

Assignment

Tuesday, December 10, 2019 5:44 PM

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Rhif myfyriwr/Student number: 1900208

Llwybr/Pathway: PGCE - Primary

Targedau o'r aseiniad blaenorol / Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Consider different viewpoints to enhance your academic writing	I have engaged with a wide range of researched informed literature and have used my reading to support my findings
Targed/Target 2	Keep to the assignment brief so that your work is logically structured and appropriate	I have kept to the assignment brief and structured my work logically and appropriately
Targed/Target 3	Watch your referencing e.g scrutinise the similarity readings	I have considered similarity readings when referencing

Dolen i OneNote/Link to OneNote:

https://uowtsd-my.sharepoint.com/:o:/g/personal/1900208_student_uwtsd_ac_uk/EISk1HgMC6lHp0tNBzGRG-QBcV1N01EU5FHiZRRGGVFYGA?e=VaA0Ca

Illustrative example 1

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The Year 6 class consisted of 25 pupils of varying abilities. I conducted a Pathway Diagnostic Assessment (pre-assessment) at my teacher's request to assess the pupils' multiplication abilities. I was not aware of their abilities and needed to place them in ability groups in preparation for my lesson planning.

WAG (2010, p.25) note that teachers must give as much consideration as to **how** to teach as **what** to teach therefore choosing which method to teach was important to enable me to plan and manage a challenging learning experience for every pupil.

Number: Calculating using mental and written methods: Multiplication

Year:	Question	Initial Assessment
3	Double 24 Double 35	$\begin{array}{r} 24 \\ 35 \\ \hline 59 \end{array} + \begin{array}{r} 35 \\ 35 \\ \hline 70 \end{array}$
4	24×3 16×8	$\begin{array}{r} 24 \\ \times 3 \\ \hline 72 \end{array} \quad \begin{array}{r} 16 \\ \times 8 \\ \hline 128 \end{array}$
5	234×4 126×7	$\begin{array}{r} 234 \\ \times 4 \\ \hline 936 \end{array} \quad \begin{array}{r} 126 \\ \times 7 \\ \hline 882 \end{array}$
6	45×631 23×327	$\begin{array}{r} 45 \\ \times 631 \\ \hline 135 \\ 270 \\ 270 \\ \hline 28395 \end{array} \quad \begin{array}{r} 23 \\ \times 327 \\ \hline 161 \\ 46 \\ 69 \\ \hline 7531 \end{array}$

Can I use partitioning to double 2 digit-numbers?

Can I multiply 2-digit numbers by a single-digit number?

Can I multiply 3-digit numbers by a single-digit number?

Can I multiply 2- and 3-digit numbers by a 2-digit number?

15
12
27

9
5
14

23
24
47

327
23
350
1

20
24
44

Part 1

2 x 10

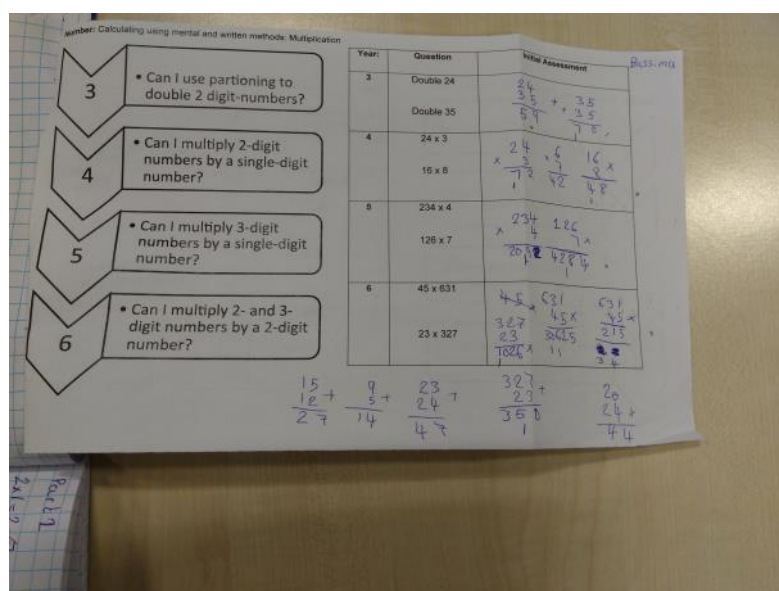
Illustrative example 2

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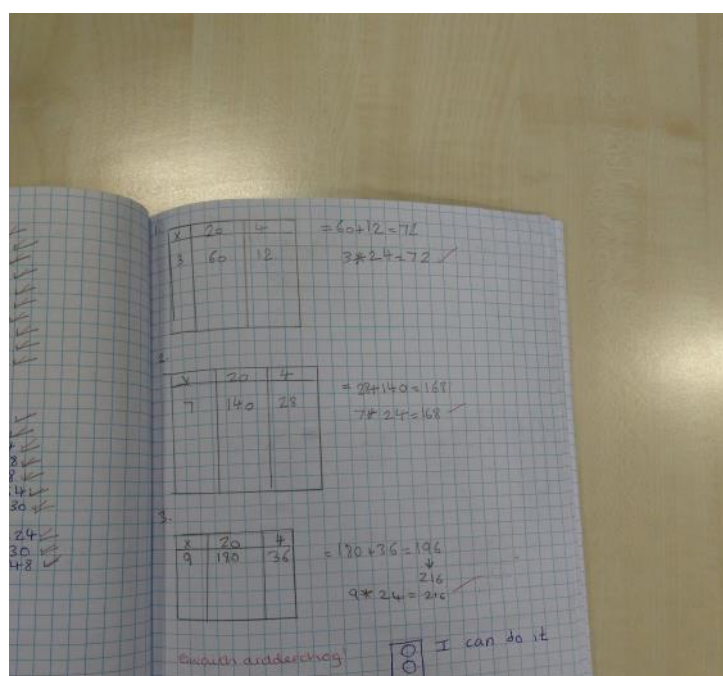
Having considered WAG (2010, p.25) I decided to teach the 'grid' method of multiplication which the pupils had not previously used. I chose to use this method as it a common method of teaching used in primary schools.

