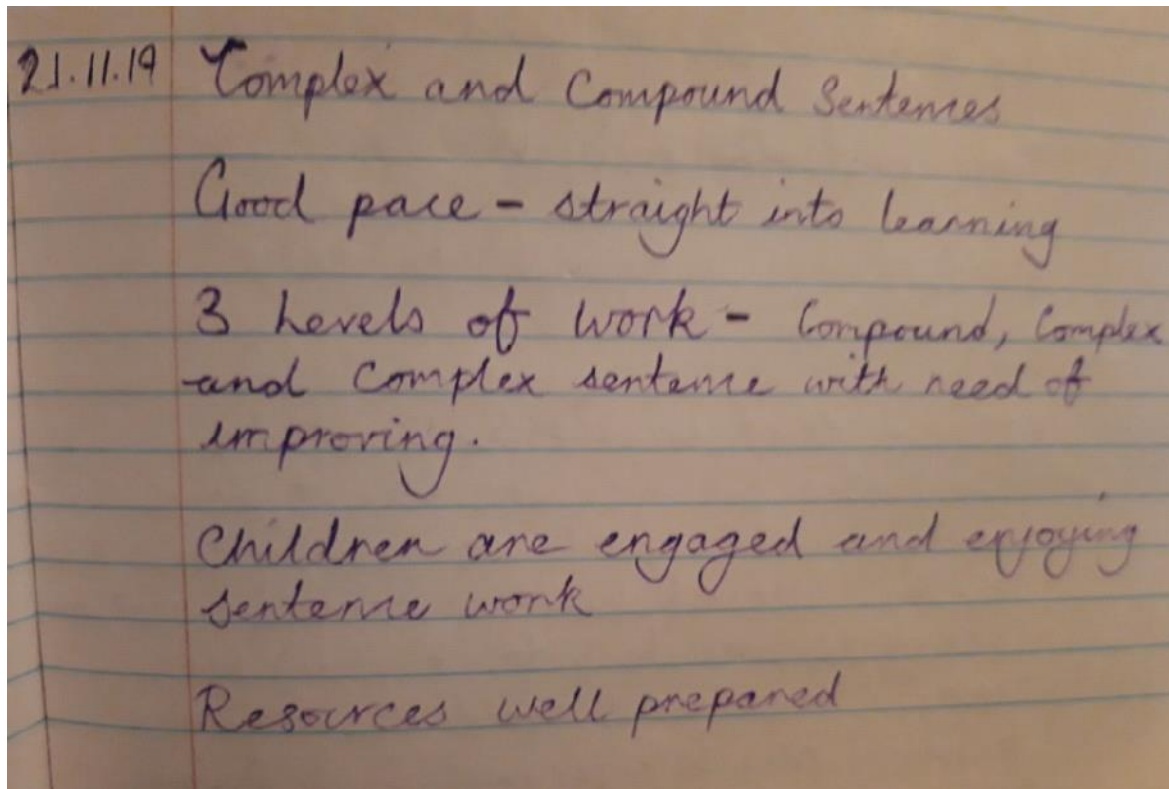
This is a section from my learning journal on a literacy lesson. In this lesson I provided pupils with a WAGOLL information text on a ladybird to text mark for key features. This lesson was prior to writing their own information text on an animal of their choice. I chose to use the information text on a ladybird as I expected the pupils to already have an understanding of a ladybird and notice how the author has used facts within the text. All of the pupils were able to engage with the text and discussed some of the key features. The pupils identified positive aspects of the text and how the text could be further improved. As a class the pupils then made a list of sub-headings and pieces of information they would like to research for their own information text on an animal.

After the lesson I discussed with my class teacher how the lesson went. Overall the feedback was highly positive and the pupils enjoyed the text marking activity. However, we discussed the suitability of the resources to the pupils age range. I agreed that I could have found a resource on an animal that may have been more appropriate and engaging for a Year 5 class. If I was to carry out the lesson again I may pick an animal that the pupils have limited prior experience of to further engage the pupils interest in the text.

