

Overview

Tuesday, December 10, 2019 9:10 PM

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

Pathway: PGCE Primary

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1000809_student_uwtsd_ac_uk/EpYXvKa5zBhKjZ0Puhd1VA4BiKiO-x-pYA7RsviKonIsnQ?e=KGX7aE

Assessment for learning

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Example 1

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning) 15min	Children will be sat on the carpet as they have just completed the register for the afternoon. The teacher is to ask the children if they can help them count as they have 'forgotten what numbers look like' The teacher is to put a number up on the interactive white board so the children can see it and ask the children to put a quiet hand up to give an answer. Once the child has given the answer, the rest of the class are to put a thumbs up if they agree with the answer given by the chosen child. This process will be repeated with numbers 0 – 10. Once a numeral is identified correctly, the teacher will ask if the child is able to show the amount of the numeral using	Children are to recall previous knowledge of identifying numerals, using peer assessment to check whether the children have identified the correct numeral. Children are to put their thumbs up if they agree with the answer given. The children will then be asked to select the amount of the numeral from the numicon tray and show it to the rest of the class.	Interactive White Board Numicon Powerpoint of numbers 0 -10

When planning this lesson for a mixed Nursery/ Reception class, I decided to map out where I would use assessment for learning within the lesson by highlighting the text in blue. I identified what strategy of assessment for learning I was using in the lesson as it was linked to the development of my personal targets. As a result, at the start of this lesson plan, I explained in the personal target section that I will be trialling the use of peer review as an assessment for learning strategy.

The focus of the lesson was to match numerals to quantities, building upon previous knowledge and developing from where children had already been matching quantities to numerals. Children were to put a quiet hand up if they would like to have a go at identifying the numeral. Once an answer is given, I asked the class to put a thumbs up if they agreed with the answer. Furthering this, I would then ask the child if they were able to show the amount of the numeral using Numicon, the child was then to show the class the amount and children were asked to put a thumbs up if they agree with the amount being shown.

I chose to develop this method of assessment for learning as I was interested in the impact it would have on other children. Due to the differentiation from nursery to reception, I thought that it was a good way of developing peer learning. It was interesting to see lower ability children having the confidence to have a go at identifying the numeral. When they were to display the amount in Numicon, I would ask the child if they would like to have a friend to help them out if they were finding it difficult. Overall I found this method easy to implement as the children has not used this way of peer assessment before, I was surprised that the children really engaged in the task throughout as I was enabling children to ask for support when needed.

Example 2

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)	Children are all sat on the carpet. Class Dojo is used to help settle children down by clicking on the random button and seeing the if the child's whose name has come up is ready. (Ready being following our carpet rules of legs crossed, not talking, looking forward and hands on their laps or arms folded) Introduce the game of 'I Spy' where children are shown four pictures that begin with 'g'. <i>Children are chosen with the lollipop sticks to identify which pictures begin with 'g'</i> Repeat for o, c and k letters	Children are to take it in turns by being chosen by the lollipop sticks, to identify which letter each picture shown begins with. Children are then to take it in turns to practice their letter formation on the touch screen board.	Interactive White Board Powerpoint Lollipop Sticks

After a discussion during a weekly reflection with my class mentor, I decided to trial other assessment for learning strategies. During this literacy lesson for nursery/reception, the focus was to identify objects that begin with the phonic sounds of g, o, c and k. Lollipop sticks were introduced during this lesson, being used to choose children at random to answer questions. As a hook for the lesson I introduced the game of 'I spy' to the children. I would say 'I spy with my little eye something beginning with 'o' and then choose a lollipop stick and that that child if they could point to something on the board that began with 'o'. I thought that this was a more rounded way of questioning children as everyone would be able to have a go, compared to when I was just using the quiet hand up strategy. It enabled both confident children and those who would normally shy away from answering questions to participate within the lesson.