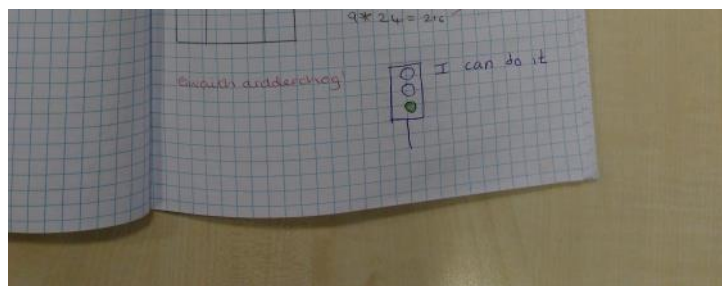
It breaks the multiplication into two steps and the pupils are less likely to make mistakes compared to traditional long multiplication. This method is also used in the Abacus Textbooks which are used by my placement school.

This example shows that the pupil was unable to multiply numbers using the traditional long multiplication method



I chose 'traffic lighting' self-assessment as it is a familiar AFL (also known as formative assessment) strategy with the class. WAG (2010, p. 87) describe it as a successful tool for both developing skilful thinking and AFL.





Illustrative example 3

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In the multiplication lesson with a Year 6 class I included a range of AFL strategies to develop quality talk all of which were familiar to the class.

We discussed the learning goals and success criteria. WAG (2010, p. 28) note the importance of ensuring the learners are aware of the success criteria if they are to assess accurately, successfully, and helpfully. It was essential that the pupils understood the success criteria in order for both peer-assessment and self-assessment to be effective as explained by WAG (2010 p.27).

I chose 'Think, pair, share' as a strategy (WAG, 2010, p.85) which would enable them to work collaboratively and discuss their ideas to solve problems and answer questions. 'Basketball' questioning (WAG, 2010, p. 42) was used at the start of the lessons and the pupils wrote their answers on mini-whiteboards (WAG, 2010, p.63). This was effective as pupils were not singled out. Pitstop mini-plenaries (WAG 2010, p.26) were conducted during the lessons to measure progress.

Traffic lighting was used (see illustrative example 2), (WAG, 2010 p. 87). It was essential also for me to ensure that sufficient thinking time was provided especially for the ALN (WAG, 2010, p.85).

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)	Welcome children in Welsh and English Introduction the learning objective Discuss success criteria Explain learning activities which have been differentiated to the abilities of the pupils in the class (MAT, mainstream, target, ALN)	Warm up tasks on whiteboards Basketball questions	Abacus workbooks Mini whiteboards Whiteboard pens Workbooks Worksheets
Teaching & Core Learning	Children placed in ability groups following a diagnostic pathway assessment during my preparation period for levels 3-6 Oversee the tasks and delegate to two other members of staff To ensure all pupils are on task and working to their abilities Conduct pitstop mini-plenaries to	Children will complete worksheets and Abacus workbooks Children will prepare multiplication grids to provide to year 3	IT Mathletics J2blast

	working to their abilities Conduct pitstop mini-plenaries to assess the learning and to ensure everybody is on task Allow sufficient thinking time for ALN pupils Asking the learners what they already know e.g What does the term multiplication means? How do you multiply numbers?		
Plenary	Review learning objective Fill in success criteria on their workbooks (tick, arrow,dot)	Think, pair, share at the beginning and end of lessons (I have learnt...) Traffic lights SA, PA, TA	

Illustrative example 4

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During lesson planning I ensured that I provided sufficient thinking time for the ALN pupils. A few pupils did not enjoy peer-assessing as they feared being criticised by their peers. I need to remind the pupils that they are not criticising each other's work and constructive feedback should be accepted with a positive attitude. I need to work on my confidence as I found that a Year 6 class can be quite intimidating to a novice teacher.

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The pupils really enjoyed the lesson and were engaged and motivated throughout. They enjoyed the quick fire 'basketball' warm up on their whiteboards. Several had not used the 'grid' method before and took to it very well. They completed the work successfully. They had a grounding of the 2 – 6 multiplication tables but their knowledge improved greatly during the lesson and were able to apply their knowledge. One pupil who had previously scored quite poorly managed to progress with additional support from myself and simple worksheets. She had misconceptions about the questions as a result of language difficulties as her first language is not English. This issue was therefore a barrier to her learning.
Next Steps for Progress	To continue to have high expectations. The best way for pupils to learn is through regular practice and assessment. I will work towards improving the knowledge of the ALN pupils to bring them in line with the current standard of their more able peers. I will set 'reasoning' tasks to develop the mainstream and MAT pupils' logical thinking. I will ensure that my planning includes differentiated tasks to cater for the pupil with language difficulties.

