Pedagogical Principle

Tuesday, 10 December 2019 14:37

Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

P.P 1.1: Literacy in the Nursery classroom: Welsh and Literacy

P.P 1.2: Numeracy in the Nursery classroom

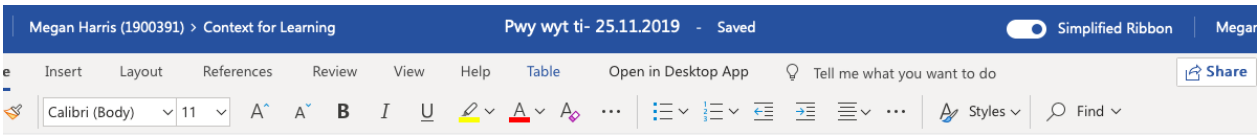
P.P 1.3: Digital Competence in the Nursery classroom

P.P 1.1: Literacy

Tuesday, 10 December 2019 14:24







Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Megan Harris	Class:	Nursery ND/SD
AoLE or Subject	Welsh Language Development	Date:	25.11.2019
Lesson Focus:	To answer a question about who they are		
Meaningful links to Curriculum	Welsh Language Development: Use appropriate language in spontaneous and structured play activities and when conveying meaning.		
Meaningful links to: Cross Curricular Responsibilities	Language, Literacy and Communication: Oracy – Speak clearly enough to be understood by adults and peers Language, Literacy and Communication: Listening – Listen and respond with growing attention Language, Literacy and Communication: Collaboration and Discussion: Take part in activities alongside others.		

Age of Children: 3-4 Years Old
Group: Focus group of 5 children
Focus of the Lesson: The focus of the session was the Personal and Social

Development of the children, beginning to recognise the thoughts and feelings of others. Literacy based: Read the story of Goldilocks and the Three Bears- begin questioning to the children about how characters would have felt during certain parts of the book.
Cross-Curricular Links: Welsh Language Development; Language, Literacy and Communication; Personal and Social Development (Welsh Government, 2015). Literacy strands were evidenced throughout Welsh sessions, introducing both the Welsh and the English vocabulary to the children. Through this, children had the opportunity to link the vocabulary to the images, in order to choose the feeling of the character within the book.

Throughout lesson plans, links to the Literacy and Numeracy Framework are made. This allows the children and the children teacher to focus on certain aspects of their oracy, in order to develop their literacy skills (Whitehead, 2009).

Through these links, aims and expectations are set and these strands are aspects of what is taken into account during the observational notes. These notes allow the differentiation strands to be discussed, and these are what children are monitored against.

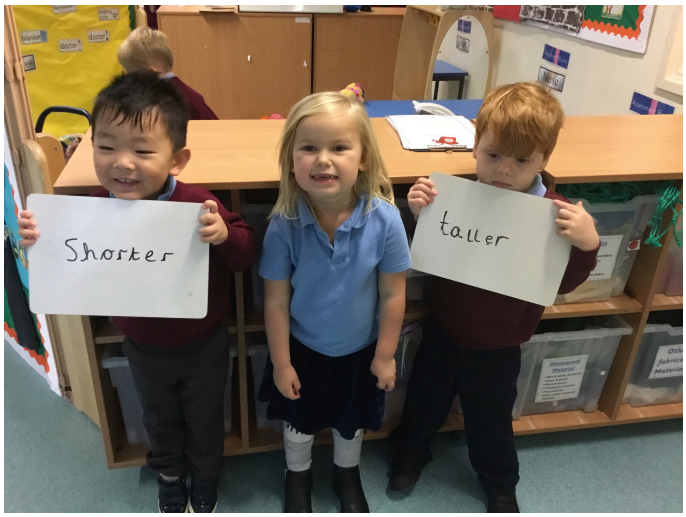
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
****I can choose a suitable feeling in response to an action independently ***I can choose a suitable feeling in response to an action from a selection **I can choose a suitable feeling in response to an action from a selection of four *I can choose a suitable feeling in response to an action from a selection of two	Children are to observe the types of feelings the children associate with different actions: Can they emphasise with others?

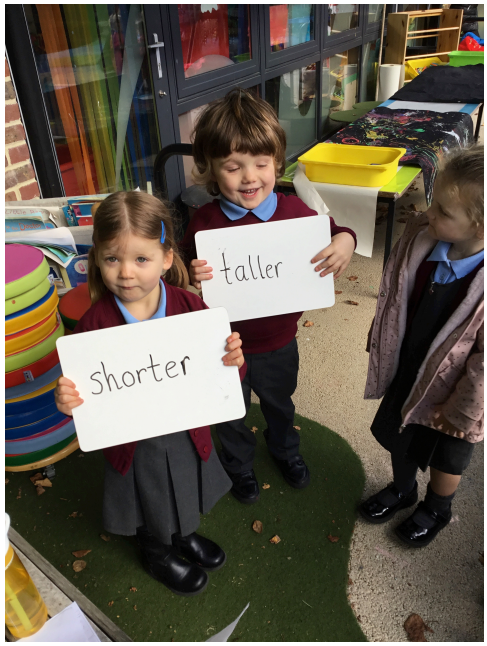
P.P 1.2: Numeracy

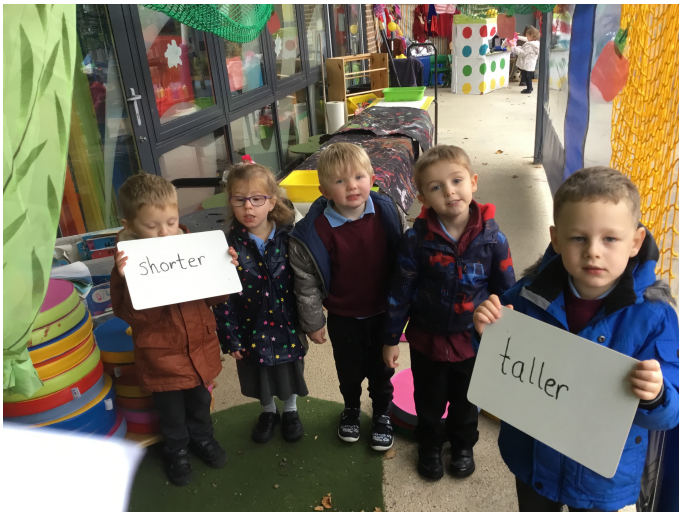
Tuesday, 10 December 2019 14:27











Age of pupils: Three to Four years old

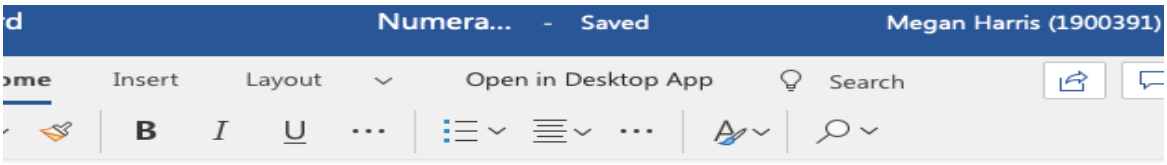
Focus of the session: The focus of the session was to engage

children in a numeracy lesson focusing on comparing their heights. For this, the children were required to use non-standard units of measurement to be aware of the heights of themselves and their friends.

Cross-Curricular Links: The cross-curricular links evidenced in the numeracy focus session, discover a focus on both Physical Development and Personal and Social Development, tying into Language, Literacy and Communication (Welsh Government, 2015). The children were enabled to develop fine manipulative skills, whilst also forming relationships to feel confident to play and work co-operatively with their peers. In the literacy aspect of the session, the children were able to answer simple 'who, what and why' questions.

The activity required the children to engage in a cross-curricular focus session, where they were to work in teams to compare heights. For this, the children used plastic blocks to measure who was taller out of the pair, which develop their fine motor skills. From this, the children implemented their literacy skills, in order to pick the correct whiteboard label. The children engaged in teamwork and co-operation through working as a team to measure who was the shortest and the tallest out of the focus group, and then putting them into a line from shortest to tallest.