Example 3

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This is a section from my learning journal on a literacy lesson. This lesson was aimed at supporting pupils to improve sentence structures when writing information texts. I was aware that the pupils in the class were all at different stages of writing, therefore I had to differentiate the task to ensure that all pupils were able to engage with the activity while being appropriately challenged. I provided pupils with 10 sentences on the interactive whiteboard that they were going to improve during the lesson. To differentiate the task I asked some pupils to create compound sentences (yellow wall), other pupils were creating complex sentences (green wall) and more able pupils were creating complex sentences while also improving the sentence (blue wall). I modelled to the pupils how I would use my word wall to support me, I then asked the pupils to practice using some of the connectives on the green word wall. I provided each pupil with a word wall that I believed was appropriate for their attainment level. During the feedback section of the activity I would ask the pupils to volunteer an answer from each colour group, the pupils felt confident stating which word wall they had used to support their learning. During this feedback session my class teacher provided positive feedback on the lesson and the resources I had created to support the pupils learning. I believe that by colour coding the word walls it allowed me to gather feedback in an organised and effective manner. However, if I was to carry out this lesson again I would allow an opportunity for pupils who did not have the correct answer to expand on the reasoning for their choice of connective, this would have allowed me to provide further support and guidance to the individual.

Critical reflection

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As a part of the Post Graduate Certificate in Education (PGCE) I attend a professional teaching experience placement (PTE1) to support my development. The university believe that attending PTE1 supports student's confidence when developing the necessary skills for planning, assessing and teaching in primary schools (UWTSD 2019). MY PTE1 placement is a pioneer school for the Successful Futures curriculum that is currently being developed by Professor Donaldson. As a part of the new curricula, Professor Donaldson has created 12 pedagogical principles that all professionals must abide by (Professor Donaldson 2015). During PTE1 I experienced the process of implementing the pedagogical principle, this provided me with an opportunity to reflect on my own professional practice and seek advice from experienced members of staff.