I found that the basketball questioning and mini-whiteboard method of AFL was effective. 'Basketball' questioning (WAG, 2010, p. 42) was used at the start of the lessons and the pupils wrote their answers on mini-whiteboards (WAG, 2010, p.63). This was effective as pupils were not singled out.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I feel that my explanation and example of the 'grid' method of multiplication was clear and effective. This scaffolding approach proved to be successful which was evidenced in the pupils workbooks. I feel that I provided sufficient thinking time for the ALN pupils. I provided additional support to the pupil whose first language is not English. I used a range of AFL strategies: success criteria, mini-whiteboards, pitstop mini-plenaries, peer assessment and self-assessment, all of which proved effective in progressing pupils' learning. A few pupils however seemed reluctant to provide/receive peer feedback. I discussed this with them and they told me that they didn't want to be criticised by a peer.

	however seemed reluctant to provide/receive peer feedback. I discussed this with them and they told me that they didn't want to be criticised by a peer.
Areas for my Development Personal Targets for Progress	As several of the MAT pupils completed their work successfully I should have asked them to carry out more peer-assessment or set out more challenging tasks for them. I had not anticipated them completing their work so quickly and to such a high standard. I must continue to provide sufficient thinking time for the ALN pupils when asking questions. I will ensure that I present tasks which are clear for the pupil who has language difficulties as I do not want her to have difficulty progressing as a result of her language difficulties. I will ensure that pupils are aware that constructive feedback from peerassessment should be taken with a positive attitude and not something to feel embarrassed about. I need to work on improving my confidence as teaching a Year 6 class can be intimidating. I need to ensure that I spend time giving positive feedback and do not simply provide feedback requiring corrective action. I need to ensure that their confidence is not affected and to give them something to build on.



Illustrative example 1

Tuesday, December 10, 2019 5:47 PM

I team taught a cross-curricular 'parachute' science project to ensure the pupils had an opportunity to use and develop their literacy, numeracy, and information and communication technology (ICT) skills. The project also enabled them to develop their analytical and creativity skills by constructing a parachute for their experiments (Estyn – Cross Curricular themes that develop pupils' key skills). I found that teaching using a theme would enable me to combine core curriculum subjects. I found that I must ensure that I have a good understanding of all subjects in case I am faced with unexpected questions.



Parachute
powerpoint

ML: Can I carry out an experiment to find out how air resistance is affected by size?

1. What is air resistance?

Facts:

- Air resistance is a type of friction.
- Moving objects will always experience air resistance.
- Air resistance is a pushing force.

2. We are investigating:

We will be carrying out an experiment to see how the size of a parachute affects how fast an object will fall.



Information?

Every time an object moves, it will experience air resistance. This is a **pushing** force. You can feel it push your hair back and make your clothes ripple as you run or ride your bike. If you fan your face with your hand you can feel the air moving towards you.

twinkl.com

Information?

Every time an object moves, it will experience air resistance. This is a **pushing** force. You can feel it push your hair back and make your clothes ripple as you run or ride your bike. If you fan your face with your hand you can feel the air moving towards you.



Parachutes

It is a parachute's job to cause as much air resistance as possible by trapping as much air as it can.

3. What do you think happens to the speed of a falling object the greater the air resistance it has?

4. Can you suggest different ways that we could find this out?



5. To carry out our test we will need the following equipment:

- ball of string
- scissors
- stop watch
- plasticine
- ruler
- pencil
- hole punch
- plastic bin liners

6. Draw a diagram of how the experiment would be setup:

What **variables** will we need to look at?

- The height it is dropped from
- The weight of the object
- The size of the parachute
- The time it takes for it to fall.

7. Which variable/s will we keep the same?

(control variables)

8. Which variable/s will we change?

(independent variable)

9. What are we measuring to see if there is a change?

(dependent variable)



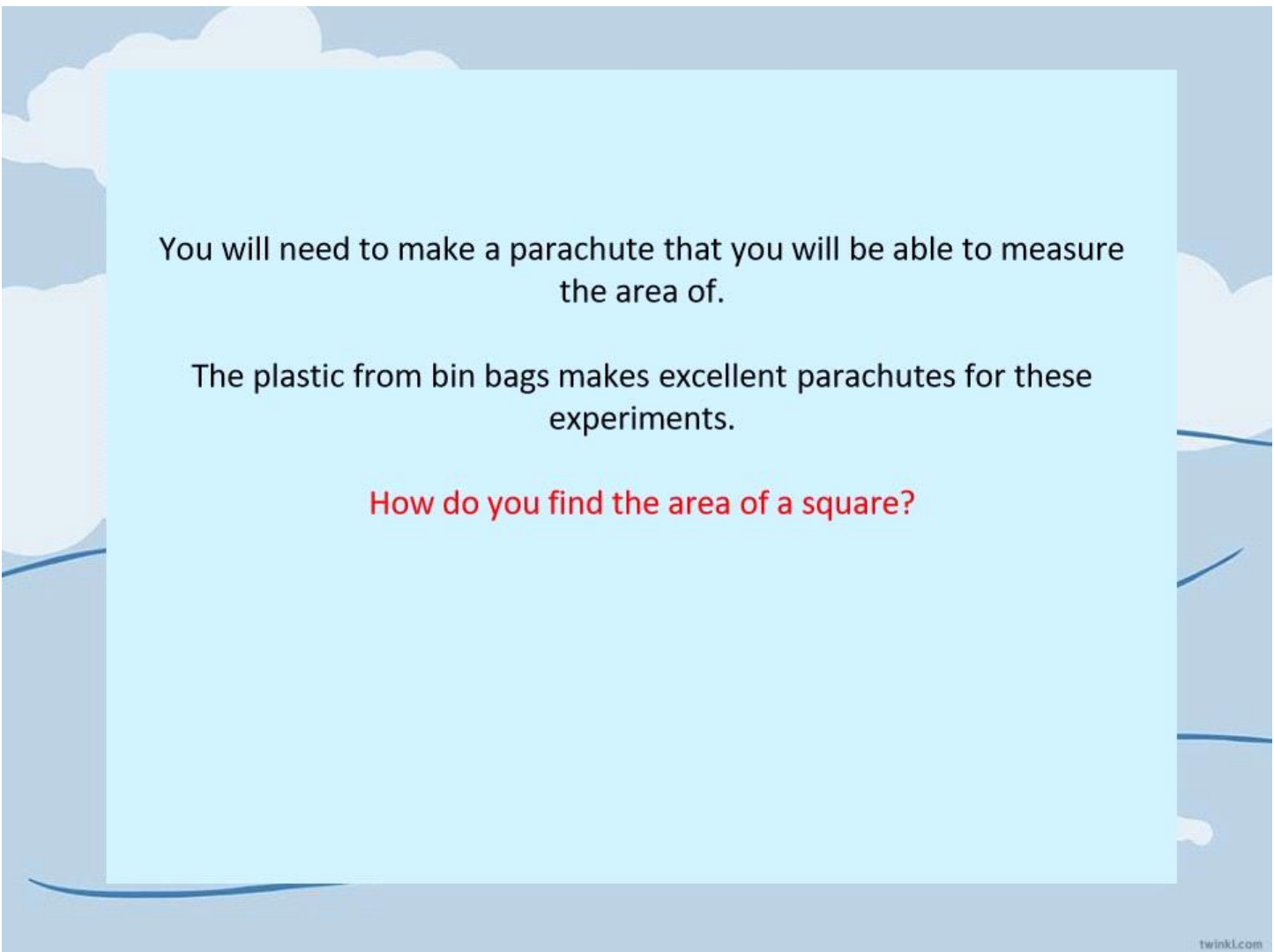
You are ready to drop!