The activity emphasised the importance of using cross-curricular links across the Foundation Phase curriculum, whilst also implementing aspects of the Literacy and Numeracy Framework (Welsh Government, 2014).

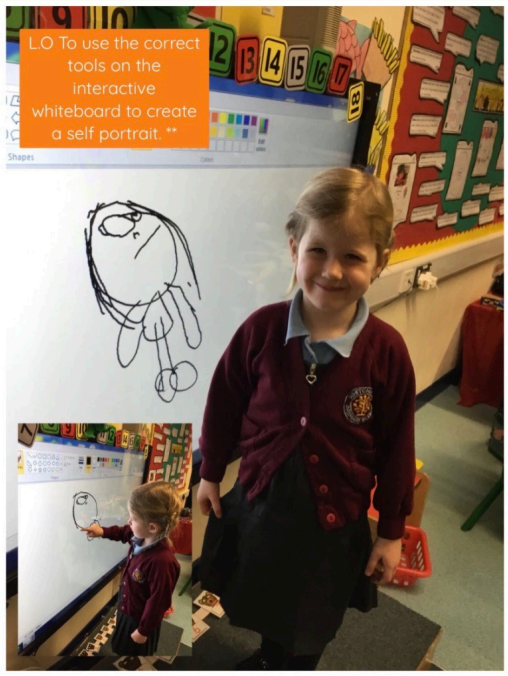


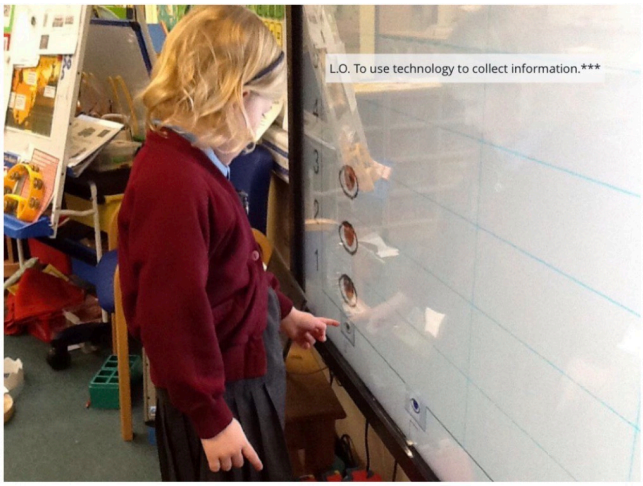
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Megan Harris	Class:	Nursery: ND/SD
AoLE or Subject	Mathematical Development	Date:	05/11/2019
Lesson Focus:	Measuring the height of themselves and their friends		
Meaningful links to Curriculum	Mathematical Development: Using Measuring Skills – Length, weight/mass, capacity: Compare, sort and order two objects in terms of size, weight or capacity by direct observation		
Meaningful links to: Cross Curricular Responsibilities	Physical Development: Develop fine manipulative skills Personal and Social Development: Form relationships and feel confident to play and work cooperatively Language, Literacy and Communication: Answer simple 'who?', 'what?' and open-ended questions relating to own experiences, stories or events		
Personal Targets (Linked to QTS and identifed in weekly review) Through a discussion with the class teacher, QTS standards were discussed and have been set as the personal target within the lesson focus. QTS standards being focused on include Pedagogy: Influencing and Pedagogy: Refining. Challenge and expectations: The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve. Differentiation: The student-teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of learners, whatever their different needs.			

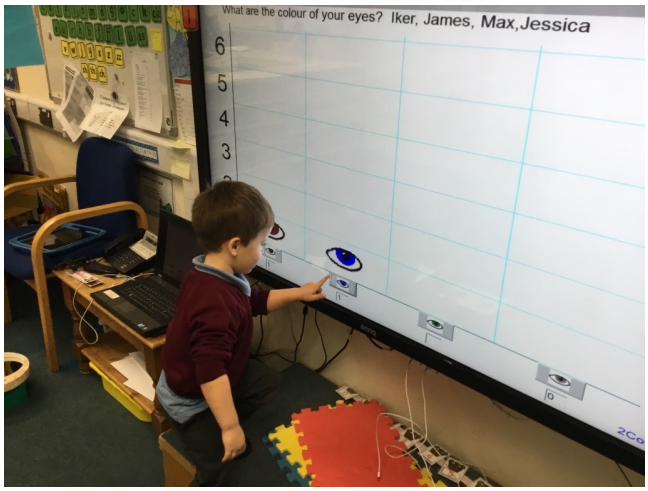
P.P 1.3: Digital Competence

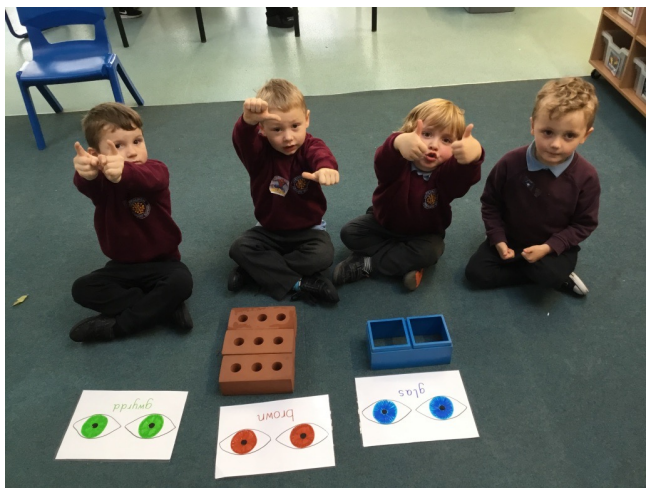
Tuesday, 10 December 2019 14:27











Age of Pupils: Three to Four Years Old
Within nursery, the children are encouraged to interact with technology as much as possible. This is evidenced through their 'Hairy Letters' games on the iPad, which supports the children in letter formation; being encouraged to take images of models or work they have done on the iPad and displaying their work in different formats on the interactive Whiteboard.
Focus of the session and Cross-Curricular Links: As evidenced, the children use Digital Competence during their Creative Development sessions. This was a session provided for the children to draw themselves on the whiteboard for their Christmas calendars. Along with this, I delivered a session to the children where they were to make a human pictogram of the eye colours within their group. This enhanced their Mathematical Development and were required to create a more accurate sense of data on the whiteboard. They made an interactive pictogram with the whole class. The children were able to build on their Personal and Social Development through working collaboratively with their peers.

Student-teacher	Megan Harris	Class:	Nursery ND/SD
AoLE or Subject	Information Communication Technology	Date:	24/11/2019
Lesson Focus:	Handling Data and creating a human pictogram		
Meaningful links to Curriculum	Information Communication Technology: Handling Data – Use technology to collect information Information Communication Technology: Discuss and create pictograms		
Meaningful links to: Cross Curricular Responsibilities	Language, Literacy and Communication: Speaking – Express some enjoyment or interest Language, Literacy and Communication: Listening – Listen and respond with growing attention and concentration Language, Literacy and Communication: Collaboration and discussion – Take part in activities alongside others Mathematical Development: Identifying processes and connections – Transfer mathematical skills to plan and classroom activities Mathematical Development: Represent and communicate – Present work orally, pictorially and in written form, and use a variety of ways to represent collected data Mathematical Development: Calculate using mental and written methods – Understand and use the concept of 'one more' in their play Physical Development: Children should have opportunities to explore and investigate their indoor and outdoor learning environments		

For the pictogram lesson, the children counted the colour of their eyes. To make the human pictogram, the children used the correct colour block that matched their eye colour and then sat behind it. The children were then encouraged to click to correct eye colour on the interactive whiteboard in order to add their data to the pictogram.