I decided to trial this method of assessment for learning following on from a lecture I had attended in University where we explored the different ways of implementing assessment for learning strategies as proposed by Black and Willam (1998). In the lecture we discussed different questioning strategies such as using Blooms Taxonomy to encourage children to use higher order thinking skills, the importance of sharing the success criteria, the impact of peer assessment and how offering meaningful feedback to the children has an effect on their learning.

Example 3



Following on from the implementation of the lollipop sticks for questioning, I decided to use the method as a way of tracking children's understanding during the daily Welsh language lessons. Initially during these lessons the chosen 'Helper Heddiw' would be chosen at random using Class Dojo and then be free to choose at will who would join them to play a series of Welsh language games. Naturally, the chosen child would only be choosing their friends or the children who were saying 'pick me' continuously. The use of the lollipop sticks, stopped this from happening as the Helper Heddiw would then choose by picking out a stick at random. In order to develop this further I would assess the chosen child's use of the Welsh language accordingly. As shown in the picture, if the children were confident in speaking in Welsh then the stick with their name on would be placed to the left, if the child could speak a little Welsh but needed some cues or prompting then they would be placed in the middle. If the child found it difficult to participate in the games using Welsh, ~~needing the Welsh phrases to be modelled by the teacher first~~ then they were placed to the right.

This was a good way of discreetly assessing children's understanding of the Welsh lesson, as a side note the ends of the sticks were coloured green or yellow depending if they were in Nursery or Reception. I could note who was struggling with phrases/ words that were used within the games. It allowed me to then concentrate on using those words or phrases more often to help those who needed support in developing their Welsh language skills. Although this method worked at the time for assessing children's understanding, it was difficult to remember who was in each group as by the time I had a chance to take a picture of the groupings, children would like to tidy up the sticks and put them back into the pot. Following on from this, I then began ensure that I had a school iPad at the front of the class with me so that when I dismissed the children from the carpet, I could take a quick picture of the sticks and put them away myself.

Cross curricular responsibilities

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Example 1

Teaching & Core Learning	In pairs with a Teacher or teaching assistant helping, children are to use the iPad to take a full length picture of their friend. When they have taken a picture of each other, they are to take it in turns to choose a landmark of Cardiff. Teacher/Teaching assistant are to give a few options of landmarks that the children have just been shown during the input of the lesson. Once they have chosen a landmark i.e the castle the teacher/TA will import the picture to Pic collage, where the children will be able to trace around themselves in the picture taken by their friend. The children are to then move the cropped image of themselves onto the landmark. The final image is then saved onto the iPad and exported to Webdav by the teacher/ teaching assistant.	In pairs children are to take a full length picture of each other using the school iPad. The children are to then each choose a landmark of Cardiff – where they would like to visit. The children are to use the cropping tool on pic collage to draw around the outline of themselves. When a picture of their chosen landmark is uploaded onto pic collage, the children are to move the cropped image of themselves to where they want to be on the landmark. (i.e standing on top of the castle)	iPads Pic collage software
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During this lesson, in Nursery/ Reception class the children were given the task of using iPads to create a postcard of a landmark in Cardiff. Our current topic is Cardiff, the children have been discussing what they know about Cardiff as a class. Our previous topic was called Towers and Turrets so the children were really interested in looking more at Cardiff castle. At the beginning of this lesson, I explained to the children what a postcard is and what they look like. As described in the lesson plan, I used the post card that Bertie bear had sent a few weeks ago from when he went to Legoland. As I had not incorporated much of the digital competency framework (DCF) into my previous lessons, I decided that the children were to use the iPads to create their own postcard. Alongside exploring DCF in this lesson, it also includes elements of Y Cwriculum Cymreig (YCC) as the class were looking at historic landmarks of Cardiff.