One pedagogical principle that is embedded into a classroom is the *"good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence"* principle (Professor Donaldson 2015 p68). Cross-curricula responsibilities ensure that practitioners plan lessons that allow pupils to develop literacy, numeracy and digital competency skills (Professor Donaldson 2015). Soares and Vannest (2013, quoted in Krawiec, 2017, p 147) define a cross-curricula approach as a conscious effort to apply knowledge and principles to more than one academic discipline simultaneously (ibid). Previously literacy and numeracy were mandatory throughout all subject areas, however as a part of the new curriculum the Digital Competence Framework (DCF) will be given the same priority as literacy and numeracy (OECD 2018). The rationale behind this pedagogical principle is that pupils are growing in a modern world where technology is needed for all aspects of life, therefore it is essential that pupils are fully equipped with the skills to be successful (HWB 2019). Kerry (2015) promotes the use of a cross-curricula learning environment as this approach does not restrict a child's learning but allows them to experience learning through a range of medias and resources. Hewitt and Tarrant (2015) believe that a cross-curricula approach allows pupils to learn in an authentic and meaningful manner that engages interest. When a pupil is interested in a subject or activity they will engage with all aspects of the learning and continue to be curious about the topic. However, Caoling (2015) argues that a cross-curricula approach can have a negative impact on the pupils learning. One reason for this is that pupils may be completing work that is not appropriate for their current attainment level as it suits the current theme. To ensure that they are prepared to implement the DCF effectively across all subject areas some schools have decided to appoint a member of staff as a leader of the framework to support implementation and report any feedback (Estyn N.D.). As a further support for practitioners when implementing cross-curricula responsibilities Donaldson has provided opportunities for these skills to be used throughout the new curricula (Professor Donaldson 2015). During my time on PTE1 I demonstrated how I would implement this pedagogical principle into daily lessons. When I first started PTE1 I felt confident in that I would be able to provide opportunities for numeracy and literacy throughout my lesson plans. However, I was unsure how I would be able to incorporate the DCF into lessons daily. I was fortunate in that my class teacher was the head of the DCF and was able to offer me guidance on the implementation, Medwell (2015) encourages students to understand the staff members strengths and seek support in a particular area from the relevant professional. Illustrative example 1 for cross-curricula responsibilities displays a section of a mathematical literacy lesson plan, for this lesson I decided that the information collected from the questionnaire should be presented in a graph. Koeno et al (2007) support this decision by stating that graphs allow us to present information in a compact and comprehensible manner. Due to the high response I decided that I would make digital graphs for the pupils rather than have them create their own paper-based versions. Lee et al (2013) disagrees with my decision to use digitally created graphs as it prevents the pupils from learning about the correct terminology and how an error can affect the results. However, Higgins and Packard (2017) support my decision by stating that it more important that a pupil can understand and interpret a graph than draw one. I believe that the digital graphs were appropriate for the lesson and use of technology supported the pupil's development of mathematical literacy skills. However, upon reflection if I were to carry out this lesson again, I may provide an opportunity for some pupils to create their own graph for one of the questions. Illustrative example 2 is a section of a lesson plan on a reflective activity, this activity was highly successful in providing the pupils with an opportunity to reflect on their work and consider possible areas for improvement. Van Deur (2018) supports the use of pupil reflection within the classroom as it allows an opportunity for the individual to clarify their own opinions and emotions on their work. Hattie and Clarke (2019) discuss the use of a daily reflective question for the pupils to complete, this method of recording would have been highly useful for the rich task. However, after the pupils had finished, I realised that I could have further improved the task by using a radar graph to have the pupil plot their confidence level in each area of the task before and after the project. This would have displayed to the pupils how they had progressed through the rich task as well as including cross-curricula responsibilities (Costagliola et al 2017). Illustrative example 3 is a section of a lesson plan from a carousel of activities relating to a Children in Need fundraising day. I decided to use a thematic form of planning for the day's activities to ensure that the pupils were engaged with the fundraising event and understood why we were raising money. Boyle and Charles (2016) support a thematic planning process as they believe the pupils remain interested, engaged and stimulated throughout the whole day when they are aware of the current theme. I believe this to be correct as the pupils remained enthusiastic throughout the day's events. During the planning process I ensured I included disciplines from all areas of the cross-curricula responsibilities relating to the Children in Need theme. While the thematic form of planning worked for the fundraising day, Taylor et al (2013) emphasises that a thematic planning approach is not always appropriate and can often be restricting to both the practitioner and the pupils. I am aware that I am limited in my implementation in all areas of the curriculum due to the pupils participating in a rich task enterprise event and not having a typical routine. One recommendation I would make for my future practice is to keep experimenting with the implementation of the DCF into daily activities to ensure that the pupils have the opportunity to experiment with a range of medias.

Another pedagogical principle that I have implemented during my time on PTE1 is the *"Good teaching and learning means employing assessment for learning"* strategies principle (Professor Donaldson 2015 p67). Bartlett (2015) defines assessment for learning (AFL) as the cooperation between pupil and teacher to identify an individual's strengths and areas for progress. Antonetti and Garver (2015) believe that for this assessment method to be effective it needs to happen during the learning process. The Welsh Assembly Government (2010) state that there are 3 essential components to AFL, these are questioning strategies, formative feedback and peer or self-assessment. The Welsh Assembly Government (2010) believe that through these strategies a teacher is able to gather an understanding of the pupil's understanding and any misconceptions. According to Bartlett (2015) AFL has been highly promoted within the teaching profession recently due to the extensive research of Dylan Wiliam and Paul Black. Wiliam and Black (2010) published 'Inside the Black Box: Raising Standards through Classroom Assessment', a report on assessment within the education system. In the report Wiliam and Black (2010) discussed how the education system currently assess children in school, stating that teachers regularly undertake observations, discussions and assessments. However, Wiliam and Black (2010) reported that the information being collected by the teacher was of a greater value than they realised, when used correctly the information on the pupils held the key to progression and success. The work of Wiliam and Black (2010) is supported by John Hattie (2012) who believes that when strategies are consistently implemented it has a positive impact on the pupil's overall outcome. Hattie (2012) believes that the sharing of success criteria with the pupil's has a direct impact on the standard of work as they are aware of the expectations in place and become motivated to achieve. The success criteria will also aid the pupil's reflective skills when self or peer assessing work as they can identify objectives that have been met and possible improvements. Hattie (2012) also supports Wiliam and Black (2010)