Pedagogical Principle

Tuesday, 10 December 2019 14:41

Good teaching and learning means employing assessment for learning principles

P.P 2.1: Peer and Self Assessment in the Nursery classroom

P.P 2.2: Success Criteria in the Nursery classroom

P.P 2.3: Feedback in the Nursery classroom

P.P 2.1: Peer and Self Assessment

Tuesday, 10 December 2019 14:25

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: To design and make a simple rattle for a baby

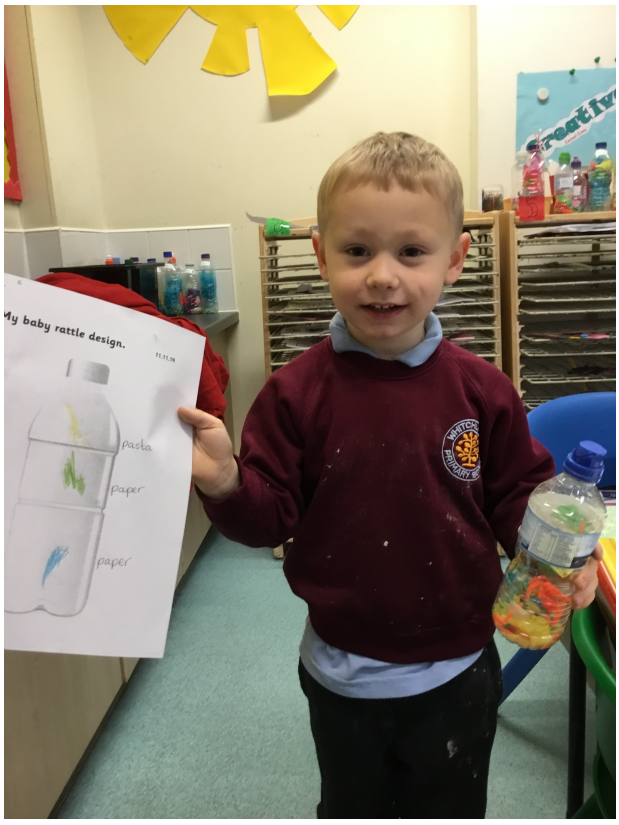
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
***I can design a rattle based on my own ideas **I can choose materials from a selection to design a rattle *I can design a rattle based on a choice of two options	Peer assessment to explore the rattles made Feedback using a star and a wish 

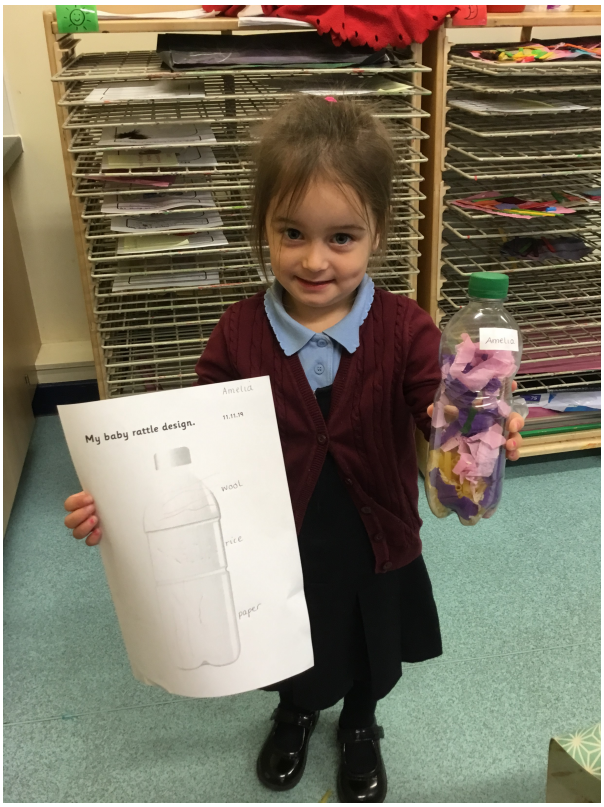
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce the children into the activity Link to the Amazing Me topic Explore a range of commercially produced rattles Experiment playing with them with the child Discuss what they like/don't like Use Debono's Thinking Hats	Explore a range of the baby rattles provided Experiment playing with the rattles, listen to the sounds made Use Debono's Thinking hats to say what you do and don't like about the rattles 	Commercially produced baby rattles from role play area
Teaching & Core Learning	Discuss the materials provided with the children: allow them to feel the materials, what sound do you think this would make? Explain the activity to the children; Design a rattle using a bottle and a range of materials to choose from. Explain to the children that the rattles will be hung on the fencing outside, in order to hear a series of different sounds	Design a rattle using a bottle and a range of materials to choose from. MAT: Encourage children to think about good things they could use to make a sound with their rattle and to think about what it will look like; how could they make it look appealing? HA: Children to think of their own materials to use MA: Allow children to choose from a range of materials to complete their design and make it LA: Give two choices of what to put in the rattle to make a sound. Model what each will sound like: one quiet sound, one loud	Design Page Coloured Pencils Plastic Bottle Materials: -pasta -rice -paper -shredded paper -crepe paper -wool -plastic straws -match sticks Observation Sheet
Plenary	Peer Assess work with children Take image for SeeSaw evidence: both design and finished product	Peer assess work Take image for SeeSaw evidence: both design and finished product	IPad: See Saw image Observation sheet complete

Age Group: Nursery – Three to Four Years
Group: Focus groups of four children
Focus of the session: The focus of the session was to make a baby rattle using materials provided. The children made this rattle based on their topic 'Amazing Me' - and focused on babies for this week. Following a visit from a parent and their children, the children were aware of what toys babies played with. They then made these rattles and the rattles were used during their Christmas Concert.

As evidence throughout the lesson plans, the children use Assessment for Learning through familiar strategies within the class (Hattie, 2009).
The children are most familiar with a star and a wish policy, when 'marking' their peers work. This is done through a comment and questioning with their peers, such as 'Do you like ____'s work?' And 'What do you think they could do to make it better?'

Time for their Assessment for Learning is scheduled within the lesson plan, to ensure that all children are become familiar with the consistency of the Assessment for Learning strategy within their learning (Hattie, 2009).





P.P 2.2: Success Criteria

Tuesday, 10 December 2019 14:27

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)
*** I can independently listen to verbal and sound instructions and respond appropriately **I can sometimes respond appropriately to verbal and sounds instructions *With 1:1 Support, I am learning to recognise verbal and sound instructions and respond

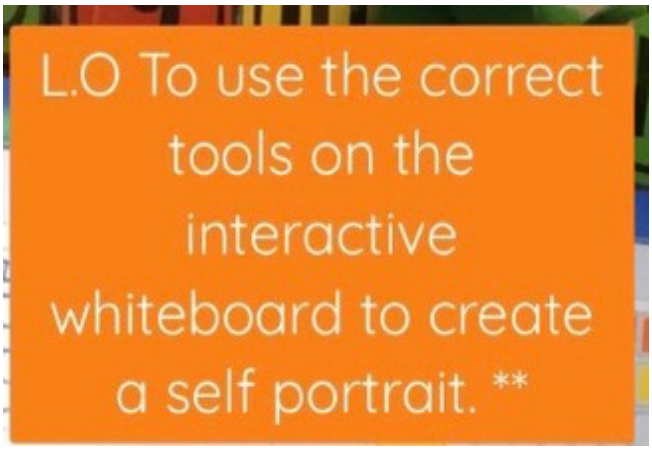
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)
****I can communicate purposefully in writing, e.g. may be supported by drawing. ***I can produce pieces of emergent writing **I can attribute meaning to marks, drawings and art work: e.g. adult annotation *I can make marks and use single works or gestures to say what it means

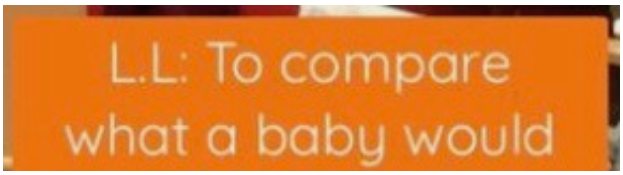
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)
*** I can read all numbers from 1 to 3 **I can read some numbers from 1 to 3 *I can read numbers from 1 to 3 with support

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)
***I can create a pictogram and explain my findings **I can add to a pictogram as part of a group *I can click the right button to a pictogram with support

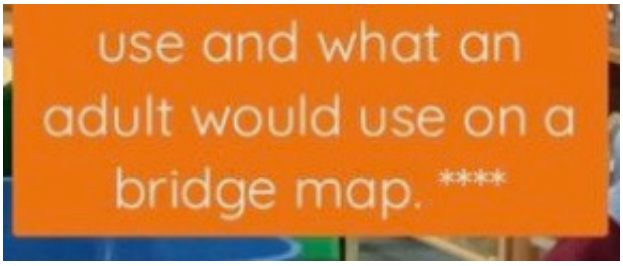








Age of Children: Three to Four Years Old



Success Criteria in Nursery: Within the school, they set their Success Criteria through their differentiation stars. Within nursery, Literacy and Mathematical Development sessions are set their success criteria with three stars. These stars evidence the higher attaining objective; the middle attaining objective and the lower attaining objective. Within Context for Learning sessions which evidence focuses such as Knowledge and Understanding of the World; Physical Development; Creative Development and Personal and Social Development, there is an extra differentiation star which evidences the attaining objective for the children who are recognised as the More Able and Talented children.