This was a simple activity for the children to undertake in pairs with either a teacher or a teaching assistant supervising and helping when needed. The children found it easy to take a full length picture of their friends using the iPad, however they did find tracing around themselves a little tricky. The pic collage app was easy to use with the teacher/ teaching assistant just helping to import the two pictures onto the app. The children were the ones who selected the crop tool to draw around themselves and they also moved the cropped image around themselves to where they wanted to be. Developing on from this lesson, each postcard was printed to put into their literacy books. The children were to then write their postcard, reception were to write small sentences/ words depending on ability of what they 'saw' on their visit to the landmark. Nursery children were to describe what they could see/pretend to hear when shown the picture of them on the landmark with their answers written down by either the teacher or a teaching assistant. This lesson plan combines DCF, literacy and YCC elements into one easy activity. It did not feel that these elements were 'shoehorned' into the lesson as they all worked well together.

Example 2

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 tell you who mouse met first in the Gruffalo story I can tell you who mouse met second in the Gruffalo story	Children can recall the Gruffalo story, saying who the mouse met 1st, 2nd, 3rd and 4th.

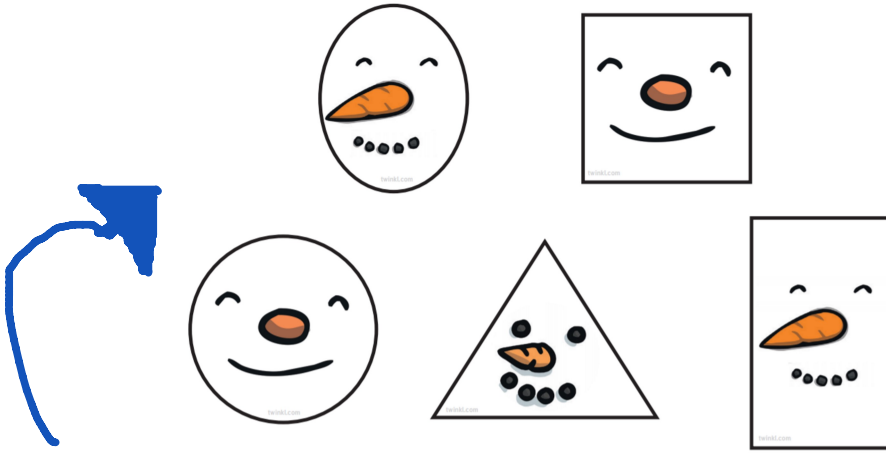
1

I can tell you who mouse met third in the Gruffalo story I can tell you who mouse met fourth/last in the Gruffalo story	Children can begin to describe who is 1st, 2nd, 3rd and last.
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For this lesson, I decided to use a story that the children knew very well as a hook for teaching ordinal numbers. I knew that the children were familiar with this book as I had previously read it twice to them with the children practically reciting the story word for word with me. I thought that this cross over of mathematics and literacy was a good way to get the children engage more in the lesson. As the children were so familiar with the structure of the story, I did not even need to read the story in the input at the beginning of the lesson. I just let the children have some time to think about the story, I was holding a copy of the book for the children to see, as a prompt if needed. Not knowing how well this idea was going to work as I had never tried it before, the children understood the concept of ordinals very well. I used the lollipop sticks as mentioned in the assessment for learning section, to choose children to answer questions such as 'who did the mouse meet first in on his walk through the woods?' The idea for teaching ordinals stemmed from Big Maths worksheets that my placement school use to teach mathematics.

The follow on activity for this lesson also worked out very well, I use a 'U' shaped table with myself sitting in the middle and 5 children sat around the outside. I drew squares on the table and labelled them first, second, third and fourth. I then had each character from the story on a lollipop stick with a playdough base, the children were to re-enact the story using the new mathematical language 'first' etc. I would prompt them by dictating the first section of the book. 'Mouse took a stroll through the deep dark wood, a What? Saw the mouse first?' The children engaged really well in this task, and the understanding reflected in the improvement of their overall scores on CLIC sheets during Big Maths lessons.