10. Prediction

But before you do, copy this table of results down and write a prediction about what you think will happen to the times of the drop the bigger the parachutes get.

11. Table of results

Surface Area (cm ²)	1 st drop	2 nd drop	3 rd drop	Average Time



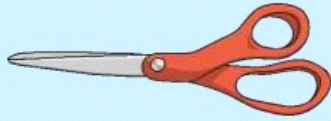
You will need to make a parachute that you will be able to measure the area of.

The plastic from bin bags makes excellent parachutes for these experiments.

How do you find the area of a square?

Square Parachutes

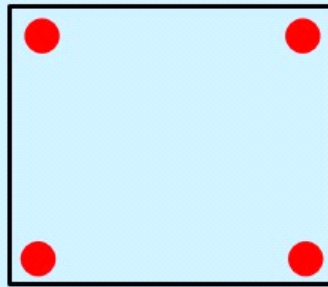
- Measure the area by multiplying the width by the length.
- You will need to draw a line on your bin bag material (white bin bags work best) with a marker.
- Choose a selection of sizes to make a selection of parachutes from eg. **20cm, 40cm, 60cm**. Maybe make them follow a sequence: twice as big, then three times as big to see how it influences the time to fall.



Carefully cut a small hole in each of the corners. This will be to tie string through.

Cut 4 lengths of string around 60cm long, make sure they are **all the same length**.

Tie each piece of string to each corner of the parachute and tie the other ends to a hook. You can then hook whatever object you want to drop.



You will need to nominate:

- 1 person to drop the parachute
- 1 person to record the times
- 1 person to time the parachute with a stopwatch (it helps if they do a '3,2,1, GO!' countdown)

Helpful Hint The higher you can drop the parachute, the more accurate the reading will be.



What did you find out?

- Was there a **link** between the sizes of the parachutes and the time it took them to fall to the ground?
- Did you manage to keep it a fair test?
- If you did the same experiment, what would you change or keep the same?
- Could you test another variable if you did it again?

Why is it important that the parachute is held up at the same height each time?

Do you think a bigger or smaller parachute would work better?

What parachute worked the best and why do you think this was?

Explain what happened in the experiment to a friend.

Plenary

What is the connection between the size of a parachute and how long the object takes to fall?

Why is this?

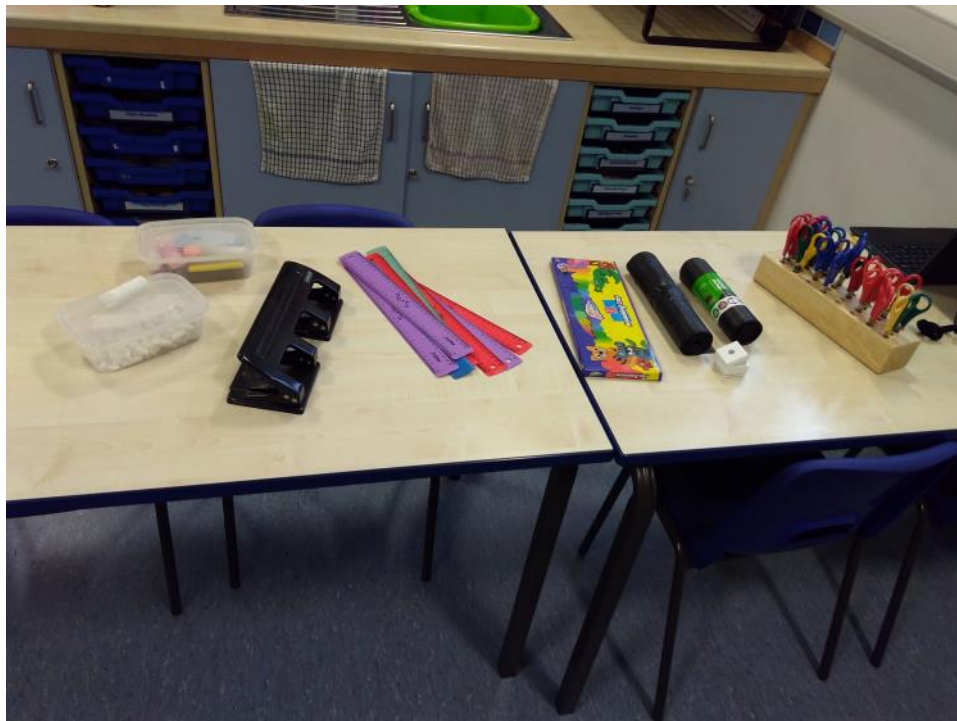
HELPFUL PHRASES

The bigger the..., the smaller the..., pushing, surface area,
the longer the ..., slower the ..., air resistance, greater/more