Recording the Success Criteria: Whilst completing the observation sheets, the teachers and the teaching assistants in the classroom selected the differentiation asterisk in which the child met. This is then evidenced on their SeeSaw account with a general learning objective.

P.P 2.3: Feedback

Tuesday, 10 December 2019 14:28











Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Feedback: Thumb indicators Have each child matched the objects/pictures correctly? Thumbs up – Correct Thumbs in the middle – Almost there Thumbs down – Incorrect

Age of Children: Three to Four Years Old.
Focus of the Session: For the activity, the children were required to complete a bridge map evidencing the differences between a baby and

an older child. This was done through images, such as milk bottle - cup; high chair - chair; cot - bed.

Feedback: Following the session, the children were asked to give feedback on their partners work, similar to peer assessment. This was done through the thumb indicators which the children are very familiar with. As evidenced in the lesson plan, the children were to give three thumb indicators based on their friends work. Along with this, the children gave verbal feedback if the work was incorrect in order to support the other child to make some changes. The activity was set with the MAT children working as the More Knowledgeable Other, in order for other children to be supported.

Feedback in the nursery classroom: The children are given feedback from the teachers and the teaching assistants within the classroom in order to improve their work. Along with this, the children are encouraged to provide this feedback to their friends in their peer assessments too.

Pedagogical Principle

Tuesday, 10 December 2019 14:43

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

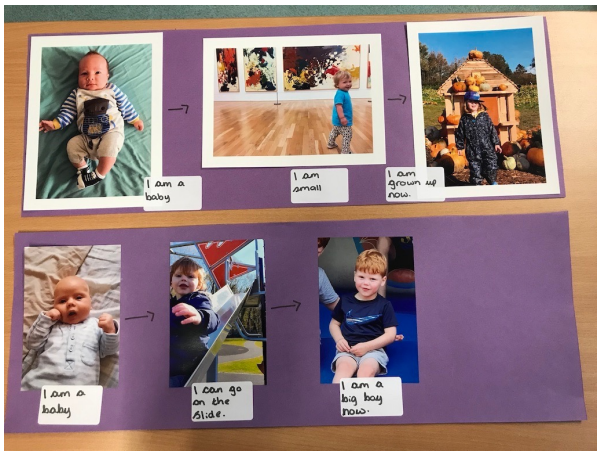
P.P 3.1: Topic work in the Nursery classroom

P.P 3.2: Welsh in the Nursery classroom

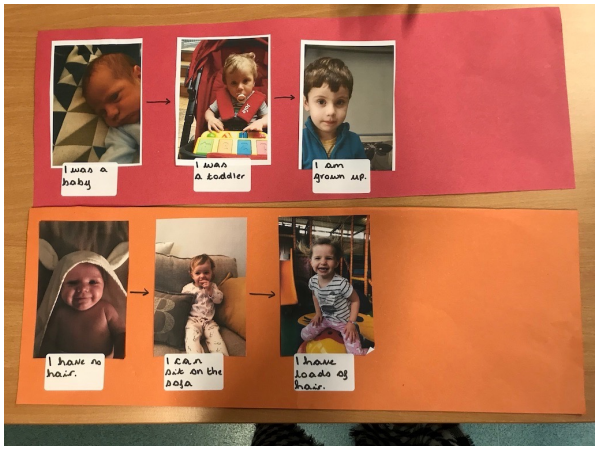
P.P 3.3: Maths in the Nursery Classroom

P.P 3.1: Photos: Amazing Me

Tuesday, 10 December 2019 14:25



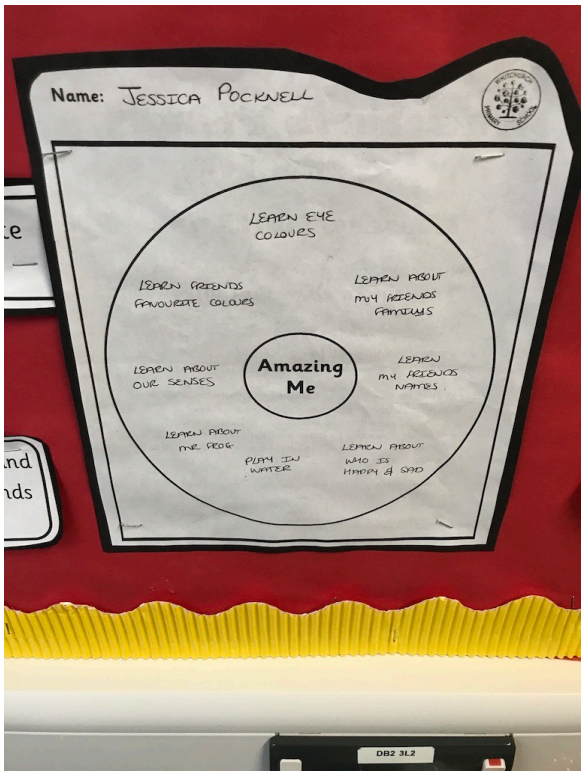






Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Sit the child down and explain the activity Go through their images with the child – sparking areas for discuss	Sit with the student teacher and try to discuss the images with her	Images
Teaching & Core Learning	Scribe the images with the exact words the child has said Try to be as accurate as possible Support if any cutting of images is needed 1) Cut photo 2) Stick to card 3) Stick label to card 4) Scribe what the child has said	Glue the image of yourself as a baby to the beginning of the card Glue the image of yourself as a toddler to the middle of the card Glue the image of yourself now to the right hand side of the card Discuss with the teacher what you could do in each of these images The student teacher will scribe this onto the sticky labels which they will stick down for you	Card Scissors Images Glue Sticky Labels Pen Observation sheet
Plenary	Read back the image annotations to the child and check that these are okay Praise the child and say they can go on their COOL Tasks.	Listen to the class teacher reading back the image annotations	

Age of Children: Three to Four Years Old
Focus of the session: The children were introduced to their Amazing Me topic at the start of the Autumn term. Through this, the children completed a Pupil Voice sheet, evidencing the activities they would like to do in nursery or information they would like to find out in regard to the 'Amazing Me' topic. One of the focuses was to understand how the children looked when they were younger and how they looked now. I planned an activity where the children were to sequence images of themselves from being a baby, to a toddler and then to a recent photo of themselves.



Building on Previous Knowledge: The children had been focusing on the Amazing Me topic since the beginning of November. With this, the children had taken part in visits where babies came to visit the nursery. They asked the parents questions about what they eat and how they sleep. Along with this, the children had experienced a baby clinic in the role play area which I had created. The children took part in cross-curricular themes, using the babies in numeracy to measure the size, and within literacy to describe babies.

P.P 3.2: Welsh : Pwy/Sut wyt ti?