opinion on discussion within the classroom, it is essential that pupils are provided with an opportunity to discuss as a group or with a partner. This allows the pupil to clarify own ideas and learn something new from a peer, the teacher can also correct any possible misconceptions during this discussion (Hattie 2012). Before starting the PGCE I had not heard of the term AFL within schools. However, during my time as a teaching assistant I had used some of the techniques within my lesson. The school I attended for PTE1 had recently begun using the Building Blocks programme for assessment, my class teacher provided me with some resources from the programme to support my confidence and implementation of AFL strategies. Illustrative example 1 displays an example of the text that I received from my class teacher. Estyn (2018) report that some schools started the process of implementing AFL strategies by improving the quality of feedback provided to the pupils, this coincided with an updated marking policy to ensure a consistent high standard throughout the school. The new marking policy linked to the information in the Building Blocks system providing myself and staff members with some innovative AFL strategies to use. I believe that this document allowed me to build a repertoire of AFL strategies that I can confidently implement. Illustrative example 2 is a photograph of my reflective journal with my class teachers comments on an English lesson. At the start of the session I showed the pupils the success criteria, I explained that there were three possible levels that they could complete. I then modelled using the success criteria to write an example persuasive poster on the whiteboard. For this session I decided to give the pupils a success criteria sheet based on their interaction with the modelled writing task. Payne and Scott (2017) believe that all pupils should be provided with the same success criteria, however the feedback to pupils should be differentiated to ensure all pupils are meeting the set standard. Whereas, Sewell (2015) believes that it is essential that pupils are involved in the process of designing the success criteria, this allows the individual to develop an understanding of their own aspirations and standards of work. Having reflected on the task, I believe that the differentiated success criteria was appropriate for the class, however next time I could provide an opportunity for the pupils to choose their own level of success criteria. Illustrative example 3 is a section of a reflection on a DCF activity on safe passwords. For this lesson I decided that I would let the pupils lead the learning and implement a basketball form of discussion. To start a new conversation, I would pick a lollipop stick from the pot that had a child's name, the pupils then took it in turns to continue the discussion. Cooper and Elton-Chalcraft (2014) promote the use of basketball discussions as it provides an opportunity for pupils to share and expand on own experiences, this creates a learning environment where everyone's opinion is valued and respected. However, Bartlett (2016) emphasises the importance of differentiating the questions to ensure all pupils are able to engage and participate in the activity, otherwise the more able pupils in the classroom may become the dominant voices. I believe that the basketball method was suitable for this style of lesson and allowed me to gain an understanding of the pupil's experiences of passwords both in and out of the school environment. One recommendation that I would make for myself in relation to this pedagogical principle is to continue to allow the pupils to lead the learning. Towards the end of PTE1 I was allowing pupils more freedom by implementing AFL strategies, this was due to my own gain in confidence in the classroom. I will continue to use the resources provided by my placement school to support my development.