Example 3



For this lesson, the focus was for children to identify names of different shapes confidently. I decided to use shapes to make a snowman due to the children's current interest in the change in weather, I had actually snowed at the start of the week that I was teaching this lesson. I began the lesson with a power point with random shapes on as I had not previously taught any lesson on shapes to this nursery/reception class I was unsure of what they had already knew. This task at the beginning was just to gauge their current understanding of shapes. The main activity of this lesson is where the cross curricular responsibilities come into play as in order to create a snow man picture to take home, they had to remember and say out loud the names of two shapes, one for the head of the snowman and one for the body. Once the children had collected their shapes to make their snowmen, they were to draw stick arms on them and practice their handwriting by writing 'Merry Christmas' on them. For more able children I just modelled where to start and which direction to move the pen in order to form each letter. For the lower ability children I wrote the words out in dotted letters for them to follow.

I think that this was a good way of using both literacy and numeracy branches of the Literacy and Numeracy framework in one activity, the children engaged well with the use of snowmen and the children were happy that they actually got to take something that they had made home from school.

Sets tasks and selects resources that build on previous knowledge and experience and engage interest

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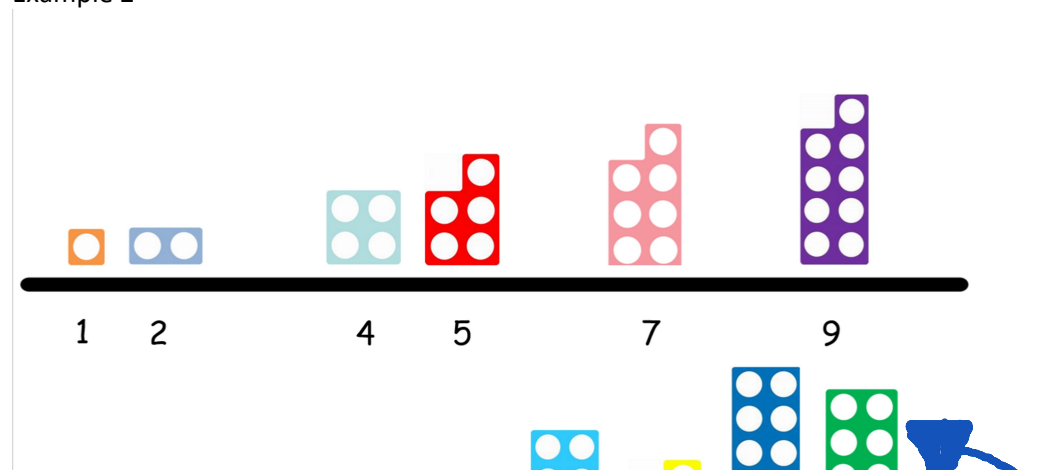
Example 1

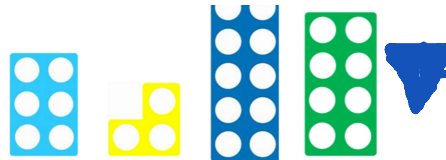


This is from the same Gruffalo ordinals lesson that was discussed in the cross curricular responsibilities section of this portfolio as it applies to both pedagogical principles. As I mentioned in the other section, the children were really familiar with this story so using it as a hook for the lesson worked really well. I knew that they had a lot of previous knowledge about the structure of the story which then enabled me to use it to teach the ordinals maths lesson. Originally this lesson was planned to be taught in an afternoon session meaning that it would only be to reception children as there is only a morning session of nursery. However, there was an unexpected change to the routine of the day which meant that I was then teaching this lesson in the first session to both nursery and reception children. I initially was concerned when I spoke to my class mentor as I had purposely pitched this lesson for the reception aged children, however he said to just give it a go and see how it goes with the nursery children as some of them would be familiar with the story.

Overall, I thought that the lesson went well. The nursery children surprised me by following the story and understanding the concept that I was teaching. The use of a familiar story really helped to engage the children in the whole lesson, especially the follow on activity that was done in the children's learning groups. However I did have to prompt nursery children a little more in the activity. As I has previously mentioned in the CCR section, I had a copy of the book and I would show one page at the time asking the children to retell the story back to me to find out who the mouse met first, then second, third and last. Had I known that I was going to teach this lesson to both nursery and reception, I would have planned a different task that would have been more suitable for nursery aged children.