Tuesday, 10 December 2019 14:29









Megan Harris (1900391) › Context for Learning Pwy wyt ti- 25.11.2019 - Saved Simp

Insert Layout References Review View Help Open in Desktop App Tell me what you want to do

Calibri (Body) 12 Styles

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)	1) To explain the activity to the children 2) Explain to the children the question and introduce it to them – encourage the children to repeat the question and answer – modelling speech 3) Read the book – Pwy wyt ti? - to the children, in order for them to become familiar to the question	Reiterate the question when it is said by the teacher as closely as you can Read the book pwy wyt ti? With the teacher	Pwy wyt ti book
Teaching & Core Learning	1) Put the children's photographs in the box 2) Play Beth sy yn y bocs with the children 3) Ask the children to say pwy wyt ti? To the child with the bag 4) Encourage the children to pick a photo from the bag and respond to the question (as the image they are holding) using the sentence pattern: ____ ydw I.	1) Sing Beth sy yn y bocs with the teacher 2) Remove picture from the box 3) Respond to peers question of pwy wyt ti? With the name of the image using the sentence pattern **MAT** Can you ask a friend who they are? Can you respond in a sentence to the question about who you are? **HA** Can you respond in a sentence to the question about who you are independently? MA Can you repeat a sentence to respond to the question about who you are? **LA** Can you answer with your name to the question about who you are?	Box Images of nursery children IPad Observation sheet Pen
Plenary	Check understanding with pupils by asking each child the question for them selves	Respond to the question from the teacher individually in order to check understanding	



Age of Children: Three to Four Years Old
Focus of the session: Introduce a new sentence pattern to the children building on their previous knowledge of a similar sentence pattern.
Arrangement of the session: The children were required to be in groups of three or four to carry out the session. This allowed each children to pick an image out of the box and ask then respond to the question.

Building on the knowledge: The children are aware of the 'sut wyt ti?' question. This is due to the self-registration session in the morning, where children are required to find their name off the mat and put it on the feeling that they are: hapus, bendegdig, ddig, trist, wedi blino, sal.
For the pwy wyt ti session, a story was reading to the children introducing the sentence pattern to the children, and then the children were required to carry out the activity. With this, the children played 'Beth sy yn y bocs?' and then the children had to take an image out of the box and ask the children 'pwy wyt ti?'. The children in the focus group were then required to answer the question using the sentence pattern.

P.P 3.3: Little Big Maths

Tuesday, 10 December 2019 14:29

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)	Sing 'Make a Circle' song with the children Introduce the activity to the children by explaining that the focus for the week is to focus on recognising, counting and drawing numbers in the air Start the children off by rote counting to 10 as a group, clapping for each number. Whilst children are counting, point to the teddy bear number line to reinforce each number	Sing 'Make a Circle' song with the teacher and your peers Count by rote to 10, clapping for each number If struggling, focus on the class teacher pointing at the number line for support	Teddy Bear Number line 1-10
Teaching & Core Learning	Explain the activity to the children Provide support if needed: if a child dosen't recognise a number, show them what it looks like and ask them to check if they have the same number 1) Show children flashcards of numbers 1-3 2) Name the numbers with the children several times 3) Place the flash cards from 1 to 3 in the middle of the circle 4) Pick two children of a similar ability 5) Say a number 6) Wait for the children to stomp the number 7) Ask for the children to draw it in the air Repeat activity so each child has a few goes	1) Look at the flashcards of numbers 1-3 2) Name the numbers several times 3) When you are picked, listen out for the number the teacher is going to call 4) When you see the number – stomp it • When the child who has been picked has stomped the number, recite the number and draw it in the air	Flash cards 1-3
Plenary	Ensure children are confident and able to say numbers 1 to 3 and that they can recognise them when looking at the number line and flash cards	Show confidence and understanding when reading and recognising numbers from 1 to 3	

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)	Sing 'Make a Circle' song with the children Introduce the children to the activity by explaining we are going to practice our numbers to 5 Count to 10 as a group, tapping knees for each number Whilst children are counting, point to the teddy bear number line to reinforce each number	Sing 'Make a Circle' song with the children Count to 10 as a group, tapping knees for each number	Teddy Bear Number Line 1-10
Teaching & Core Learning	Explain the activity to the children Provide support if needed: if a child dosen't recognise a number, show them what it looks like and ask them to check if they have the same number 1) Show children flashcards of numbers 1-5 2) Name the numbers with the children several times 3) Give each child one number from a range of 1-5 4) Ensure there are at least two of each number 5) Say a number Repeat activity so each child has a few goes	1) Look at the flashcards of numbers 1-5 2) Name the numbers several times 3) Ensure you have a number flash cards 4) When the teacher says the number, if there is a child with the same number as you, swap places	Flash Cards 1-5
Plenary	Ensure children are confident and able to say numbers 1 to 5 and that they can recognise	Show confidence and understanding when reading and recognising numbers from 1 to 5	

Progress Drive
Amounts 6 (amounts compared -3)
3 – recognises 'most'
4- recognises 'least'
5- recognises 'same'

Day		Evaluations
	Warm Up: Count to 10 together following numbers on number line. Show children how to show 5 quickly – refer to it as fast fingers 5. Practise showing fast fingers five as quickly as they can. Show Teddy bear number line, point to random numbers 0-3 and ask children	**AM**

1	Show Teddy bear number line, point to random numbers 0-3 and ask children what the number is, repeat several times. **Activity:** Show 4 bottles of coloured water. Which bottle has the most, least and which has the same amount of water? Hide the bottles in a bag, two children come and take out a bottle each. Can they describe their bottle by comparing it to their friends bottle? E.g. my bottle has the most or my friends bottle has the least or my bottle is the same as my friends.	Glas- MAT- Edward.C and Charlotte could recognise most numbers. Majority of the rest of the group could recognise number 1. Majority of the group could grasp the concept most. Some least but struggled with seeing when the6 were the same amounts. S.S
Day 2	**Warm Up**- Count to 10 together. Show children how to show 5 quickly – refer to it as fast fingers 5. Practise showing fast fingers five as quickly as they can. Introduce fast finger 1 – by holding up pointy finger. Practise showing fast fingers 5 and 1 as quickly as they can. Show Teddy bear number line, point to random numbers 0-5 and ask children what the number is, repeat several times. **Activity**- Show 4 towers – which tower has the most blocks, the least blocks and which have the same blocks?	

	Hide each block with a cloth. Two children to choose a hidden block. Can they describe their block by comparing it to their friends.	
Day 3	**Warm Up**- count to 10 together. Continue with fast fingers 1 and 5. Introduce fast fingers 10 (2 hands). . Practise showing fast fingers 10, 5 and 1 as quickly as they can. Show Teddy bear number line, point to random numbers 0-10 and ask children what the number is, repeat several times. **Activity**- Show 4 bowls of pasta – which bowl has the most, least and which have the same amount of pasta? (visual comparisons only not counting amounts) Hide each bowl with a cloth. Two children to choose a hidden bowl. Can they describe their bowl by comparing it to their friends.	**PM** Only 6 in most of this week. Ayra-Rose knew some numbers. Most of the group trying hard to join and and count. Half could see when there were most. Very few able to see the same amounts. S.S
Day 4	**Warm Up**- count to 10 together. Practise showing fast fingers 2,10, 5 and 1 as quickly as they can. Show Teddy bear number line, point to random numbers 0-3 and ask children what the number is, repeat several times. **Activity**- Show 4 sets of threaded beads. Which has the most, which has the least, which have the same amount of beads? Show a string of beads. Can they make a string with more/less or the same?	

Age of Children: Three to Four Years Old

Analysis: The school takes part in the Big Maths and the Little Big Maths scheme in order to develop the children's numeracy skills. In nursery, the children have their Little Big Maths sessions once a day during their snack time. With this, we deliver the lessons in focus groups of 13. The children learn a new focus each week, building up to 10 by the end of the week. Building on previous knowledge is evidenced through the Little Big Maths sessions, where the children reflect each day on what they learnt the previous day, and then build on this.

Critical Writing Piece

Tuesday, 10 December 2019 14:25

Donaldson's Pedagogical Principles can be evidenced as the pinnacle of the Future Curriculum for Wales (2022). The Successful Futures report evidenced that the pedagogical principles encourage teachers to implement the principles themselves, due to being context and purpose decisions, rather than implying particular teaching approaches (Welsh Government, 2019). Donaldson's Twelve Pedagogical Principles propose the need for a straightforward, enduring statement of curriculum purposes in Wales (Donaldson, 2015) and further elaborates the Four Purposes of the Curriculum, in terms of their characteristics, demonstrating the need of practice that should be developed (Donaldson, 2015).