Illustrative example 2

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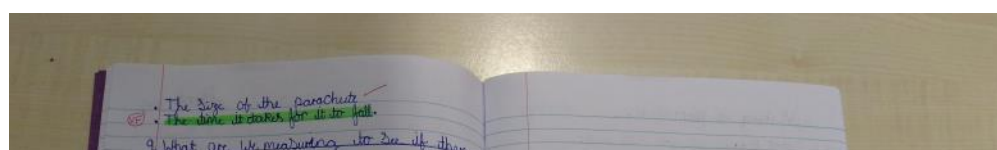
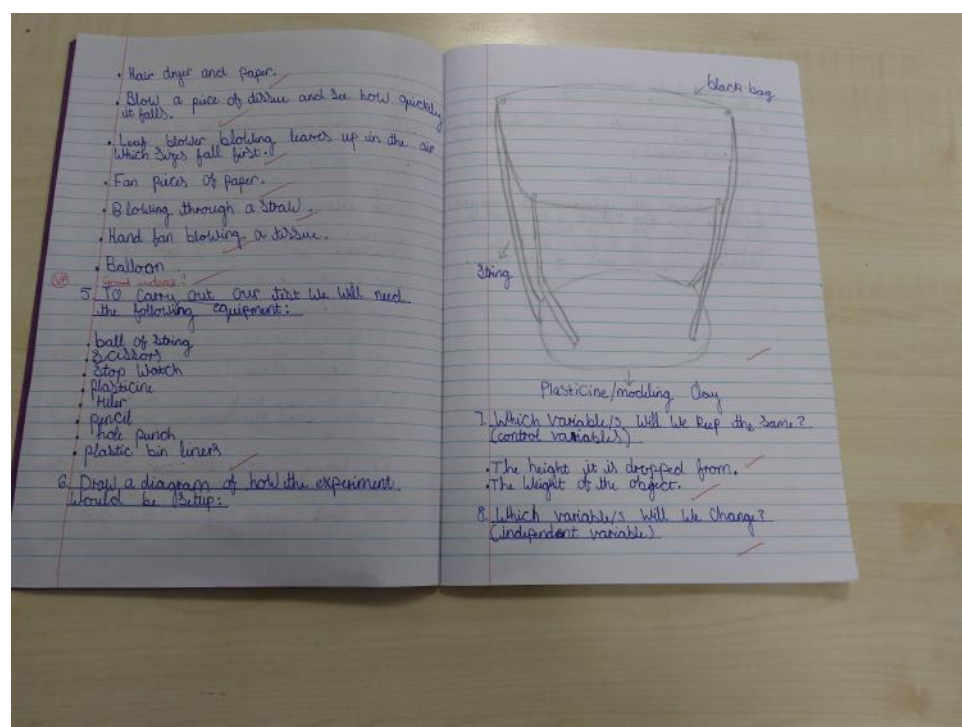
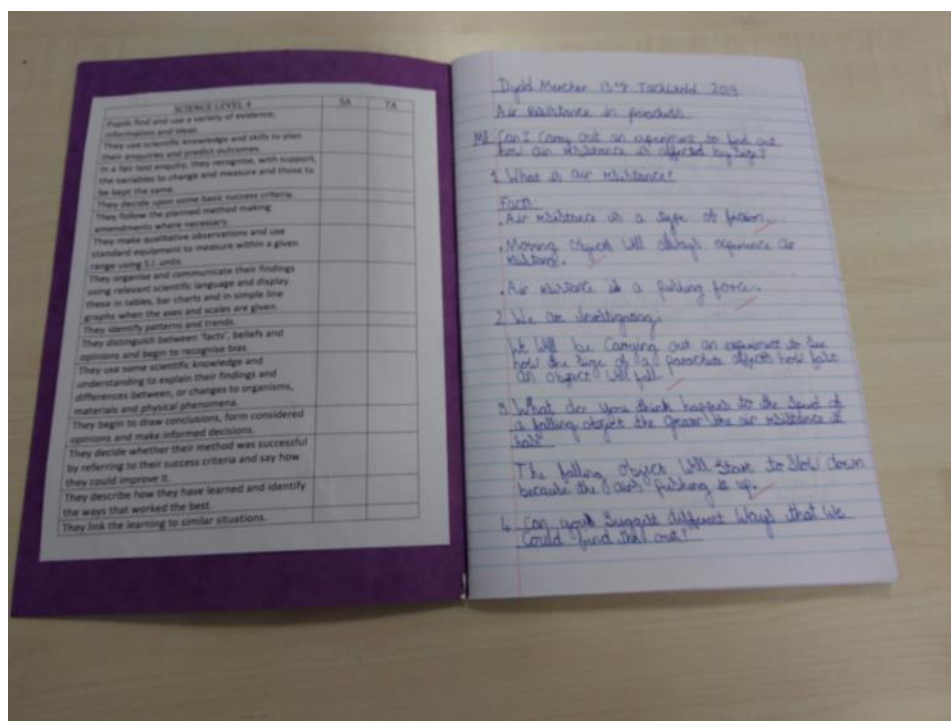
This photograph shows the materials and tools required to construct the parachutes. The pupils used materials to encourage their creativity , creative thinking and creative learning . The experiment took place in the outdoor playground.