Example 2





This was the first lesson that I had ever taught to the Nursery/ Reception class at the beginning of November, I was really nervous but had acted upon advice given in university to find a hook to fully engage children in lessons. From observing the class the previous week, I knew that they had been looking at number lines, using Numicon to put numbers in the correct order. I had observed two different math lessons where they had tried different methods of assembling a number line. With this knowledge of what the children had already been focusing on, I decided to create a false model of a number line as a hook. I told the children how I saw that they had been making number lines last week with their class teacher and that I had also made one using Numicon as well. I showed my model on the interactive white board to the children and said 'this is my finished number line, what do you think?' The children were quick to point out that there were gaps as some of the Numicon was not on the line. I then asked the children if they could help me 'finish' my number line. The children were told to put a quiet hand up to come and help me with missing numbers. The model was being shown in power point but not in slideshow mode so the children were able to move the pictures of the Numicon around. For a tricky challenge, I then asked children if they would like to have go at writing the number under the Numicon piece that had just put into the number line.

The use of the false model really engaged the children throughout, I kept checking that the children were still engaged by asking if a number line sounds finished after each piece was added 'So now I have 1, 2, 4, 5, 7. is that finished?' Having the observation week before beginning my professional teaching experience in this class really helped to inform my planning as I had an understanding of what they had been looking at as a class.

Example 3

Teaching & Core Learning	Activity 1 supervised by LSA – Practice using scissors correctly – developing their fine motor skills	Children are to practice holding and controlling the scissors, practising the open and close movement to cut patterns into the paper	Scissors that cut different shapes Coloured paper
	Activity 2 – supervised by Teacher – In their learning groups, nursery are to practice forming the g o c k letters in salt on a coloured plastic plate.	Nursery children are to have a go at copying the shape of letters first modelled by teacher and then sound out each letter (more able children to try independently)	Salt, plastic plates Playdough, googley eyes, pipe cleaners
	Activity 3 – supervised by college student – children are to make animals out of playdough. (encouraging children to pinch and roll the dough)	Children are to use their hands to manipulate the dough into different shapes, rolling and pinching to make different animals.	Paper with modelled letter, followed by letters in an outline Pencils
	Activity 4 – Supervised by LSA – follow the lines on the paper to practice their letter formation. (one to one for nursery) Reception to do the activity in their learning groups.	Children are to follow the lines carefully to form the shape of the letters. (More able children to continue practicing letter on each line without any guiding lines)	

During this lesson, there was a carousel of different activities on offer as you can see in the lesson plan above. The focus of this lesson was to practice letter formation of phonetic sounds we had already covered in previous literacy lessons. At this point we had already discussed s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u and r sounds. Most of the activities were planning to improve children's fine motor skills, helping them to develop better pencil control when they are practising their handwriting. I was at the activity where I was modelling letter formation on in a plate of salt and the children were to copy. This activity was going well until I had a more able group of reception children at the table. They were finding the task too easy and losing interest quickly. From previous lessons I knew that these particular children had

already moved on to blending consonant vowel consonant (CVC) words together so were a little further developed with their literacy skills. I thought on my feet and quickly got a mini white board and a pen and began to form CVC words for then to have a go at writing in the salt. The children had to then blend these sounds together to sound out the word that was written on the board. Having this knowledge that the children were able to blend phonic sounds together and had begun to look at some CVC helped me to maintain children's interest within this particular activity.

Critical reflection

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The following critical reflection will be an analysis of how each of the three pedagogical principles that are highlighted in Donaldson's (2015) *Successful futures* have been implemented and developed in practice. It will discuss the progression of each individual principle, drawing upon personal reflections of the first placement of Professional Teaching Experience 1 (PTE1). During this placement I was based within the mixed Nursery/ Reception class in small primary school in the valleys of South Wales. According to the Welsh Assembly Government (2018) there are 150 students from nursery to year 6 with 25.1% of the pupils having access to free school meals. In my placement class there are a total of 26 children, 12 of them being Nursery and 14 Reception age. Nursery only runs for the morning session so there are only 14 children for the afternoon sessions.