The school in which PTE1 was undertaken in is situated within the suburbs of Cardiff and categorised in 'Green' (Welsh Government, 2018). It is a pioneer school for the new Welsh Curriculum of 2022 (Welsh Government, 2018), and is managed on a three-form entry with 705 pupils on roll (Welsh Government, 2018). Statistics exemplify that 11.5% of children receive Free School Meals, situated significantly lower than the Local Authority statistic. Figures demonstrate that 13.5% of children are considered to have an Additional Learning Need: 1.5% statemented; 5.4% are on School Action Plus and 8.9% of children on School Action support (Welsh Government, 2018). Figures from the recent Estyn report state that 4.1% of pupils are identified as children with English as an Additional Language (Estyn, 2015).

The critical writing piece will delve into the analysis of lesson plans and images taken from sessions within PTE1. The writing will evidence a critical analysis of the illustrative examples, linking to each pedagogical principle and the focuses of the curriculum. Along with this, the Literacy and Numeracy Framework (2014) and the Digital Competence Framework (2016) will be utilised, further supported by academic literature and theories evidenced in professional practice.

Effective teaching within primary education has been defined as a mechanism where expectations are achieved, or exceeded (Hayes, 2008). Perrott (1982) outlined 'observable indications' of effective teaching, where children demonstrate their knowledge and understanding, along with skills and attitudes, measured against the requirements of the curriculum. Effective teaching and learning takes into consideration the context of the teaching, alongside the pedagogy of the teacher's delivery (Dean, 2003). Effective teaching has been advocated as the most important determinant of how children progress following the influence of their own achievement level, after the teaching (Mujis and Reynolds, 2017).

In support of the Draft Curriculum 2022 (Welsh Government, 2018), Donaldson

introduced the twelve pedagogical principles; progression steps and four key purposes. Expectations which are embedded within the progression steps of the curriculum are identified through the effective teaching which engages children's curiosity and enthusiasm through a blend of learning and teaching approaches, recognised as the Pedagogical Principles (Welsh Government, 2015).

Pedagogical Principle: *"Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them"*

Arguments surrounding the merits of both cross-curricular and thematic links within education (Kelly, 2013) have been characterised in the press for some considerable time. Debates surrounding the notions of 'progressive' or 'child-centred' teaching, in comparison to 'traditional' didactic pedagogies, provide an emphasis on the importance of making cross-curricular links in education (Kelly, 2013). Constructivist views of both Bruner and Vygotsky reinforce the importance of children making sense of the world surrounding them, through a collaborative process with the teacher (Alexander, 2008).

Cross-curricular links in education (Boyle and Bragg, 2008) are further embedded by the Welsh Governments' Literacy and Numeracy statutory Framework (2015), intended to become a curriculum planning tool (Thomas and Lewis, 2016), in support of expected annual outcomes. The Digital Competency Framework (Welsh Government, 2016), also became a statutory responsibility across all areas of Learning and Experience (Welsh Government, 2019).

Within the nursery classroom, cross-curricular links play a significant role within planning. Through research, it has been suggested that effective planning provides the foundation in which high-quality teaching and learning can be delivered (Laurie, 2011). The beginning of the Professional Teaching Experience evidenced misconceptions about the importance of embedding cross-curricular links within planning. Through identification of the teachers planning, the cross-curricular links, intertwined with aspects of the Literacy and Numeracy Framework (Welsh Government, 2014), were evidenced across weekly planning. The student-teacher found great difficulty when planning began for lessons across the curriculum. Identifying cross-curricular links and themes to incorporate into all aspects of planning was costly on time, proving difficult to the student-teacher when planning 40% of sessions for the week, whilst ensuring the learning was relevant (Barnes, 2007).

The planning and the pedagogical delivery of numeracy and literacy sessions within the nursery classroom evidenced focus group teaching (Stewart, Shamdasani and Rook, 2007). The student-teacher identified the importance of children working together, encouraging the development of Personal and Social skills (Sheppy, 2012; Welsh Government, 2015).

As demonstrated in *P.P 1.1*, the student-teacher planned literacy sessions, with a heavy focus of Welsh Language Development within, to develop Welsh oracy skills (Whitehead, 2009). The literacy links within the nursery enabled children to become confident individuals, planned and supported by the New Curriculum Key Purposes (Welsh Government, 2019). Misconceptions were met during the planning and delivery of both literacy and Welsh sessions, illuminating an issue with children who are recognised as having English as an Additional Language (Conteh, 2015), or Speech and Language Difficulties (Hudson, 2015), being excluded from specific subject focuses. The student teacher identified pupils who had become withdrawn from these sessions, and implemented supported to divert from arguments which suggested that cross-curricular teaching lacked progression, which later resulted in fragmented teaching (Dean, 2011).

Numeracy within the classroom was delivered mainly through curriculum focus sessions, whilst incorporating literacy links within (Ogier, 2019), as evidenced in *P.P 1.2*. Using numeracy links with sessions brought great focus on encouraging children to count. Throughout the time of Professional Teaching Experience One, the children grew in confidence when counting to ten and recognising numbers. However, the student-teacher struggled when identifying areas in which the numeracy skills could be further developed, whilst ensuring the mathematical focus was driving enthusiasm (Jarvis, 2009). The 'Three Wise Men' report, criticised poorly planned topic focus, resulting in superficial learning (Alexander, Rose and Woodhead, 1992). This was evidenced when attempting to plan enticing focuses within the sessions, with cross-curricular links. This research was further supported by the Plowden Report of 1967 (CACE, 1967), stating that learning does not fit into 'neat subject categories', due to knowledge being 'interrelated' (Dewey, 2007).

The Digital Competency Framework deemed to be difficult when implementing it within planning, as the student-teacher struggled for time to fit the IT sessions into learning. Within nursery, the children did not have the skills to read or write their work, due to the abilities within the class. The planning was embedded to reinforce the importance of physical, child-led learning. The Digital Competency Framework was evidenced over a small fraction of sessions during the Professional Teaching Experience. Displayed in *P.P 1.3*, the student-teacher embedded the Digital Competence Framework is two sessions. This enabled the children to become familiar with ever-changing technology within the classroom. The sessions illuminated the children's technological skills, whilst displaying paths for further development and room for incorporation in other curricula areas.

Pedagogical Principle: *"Good teaching and learning means employing assessment for learning principles"*

Research has defined Assessment for Learning as the integral to outstanding teaching, whilst developing outstanding learning (Bartlett, 2015). Bartlett (2015)

explores the notion of Assessment for Learning, having always been a part of educational practices, which has evolved alongside teaching pedagogies, such as Donaldson (2015). Assessment for Learning can be utilised to support the learning of individuals (Bartlett, 2015). Scriven (1967) recognised formative assessment as the 'on-going improvement of the curriculum', where Black and William (1998) defined it as the monitoring of encompassing all activities undertaken by teachers or pupils. Black and William's 'Inside the Black Box', brought assessment for learning principles into the forefront of the 'raising achievement agenda' (Bartlett, 2015). William (1998) as citied in Leahy *et.al.* (2005) identifies the key elements of Assessment for Learning as success criteria, effective classroom discussions and formative feedback.

Throughout the PTE experience, aspects of these have been indicated to have had a significant impact on children's learning and development. Delivering these Assessment for Learning principles were beneficial to the student teacher, where Assessment for Learning is integral to promote good practice within the classroom.