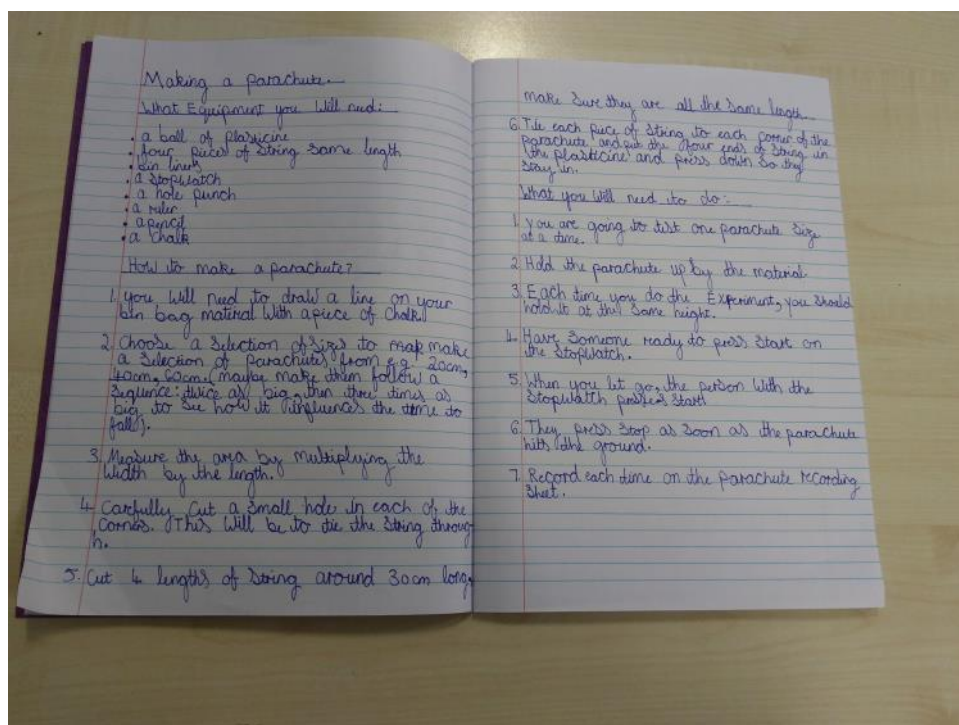
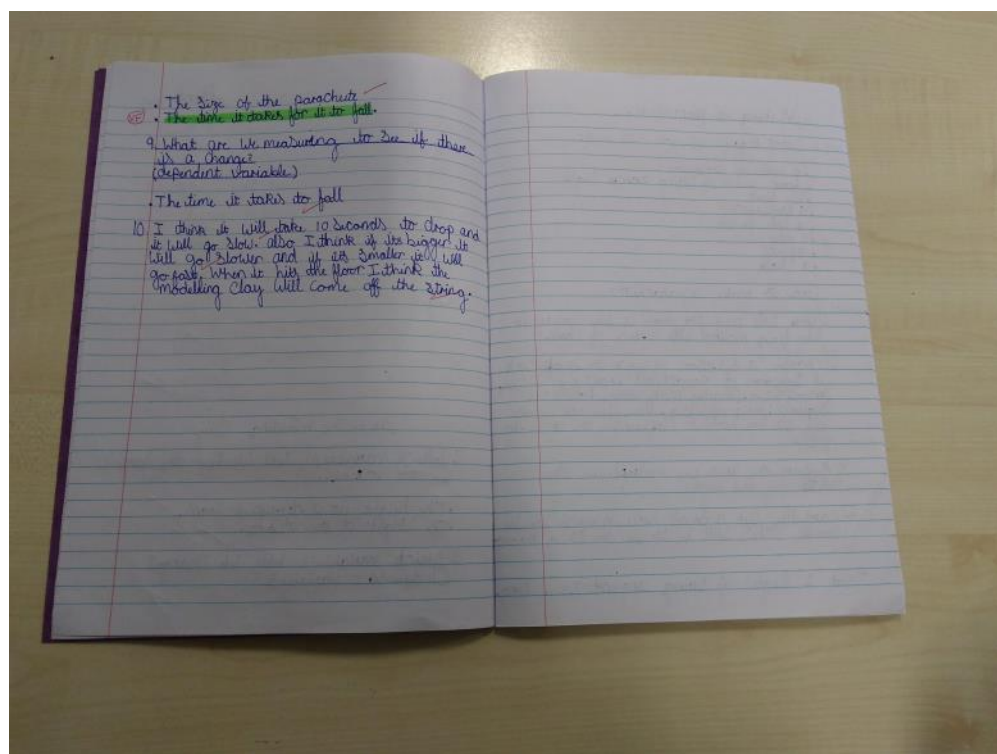


Illustrative example 3

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The pupils explained their findings in their science books thus displaying and developing their literacy skills.





CONCLUSION:

Our results show that:
The biggest parachute has an average of 3.66 seconds of falling and the smallest parachute has an average of 1.11 seconds of falling.

Our averages:

20cm = 1.52
40cm = 3.48
60cm = 3.67
100cm = 1.11

There for the biggest parachute has a bigger air resistance pulling it up so its slower. The smaller parachute has less air resistance because its smaller.