Pedagogical principle 1: Assessment for learning

During the observation week at the beginning of PTE 1, I queried with the class mentor as to how they implement elements of assessment for learning into their practice. The response being that it is difficult to establish any methods within the class due to the age of children in nursery and reception. The class mentor then went on to explain that the only type of formative assessment that takes place is an observation of the quality of their answers during the delivery of an input of a lesson. Kirton et al. (2007) suggests that if the setting is not promoting a whole school approach with regards to implementing strategies for assessment for learning then the overall impact on the children is minimal. Willis (2010) agrees with the point raised by Kirton et al. (2007), as she notes that the context of the school, especially the socio-cultural perspective has a direct impact on the effectiveness of formative assessment. However, Willis (2010) explains further stating that creating a method in which assessment for learning strategies are established across the school in a unified manner is a difficult process to do, due to some methods being more suitable for younger aged children and some developed further for older children. However, the need for formative assessment in the style of assessment for learning is a key element highlighted in the *Successful futures* report by (Donaldson, 2015).

Sargent (2015) writes that initially the idea of using assessment for learning strategies were for children in Key stage 2 and above, this could be a reason why some practitioners have difficulty in implementing assessment for learning strategies in Foundation Phase. After a weekly reflection meeting with my class mentor, we decided to set using assessment for learning strategies as a personal target for the week. I had discussed the idea of introducing lollipop sticks for questioning as at the time I was asking the children to put a quiet hand up to answer the question and just choosing those who were putting hands up. As shown in the assessment for learning tab of the one note, I decided to clearly highlight where and when I was going to implement certain methods in my lesson plan.

After a few lessons of using the lollipop sticks I noted that it was working well as it was encouraging children to be more engaged with the lesson, knowing that they could be chosen to answer a question at any time. Black and William (1998) proposed in their publication of 'inside the black box' that there are four areas of assessment for learning; sharing the success criteria, peer assessment, quality of feedback and quality of questioning. With these branches in mind, I first decided to develop the quality of questioning area during my lessons. I began to use the lollipop sticks to develop higher order thinking, instead of just asking closed questions I began to use more open-ended questions that allowed children to expand on their answers, thus explaining how they got to that answer (Harrison and Howard, 2009). This in turn led to the class becoming more vocal in lessons, enabling them to exercise their pupil voice. As Clarke (2008) explains, giving the children the chance to utilise the pupil voice, then enables the children to feel more connected and involved with their own learning and assessment. This ultimately leads the children to develop what is known as a growth mind set, allowing children to develop a positive disposition to learning (Dweck, 2006). Having this growth mind set and the confidence in their learning then leads to the students becoming autonomous learners

(Clarke, 2008).

As discussed in the assessment for learning tab, I also begun to look further into other areas of assessment for learning and how they could be established in the early years. This time I decided to look at peer assessment. Clarke (2008) writes that establishing peer assessment in the early stages of learning, enables children to become more reflective in their learning. This then leads children to gain confidence in their ability to learn, as they feel that they can express their thoughts and feelings throughout their learning (Dweck, 2006). The form of peer assessment used, was that of the use of thumbs up method. Children were to put their thumbs up if they agreed with an another that has been given by a child chosen by using the lollipop sticks.

A few weeks into my PTE1 placement the lollipop sticks method was well established with both myself and my class mentor using them during questioning elements of our lessons. Furthermore, I then developed an idea of how else I was able to use the lollipop sticks as a method of assessment for learning. As well as using them to improve questioning throughout lessons, I had an idea that I would use them to discretely assess child's ability to use the Welsh language during our daily Helper Heddiw sessions. As a child's name was chosen, I would then group the sticks into three different categories. The first being confident in speaking the language with no prompts needed, the second being able to speak some Welsh phrases with confidence but needed some prompting at times and the third group being those who found it difficult to use much Welsh, often needing whole phrases to be modelled. My class mentor commented on the way in which I was using this method as it was a discrete way of obtaining a formative assessment of the children language skills.