During the Professional Teaching Experience, Assessment for Learning principles were embedded through every lesson. Through the statement of Donaldson's principle (2015), children can provide good teaching and learning to each other by assessing their own learning, along with their peers.
Welsh Government state that along with improving the quality of thinking and developing Assessment for Learning in the classroom, it is also important to establish effective group work (Welsh Government, 2015). Within the focus groups, the student teacher encouraged questioning within the learning, as the driving force of developing thinking. Effective responses have been evidenced when both teacher and learner understand the cognitive demand of the question. The quality of questioning is highly reinforced during Context for Learning sessions, where it is used as an aspect of peer and self assessment, where they are asked questions in relation to a star and a wish on how to improve their peers work, evidenced in *P.P 2.1*. This allows the children to develop their language, and their Personal and Social Skills (Welsh Government, 2015).

At the beginning of Professional Teaching Experience, an issue arose when becoming familiar with the school's success criteria, seen in *P.P 2.2*. Success criteria has been stated by the Welsh Government (2015) as a way to provide feedback to learners. The Welsh Government states that for a success criteria to be beneficial, it needs to be understood by the learners (2015), so that they can assess accurately, effectively and helpfully (Welsh Government, 2015). Within nursery, this was difficult to maintain due to the vocabulary and understanding of the children. Apart from this, the children were familiar with providing feedback of their learning to the teaching, and of their friends learning through peer assessment. The student teacher found it difficult of how to monitor children's learning through the success criteria when there was little understanding from the pupils. As the Professional Teaching Experience continued, the student teacher became more familiar with how to utilise and adapt

the learning criteria into the focus group sessions, and make notes to monitor the children's learning on the observation sheet**.** Understanding the success criteria is essential for the teacher to tie into the metacognition of the children, allowing children to be endorsed into a positive learning environment (Bartlett, 2015). Delivering Claxton's "Four R's": resilience; resourcefulness; reflectiveness and reciprocity, evidences formative assessment being woven into all aspects of the learner (Bartlett, 2015). This also evidences Donaldson's Key Purpose of developing children into ethical informed and confident individuals, within practice (Welsh Government, 2015).

The children were familiar with the thumb indicators and this was applied through every planned session. Research has criticised Assessment for Learning techniques, where the research and daily classroom practices are often 'lost in translation' (Bartlett, 2015), or become an exercise. During the beginning of PTE1, remembering to facilitate the Assessment for Learning principles into the focus group sessions was difficult. Through this, it became apparent that the plenaries of the planned lessons were very abrupt, and there was no clear end to the session, leaving the pupils confused. As the PTE experience went on, the student teacher became more familiar and utilised the Assessment for Learning strategies throughout and at the end of the session. This made the sessions more focused; learning was monitored and next steps were outlined, and this was reflected in the learning journal. The thumb indicators are evidenced *P.P 2.3*, where the children showed their understanding and provided feedback of their peers' work. This has been evidenced to be beneficial to both the children and the student teacher, where understanding and progress can be assessed.

Pedagogical Principle: ***"****Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest"*

Vygotsky's research strongly supports the notion of children connecting what they learn to their previous knowledge (Vygotsky, 1978). It has been argued that children interpret incoming information and sensory perception, through the lens of their existing knowledge, ideology and assumptions (National Research Council, 2000). Researchers have widely agreed that children need to connect their new knowledge with their previous knowledge, for them to learn (Bransford and Johnson, 1972; Resnick, 1983). Ambrose *et.al*. (2010) portrays the extent which students are able to draw on their prior knowledge, to effectively construct new knowledge.

At the beginning of the Professional Teaching Experience, the preparation period required the student teacher to build relationships with the pupils and to understand their prior knowledge of the topics they had been focusing on. This was essential in order for the student teacher to plan sessions for the children, enabling children to learn and retain more (Kole and Healy, 2007), further supported by Husband and Pearce's (2012) discussion of the importance of understanding prior knowledge. Through building relationships with the children and their prior knowledge, the student teacher was able to build on what the children had previously learnt and

activate their prior knowledge, adapting this to suit their individual learning needs (Dooling and Lachman, 1971; Bransford and Johnson, 1972). Constructivism has been widely discussed by Vygotsky (1978), and supported by further research where it is identified as new or modified knowledge from learning experiences (Elliot, *et.al*., 2000)

Within nursery, the children were involved with the 'Amazing Me' topic, evidenced in *P.P 3.1*. For this, the student teacher took part in discussions with the children and the class teachers to understand what the children had already learnt, and what they had to learn next. Hattie (2012) indicates the importance of having relationships with the children in the class in order to prepare lessons for them, stating the teacher needs a deep understanding of the children's knowledge. This allowed the student teacher to plan sessions for children to develop their skills, and make cross-curricular links within. Through the delivery of the sessions, it became apparent that children do not spontaneously bring their prior knowledge on learning situations (Ambrose *et.al*, 2010). This was evidenced through some children being reluctant to join in, leading to questions about whether the planned sessions had been to difficult for some children, or not challenging enough for children categorised as the More Able and Talented. The children were included with what was planned and covered for the Amazing Me topic, and the notion of learning being an active process, supported through research (Dewey, 1938). The knowledge of the children discovered that the More Knowledgeable Other and the Zone of Proximal Development (Vygotsky, 1978), proved effective through interaction with their class peers (Dewey, 1938). The student teacher recognised this throughout the PTE1 experience, and with close links to theory, the cognitive development had been evidenced through social interactions and co-constructing knowledge (Vygotsky, 1978).

As the placement developed, the student teacher became more familiar with the children and their previous knowledge. This allowed sessions to be planned more efficiently, focusing on specific skills. Along with this, the children's individual learning needs could be addressed, through adaptations of lesson plans or differentiation. Previous knowledge was evidenced greatly in Welsh Language Development sessions, identified in *P.P 3.2*, where children built on their vocabulary and sentence patterns each time. Research states the importance of allowing children to generate relevant knowledge, from other aspects of their school life, such as their 'sut wyt ti' self-registration, facilitates the integration of new material (Peeck, Van Den Bosch and Kruepeling, 1982). Welsh Language Development sessions enabled the student teacher to plan for the children, developing their oracy and vocabulary. This was difficult to understand at the beginning of the PTE experience, where the children did not have much confidence when speaking to the student teacher. As the experience progressed, the children became more comfortable with the student teacher, and there was more understanding on the knowledge of the children.

Little Big Maths sessions, situated in *P.P 3.3,* saw the student teacher gain an understanding of the use of questioning designed to trigger recall children's previous

knowledge to 'aid the integration and retention of new information' (Woloshun, Paivio and Pressley, 1994). The student teacher recognised the importance of this due to research, suggesting that students learn more 'readily', when they can make connections to prior knowledge (Ambrose *et.al*., 2010). The importance of questioning came further on in the Professional Teaching Experience, when the student teacher understood that it should have not been assumed that the children were willing to immediately draw on previous knowledge. It became apparent that the student teacher had to deliberately activate the student's prior knowledge, through questioning at the beginning of the Little Big Maths sessions, to forge robust links to new knowledge (Ambrose, *et.al*., 2010) focused on in the session of that day. The introduction of the Little Big Maths sessions were planned by the student teacher in order to recap on what the children had learnt in the previous sessions.

From the reflection of the Professional Teaching Experience One, recommendations for further development have been evidenced. In line with cross-curricular responsibilities, planning will be streamed with the other Year Six teaching staff, in order to focus on children's' developmental skills, in preparation for the National Tests in May. Literacy, numeracy and digital competence will be a high priority focus within planning, implementing these links where possible, in order to develop pedagogies and build on Donaldson's Principles and Key Purposes (Welsh Government, 2015). Along with this, Assessment for Learning strategies will be further evidenced in the second block of Professional Teaching Experience. The use of questioning will be clearer, with more vocabulary and oracy in comparison to the Nursery class from PTE1, encouraging peer and self-assessment in written work, when recording and monitoring progress (Lemov, 2015). Pupils will be encouraged to reflect to the student teacher, in order to develop their skills and QTS standards (Cole, 2013). Lastly, the preparation period of Professional Teaching Experience Block Two will be utilised to the upmost importance. This allows the student teacher to develop relationships with the class and the class teacher (Groom, 2006), in order to understand the level of previous knowledge acquired by the children, knowing where to adapt knowledge, in order develop understanding (Vygotsky, 1978; Copple and Bredekamp, 2009). This has been evidenced to be of sufficient importance, from the misconceptions in PTE Block One, where it took a number of weeks to understand the children's prior knowledge significantly.