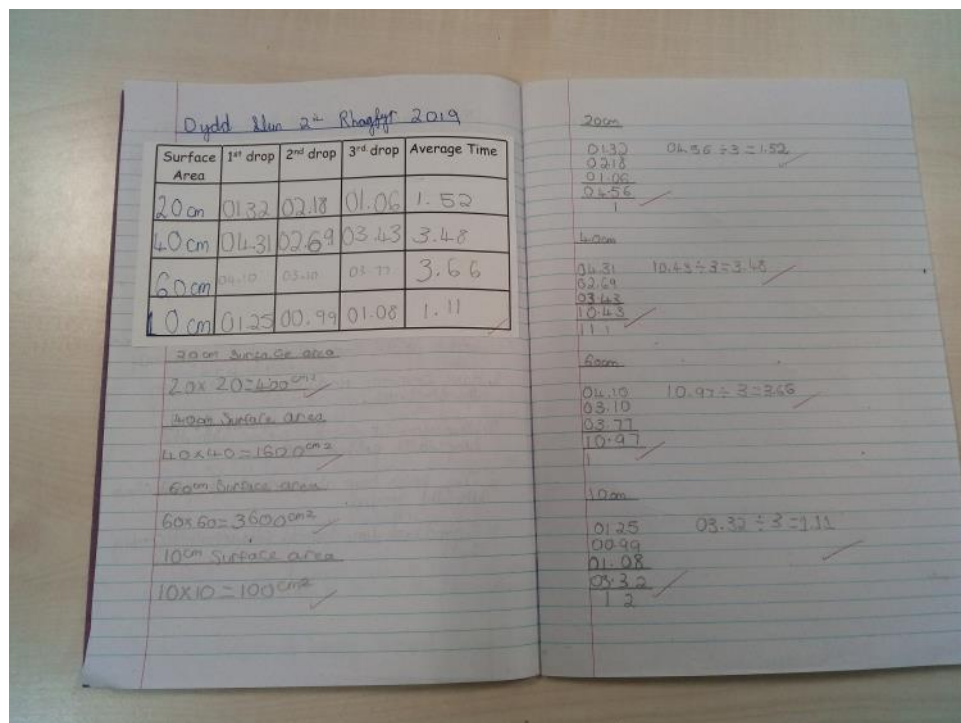
Parachutes were made to drop soldiers from planes so countries do go into battle healthy without injured or being seen. Parachutes are used today for fun things like skydiving, astronauts and even experiments like this.

Success Criteria			
ML Planning an investigation			
Coding: SA (blue pen) PA (pencil) TA (red pen)			
I can plan an investigation	SA	PA	TA
I can carry out an experiment and collect data	✓	✓	✓
I can complete a record of results in a table	✓	✓	✓
I can complete a graph of results and make comments on findings	✓	✓	✓

Illustrative example 4

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The pupils were required to apply their knowledge of measuring skills and multiplication and then to present their findings in their workbooks thus applying their numeracy skills.



Illustrative example 5

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Preparing a spreadsheet enabled them to display and develop their digital competence skills. The MAT pupils completed the task earlier than I had anticipated therefore I gave them the opportunity to progress to data analysis. I was not aware that their IT skills were more advanced compared to other pupils. I will need to ensure I am fully aware of pupils' abilities when planning future lessons.



Lesson plan



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Davina Dumelow	Class:	Year 6
AoLE or Subject	ICT	Date:	3.12.19
Lesson Focus:	Create a spreadsheet		
Meaningful links to Curriculum	ICT Literacy Numeracy Oracy		
Meaningful links to: Cross Curricular Responsibilities	Oracy Reading Numeracy DCF – Use of computers to create a spreadsheet		
Personal Targets (Linked to QTS and identified in weekly review)			
<i>To demonstrate knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs (differentiation)</i>			
<i>The student-teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.</i>			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Collect data • Input data and prepare a spreadsheet

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 plan work before preparing a digital task	Observe the pupils throughout the lesson by moving from table to table

1

I can contribute purposefully to group discussion to achieve agreed outcomes	Research and prepare a spreadsheet
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I can contribute purposefully to group discussion to achieve agreed outcomes I can follow up points in group discussions, showing agreement or disagreement giving reasons. I can use a range of software to produce and refine multimedia components I can select and combine a range of text and image to produce an outcome for a selected purpose I can use software tools to enhance the outcomes for specific audiences I can explain reasons for layout and content of own work, e.g. evaluate the presentation for audience and appropriateness I can comment on reasons for layout and content I can use features and layout which are constructed to present data and ideas clearly I can construct, refine and interrogate data sets to test or support an investigation I can represent data using: – lists, tally charts, tables, diagrams and frequency tables – bar charts, grouped data charts, line graphs and conversion graphs	Research and prepare a spreadsheet Input data to produce graphs
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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)	Welcome children in Welsh and English Introduction the learning objective Discuss success criteria Explain the aim of the task and share the success criteria collaboratively, explain the importance of collaborative working to success.	The pupils will have the opportunity to contribute any prior knowledge around the subject The pupils will see an example of what a spreadsheet looks like Opportunity for the pupils to ask questions	Excel spreadsheet Computers

	to success.		
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3

Teaching & Core Learning	To ensure all pupils are on task and working to their abilities. Conduct pitstops to assess the learning and to ensure everybody is on task	Create the spreadsheet using ICT	Excel spreadsheet Computers
Plenary	Review learning objective	Pupil feedback	

4

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

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The pupils really enjoyed the lesson and were motivated throughout. They listened well to my guidance and worked well as a team. Two required prompting to remain on task. They liked the fact that they had 'ownership' of the task. The MAT pupils progressed very quickly and their attainment levels of their learning pathways rose during the lesson.
Next Steps for Progress	To continue to have high expectations of the pupils. To give the MAT pupils opportunities to progress further at a quicker pace.