During my next placement, I am going to continue to test out different methods of assessment for learning. As my next placement class is a Year 3/4 in the same school as my first class. I am again going to utilise the opportunity of the observation week, knowing that Key stage 2 have a range of different assessment for learning strategies in place. I will use this time to understand when these methods work and when they are used within the routine of my new class. This will be a good opportunity to observe how pedagogy and assessment work alongside each other in a Key stage 2 environment.

Pedagogical principle 2: Cross curricular responsibilities

The ethos of cross curricular teaching is already embedded in the Foundation Phase curriculum with its seven areas of learning (Welsh Assembly Government, 2015). Alongside the seven areas of learning there are also other elements of cross curricular responsibilities embedded such as the Literacy and Numeracy Framework and the Curriculum Cymreig. In the prospective curriculum of 2022, Donaldson (2015) has noted that there are to be more cross curricular responsibilities incorporated into the new curriculum to reflect the current culture. These other elements are the Digital Competency framework (DCF) and education for sustainable development and global citizenship (ESDGC). The Literacy and Numeracy Framework (LNF) and Y Cwriculum Cymreig (YCC) will still play a vital role in cross curricular responsibilities of the new curriculum.

During my placement on PTE1, I initially thought that it would be difficult to introduce any of the DCF to the Nursery and Reception class as they are so young. However, during my observation week I noted that the class teacher had effortlessly incorporated an element of DCF into a literacy lesson. The children had been reading the story 'The little red hen' as a part of its Towers and Turrets topical theme. The theme had led the class to explore fairy tales with one being 'The little red hen'. Using Pie Corbett's talk for writing strategy, the children were able to retell the whole story using actions. The class teacher then used an application on the iPad that put an animal filter over the children's faces so that we could only see an animal but hear their voice. In their learning groups, they each recorded their own version of the story with children acting out the parts of the animals in the story. The class teacher then edited all clips together to make a video per learning group and each video was played back to the class. The way of integrating DCF into the planning was carefully planned to coincide with a literacy lesson that balanced out well.

Rowley and Cooper (2009) notes that planning in a cross curricular manner allows children to develop a deeper understanding of the topic that they are exploring. On the other hand,

Grigg (2015) believes that there is a decline of cross curricular teaching in schools as planning for cross curricular lessons are too time consuming when compared to writing a lesson plan for standalone subject. However, Barnes (2015) writes that educators do not need to face an ultimatum between thematic planning or subject specific. He suggests that teachers should plan to balance both curriculum and pedagogy (Barnes, 2015). As shown in the illustrative example 1 of the cross curricular section, I developed an idea of how to incorporate DCF into a topic lesson that had a literacy focus and had elements of YCC as we were looking at famous landmarks of Wales. The current topic was Cardiff and the children were to use iPads to create postcards of famous landmarks of the city. I did have to plan this idea over two different lessons, just because there were two different sections of the postcard to complete, perhaps a similar lesson with older children would be done at a quicker pace as they will be more familiar with using technology.

Grigg (2015) explains how cross curricular teaching enables the children to experience a topic or subject holistically. It enhances the whole learning experience, looking at a topic through more than one perspective, invokes the children to ask deeper questions, as it establishes connections from other areas of learning, creating an understanding that is relevant to the children. As I have discussed in the second illustrative example in the Cross curricular section, I used the children's interest in the Gruffalo story to teach a mathematics lesson on ordinal numbers. I thought that crossing over a literacy element that the children were really interested in would help with the delivery of the ordinals lesson. The use of the story as a hook for this lesson worked well. The children did not realise that they were combining both mathematical skills and literacy skills when they were participating in the following activity during this lesson. Barnes (2015) would argue that this lesson was a blend of core subjects that was a child-centred approach to learning.