Throughout my time on PTE1 I have experimented with a range of resources that aim to support the pupils learning, this links to 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest' pedagogical principle (Professor Donaldson 2015 p67). Donaldson believes that for pupils to be successful in school they need to be inspired and engaged with the learning, this can be done through the use of appropriate resources (ibid). Hattie (2012) agrees with Donaldson by stating that when resources are linked to prior knowledge a pupil's engagement and success during the activity is increased. Therefore, it is essential that practitioners are selecting resources that activate a pupil's prior knowledge and encourage their natural curiosity to learn (ibid). Carden (2019) encourages practitioners to collate a bank of resources that can be used for a range of topics, the resources should be available for the pupils to access the content at their own discretion during relevant activities. Flecha (2015) believes that resources can also be differentiated to ensure that all pupils are able to access the context. However, Steve Rees, a primary school head teacher, addresses the issue of a lack of funding and the direct impact this has on a school's ability to purchase and access resources (Wightwick 2019). Mr Rees states that due to funding cuts schools are having to limit their spending on essential equipment (ibid). Hattie (2012) disagrees with Mr Rees by stating that practitioners are often unaware of the resources available, both within the school and wider community. Flecha (2015) suggests that a school needs to have a whole school system to organise and distribute the resources appropriately. Hattie (2012) believes that practitioners can feel intimidated by new resources as they are unaware of the most appropriate form of implementation. When starting PTE1 I was unaware of the resources available to myself and the pupils. I was informed that all worksheets for the pupils must be created by myself rather than using templates available online. During my time of PTE1 I believe that I gained confidence in producing worksheets for the pupils and I was able to use online examples as guidance. Illustrative example 1 is a section of an English lesson plan, I chose to start the lesson by providing each pupil with a quiz sheet and asked the pupils to identify which company used each slogan. Payne and Scott (2017) encourage the use of quizzes within the classroom as it informs the practitioner of the pupils understanding without putting too much pressure on the pupils. Payne and Scott (2017) believe that quizzing allows a pupil to make a link between their own knowledge and authentic contexts. Shernoff (2013) states that quizzes are most effective when the pupil is provided with an opportunity to mark their own paper, this allows the individual to identify errors. After the quiz I asked the pupils to peer-mark their papers and went through the answers as a whole class, for the next quiz I will consider Shernoff (2013) recommendation on self-marking. Morris et al (2017) believes that the most beneficial form of quiz is online, practitioners should use digital software's to create a quiz and collect the pupil's answers. Morris et al (2017) states that the use of digital quizzes improves pupil's engagement by providing immediate feedback on the individual's answers. I have previously used online quizzes with the class, however for this activity I wanted the pupils to think independently rather than have a multiple-choice answer. Illustrative example 2 is a picture of feedback I received from my class teacher on a literacy lesson. While the lesson was effective and all pupils were able to participate, my class teacher believed I could have used a more intriguing a nimal for the text. Brock et al (2014) recommends that practitioners ask the pupils what they are interested in before collecting resources for an activity, this ensures that the pupils are enthusiastic and engaged with the information text. Baldwin (2019) states that text should clearly display the key features found in an information texts, pupils should be provided with an opportunity to discover these features and discuss with peers. During the text marking lessons pupils were instructed to find the key features of an information text and colour code their findings by creating a key. This allowed me to visibly identify pupils who may need further guidance when writing their own information text. After reflecting on the lesson, I believe that I could have found a more appropriate information text for the pupils, next time I will discuss with the pupils prior to planning to find a shared interest among the class. Illustrative example 3 is a section of my learning journal with feedback on a literacy lesson. My class teacher was impressed with my use of resources to support the pupil's development on the use of connectives, for this lesson I decided to use word walls and the interactive whiteboard. Medwell et al (2014) explains that the use of a word wall scaffolds the pupils learning by providing a structure and appropriate vocabulary that could be used throughout the task. Wright and Taylor (2017) believe that by introducing new vocabulary to pupils in this format pupil's will gain confidence in expanding their use of vocabulary in both formal and informal situations. Throughout the lesson I observed the pupil's enthusiasm at using new vocabulary to improve the sentences on the interactive whiteboard. I noticed that pupils who typically withdraw from sharing with peers volunteered answers and participated in the discussion, I believe this was due to feeling reassured by the supporting resources. However, Mallett (2017) states that one barrier to using word walls as a supportive resource is lack of time and organisation. Mallett (2017) states that practitioners find it challenging to organise the word walls within the classroom and online due to having too many different versions, this often discourages practitioners from using this resource. While creating the differentiated word walls was time consuming, I believe that as they were beneficial to the pupils they are worth the time. One recommendation I would make to support my development within this pedagogical principle is to discuss with members of staff about the resources available within the school and think of different ways I could use the available resources to benefit the pupils learning.

To conclude, I believe that my time on PTE1 was highly beneficial in supporting my understanding and ability to implement the pedagogical principles set out by Professor Donaldson. During PTE1 I had an opportunity to develop my professional skills through discussion and practice with the guidance

of experienced members of staff. I believe that I have made progress in my implementation the pedagogical principles, this is demonstrated through the illustrative examples provided. I will continue to develop my implementation of the pedagogical principles through engaging with relevant and current literature and discussions with experienced members of staff.

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