In conclusion, the delivery of Donaldson's Twelve Pedagogical Principles (2015), is essential in order to develop children into the Four Key Purposes' Donaldson's sets to achieve (Donaldson, 2015). Developing the distinctive principles of the curriculum allows teachers to plan in accordance to a statutory framework (Welsh Governemnt, 2015). Reflecting upon the delivery of these purposes enables student-teachers to identify next steps for progress, illuminating a clear path to meeting QTS standards in their progress. The three purposes in question were evidenced in professional practice, however, through reflection, improvements could have been made. Improving the pedagogies in which the principles are delivered, will develop the values intended to be built on for Wales' 'long history and tradition of valuing

education' (Donaldson, 2015), through an authentic light. The Professional Teaching Experience illuminated the importance of understanding and implementing research into learning and planning, supported through aspects of intertwining both the Foundation Phase Curriculum (Welsh Government, 2015) and the Future Draft curriculum for Wales (Welsh Government, 2019). The second block of the professional experience will evidence a clear indication of the principles, in order to improve both pupils' education and the progress of the student teachers professional practice.

Reference List

Tuesday, 10 December 2019 14:25

Alexander, R. (2008) *Towards dialogic teaching: rethinking classroom talk.* Thirsk: Dialogos.

Alexander, R.J., Rose, A.J. and Woodhead, C. (1992) *Curriculum organisation and classroom practice in primary schools: a discussion paper.* London: Department of Education and Science.

Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C. and Norman, M.K. (2010) *How research works: 7 research based principles for smart teaching.* California: Jossey-Bass.

Barnes, J. (2007) *Cross-curricular learning 3-14.* London: PCP

Bartlett, J. (2015) *Outstanding assessment for learning in the classroom.* Oxon: Routledge.

Black, P. and William, D. (1998) *Inside the black box.* London: Kings College of Education

Boyle, B. and Bragg, J. (2008) 'Making primary connections: the cross curriculum story. *', The Curriculum Journal.* 10(2). Manchester: University of Manchester. pp. 5-21.

Bransford, J.D. and Johnson, M.K. (1972) 'Contextual prerequisites for understanding: some investigations of comprehension recall', *Journal of verbal learning and verbal behaviour.* 11. New York: State University of New York pp. 717-726.

Central Advisory Council for Education (1967) *Children and their primary schools (The Plowden Report)* HMSO: London.

Claxton, G. (2002) *Building learning power.* Bristol: TLO.

Cole, M. (2013) *Professional attributes and practice: meeting the QTS standards.* Oxon: Routledge.

Copple, C. and Bredekamp, S. (2009) *Developmentally appropriate practice in early childhood programmes.* Washington: National Association for the Educational of Young Children.

Dean,J. (2011) *Improving children's learning: effective teaching in the primacy school.* Oxon: Routledge.

Dewey, J. (1938) *Experience and education.* New York: Collier Books.

Dewey, J. (2007) *Experience and education.* London: Simon and Schuster.

Donaldson, G. (2015) *Successful Futures: independent review of curriculum and assessment arrangements in Wales.* London: Crown Copyright

Dooling, D.J. and Lachman, R. (1971) 'Effects of comprehension on retention of prose', *Journal of Experimental Psychology*. 88. Arizona: Arizona State University. pp. 216-222.

Elliot, S.N., Kratochwill, T.R., Littlefield Cook, J. and Travers, J.

(2000) *Educational psychology: effective teaching, effective learning.* (3rd edn.) Boston: McGraw-Hill College.

Estyn (2015) *School X.* [Onlin[redacted] https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Inspection%20report%20Whitchurch%20Primary%20School%202015%20%28English%20only%29.pdf (Accessed: 20/12/2019)

Groom, B. (2006) 'Building relationships for learning: the developing role of the teaching assistant', *Support for Learning.* 21(4). Pp. 166-220.

Hattie, J. (2012) *Visible learning for teachers: maximising impact on learning.* Oxon: Routledge.

Hayes, D. (2008) *Foundations of primary teaching.* London: Routledge.

Husbands, C. and Pearce, J. (2012) *What makes good pedagogy? Nine claims from research.* [Online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf (accessed: 31/12/2019)

Jarvis, T. (2009) 'Promoting creative science cross-curricular work through an in-service programme'. *School Science Review.* 90(332). Leicester: University of Leicester. Pp. 39-46.

Kelly, L. (2013) 'Why use a cross-curricular approach to teaching and learning?', in Kelly, L. and Stead, Di. (2013) *Enhancing primary science: developing cross-curricular links.* Berkshire: Open University

Press.

Kole, J.A. and Healy, A.F. (2007) 'Using prior knowledge to minimise interference when learning large amounts of information', *Memory and Cognition.* 35(1). Colorado: University of Colorado. Pp. 124-137.

Laurie, J. (2011) 'Curriculum planning and preparation for cross-curricular teaching', in Kerry, T. (2011) *Cross-curricular teaching in the primary school.* London: Routledge.

Leahy, S. Lyon, C., Thompson, M. and William, D. (2005) *Classroom assessment: minute by minute, day by day.*

Lemov, D. (2015) *Teach like a champion 2.0.* London: John Wiley and Sons

Mujis, D. and Reynolds, D. (2017) *Effective teaching: evidence and practice.* London: Sage.

National Research Council (2000) *How people learn: brain, mind, experience and school.* Washington: National Academy Press.

Ogeir, S. (2019) *A broad and balanced curriculum in primary schools: educating the whole child.* London: Sage.

Peeck, J., Van Den Bosch, A.B. and Kruepeling, W. (1982) 'The effect of mobilising prior knowledge on learning from text', *Journal of Educational Psychology.* 74. pp. 771-777.

Perrot, E. (1982) *Effective teaching: a practical guide to improving your teaching.* London: Routledge

your teaching. London: Routledge.

Resnick, L.B. (1983) 'Mathematics and science learning', *Science.* 220. pp. 477-478.

Scriven, M. (1967) 'The methodology of evaluation' in Tyler, R.W., Gange, M. and Scriven, M. (1967) *Perspectives of curriculum evaluation.* 1. Chicago: RAND. Pp. 38-83.

Sheppy, S. (2012) *Personal, social and emotional development in the early years foundation stage.* Oxon: Routledge.

Stewart, D.W., Shamdasani, P.N. and Rook, D.W. (2007) *Focus groups: theory and practice.* London: Sage.

Thomas, A. and Lewis, A. (2016) *An introduction to the foundation phase: early years curriculum in Wales.* London: Bloomsbury.

Vygotsky, L.S. (1978) *Mind in society: the development of the higher psychological processes.* Cambrdige MA: The Harvard University Press.

Welsh Government (2015) *National literacy and numeracy framework.* [Online] Available at: https://hwb.gov.wales/curriculum-for-wales-2008/national-literacy-and-numeracy-framework-curriculum-for-wales-2008-version/interactive-national-literacy-and-numeracy-framework-instructional-video (Accessed: 20/12/2019)

Welsh Government (2015) *Successful futures: looking at the curriculum and assessment arrangements in Wales.* London: Crown Copyright.

Welsh Government (2016) *Digital Competence Framework.* Cardiff: Welsh Government.

Welsh Government (2018) *School X.* [Online] Available at: http://mylocalschool.gov.wales/School/6812329?lang=en (Accessed: 20/12/2019)

Welsh Government (2019) *Draft Curriculum for Wales 2022.* [Online] Available at: https://hwb.gov.wales/draft-curriculum-for-wales-2022/?_ga=2.159110138.191791784.1576865850-951587049.1508528400 (Accessed: 20/12/2019)

Whitehead, M. (2009) *Supporting language and literacy development in the early years.* London: McGraw-Hill Education.

Woloshyn, V.E., Paivio, A. and Pressley, M. (1994) 'Use of elaborative interrogation to help students acquire information consistent with prior knowledge and information inconsistent with prior knowledge', *Journal of Educational Psychology.* 86. pp. 79-89.