Moving forward, I would like to continue incorporating cross curricular teaching in my next placement of year 3/4. It would be interesting to see how well thematic planning works within Key stage 2, I have already been given the topic that I am going to teaching so with this in mind I will be planning ways in which I can develop elements of the cross curricular responsibilities into my future lessons without them seeming as if they have been 'shoe horned' in. Upon reflection, I think that I need to develop the use of the YCC and ESDGC more as I did not have an opportunity to do so in my initial placement.

Pedagogical Principle 3: Sets tasks and selects resources that build on previous knowledge and experience and engage interest

During the start of the first placement of PTE1 I found implementing this pedagogical principle difficult as I did not really know the children well enough to be able to plan to their interests. As the placement developed, I used every opportunity to get to know the children better such as taking up playground duty, playing little games with them in class to get to know their names and what they liked. Spending this time with the children was crucial as I then began to form positive relationships with the children, which in turn allowed me to understand their interests. As the Department for Children, Education and Lifelong Learning Skills (DCELLS) (2008) notes, it is the role of the teacher to motive children in their learning by utilising children's interest to inform their planning. As Laevers (2000) writes, using the children's interests to influence planning changes the learning to become more meaningful to them. It builds children's confidence as well as having a positive effect on their willingness to learn, almost creating a thirst for knowledge.

Once I had finally got to know the children, and they began sharing their interests with me it became much easier to incorporate these interests into my planning. As I have mentioned in the illustrative example 1 of this pedagogical principle. Using the Gruffalo to teach a maths lesson on ordinal numbers was a simple but very effective idea. Knowing that the children enjoyed the story and had heard it many a time, this provided me with the foundation of prior knowledge that I could use to expand children's mathematical understanding. Using something that was of interest to the children clearly had an impact on the children as there was less disruption on the carpet during the input of the lesson as each child was engrossed in the story.

With regards to selecting resources that build on previous knowledge, my second example of the false model of the number line worked well as a hook for that maths lesson. As I had been observing the children the week prior to teaching this lesson, I knew that they had

been exploring number lines and were now at the stage where they could make corrections if there was anything out of sequence. As this was going to be my first lesson that I would be teaching to this nursery/reception class, I wanted to ensure that I had a way that I could draw and more importantly keep all their attention. Hewett (2019) writes that using the 'what does a bad one look like' (WABOLL) approach to teaching encourages children to develop their metacognition, thus leading to an increase in their interest to learn as they will raise their confidence level knowing that they have enough knowledge to 'correct' a piece of work. Using the WABOLL to model the number line encouraged the children to access their prior knowledge of what a complete number line looks like. I would ask the children if the number line is finished after each gap had been filled in, this ensured that the children were continuously checking whether the number line was complete. Hewett (2019) notes that providing children with a 'bad' example is a good way for children to check that they understand the success criteria of the task, this crosses with the assessment for learning pedagogical principle.

The third illustrative example of this pedagogy principle focuses on children's experience and how to keep children engaged within an activity. This literacy lesson was centralising on letter formation, with children already being placed into learning groups by the class teacher depending on the ability, the task was simple to differentiate according to experience and interest. Most children were happy to focus on single letter formations, recapping on words used in phonic sessions that they can recall remembering the phonetic sounds; for example, 'g' for grapes. I would change my level of questioning, again crossing over with the assessment for learning pedagogy, depending on the ability of the group. When I had the higher ability group of children sat at the activity it was easy to see that they were losing interest as the task was too simple. In order to maintain their interest, I got a white board and a pen and decided that the children were to have a go at tracing consonant vowel consonant (CVC) words in the salt. Having the knowledge that these children were already beginning to blend phonic sounds together helped me to quickly adapt the activity to maintain the children's interest.

For my next steps in implementing this pedagogical principle, I think that I am going to get to know the children in my next class as soon as possible in order to continue using their interests to inform my planning. As Laevers (2000) said the higher the level of children's interests reflected in their learning, the more beneficial it becomes to developing a positive disposition to learning.

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