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

Evidence of my: I feel that the lesson went well. Some pupils completed the task quickly therefore I



Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I feel that the lesson went well. Some pupils completed the task quickly therefore I took the opportunity to progress their learning to data analysis. They were then able not only to create the spreadsheet but were also able to discuss it, explain their findings and develop their problem solving, creative and critical thinking skills.
Areas for my Development	I had not anticipated the MAT pupils completing their work so quickly and to such a high standard. I will ensure that I conduct assessment for learning following completion of tasks and give them the opportunity to increase their attainment level of their learning pathway.
Personal Targets for Progress	I could have asked them to peer-assess the work of others.

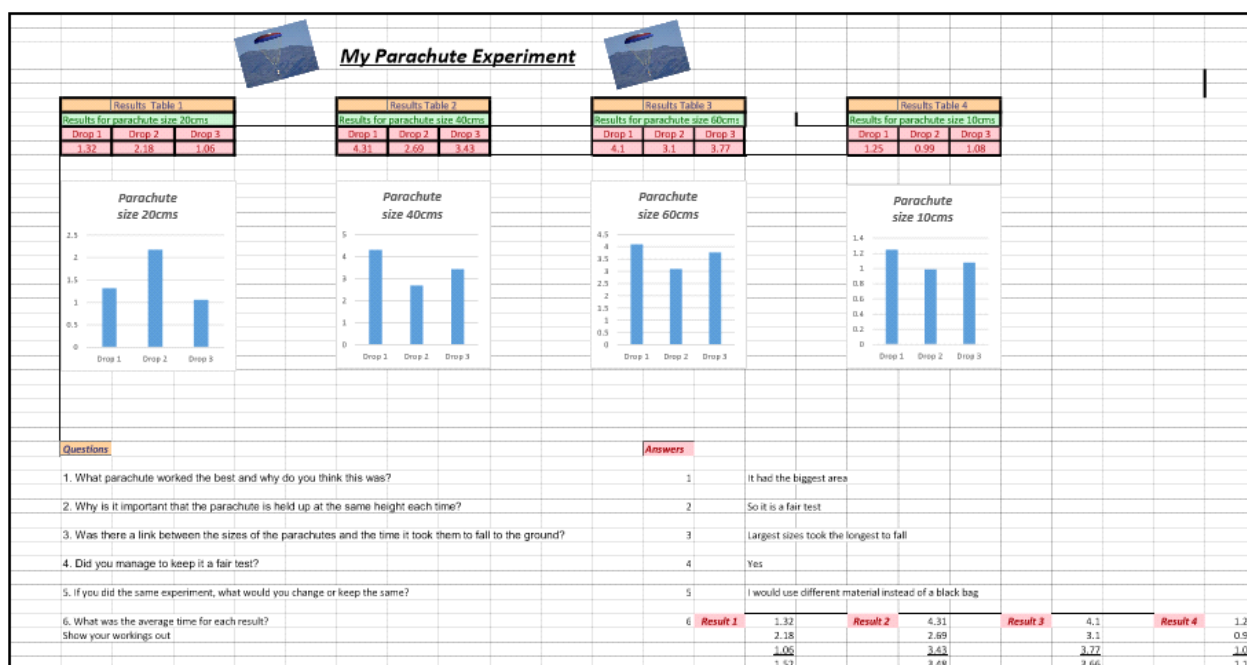
Illustrative example 6

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The pupils prepared spreadsheets to display their findings which enabled them to develop and apply their digital competence skills. They also analysed the data and presented their findings to me verbally. Preparing a spreadsheet enabled them to display and develop their digital competence skills. As noted in illustrative example 5, the MAT pupils completed the task earlier than I had anticipated therefore I gave them the opportunity to progress to data analysis. I was not aware that their IT skills were more advanced compared to other pupils. I will need to ensure I am fully aware of pupils' abilities when planning future lessons.



PARACHUTE RESULTS



Illustrative example 1

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To develop their thinking I needed to present a rich and challenging task as advised by WAG (2010, p.23). During a literacy lesson I used writing frames including mind-mapping (WAG, 2010, p.33) and sentence-starters to scaffold the pupils' writing. I used whole class direct teaching initially in order to deliver the presentation then placed pupils in ability groups and provided appropriate support.



Lesson plan
English



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Davina Dumelow	Class:	Year 6
AoLE or Subject	LLC	Date:	21/11/19 and 22/11/19
Lesson Focus:	Descriptive writing		
Meaningful links to Curriculum	To communicate purposefully in orally and in writing. To use specific words which relate to the topic of writing. To talk about what they are going to write.		
Meaningful links to: Cross Curricular Responsibilities	Oracy		
Personal Targets (Linked to QTS and identified in weekly review)			
<i>Demonstrate awareness of the importance of encouraging learners' reflection and evaluation. Promote and secure learners' self-motivation and self-direction in their learning (through showing them examples and "mini-plenary").</i>			
<i>The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.</i>			
<i>The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context</i>			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Prepare a piece of descriptive writing focus on setting.

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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: • use a range of strategies to plan writing, <i>e.g. notes, diagrams,</i> • reflect on, edit and redraft to improve my writing • use language appropriate to writing, including standard forms of English • use varied and appropriate vocabulary, including subject-specific words and phrases • use varied sentence structures for emphasis and effect • use the full range of punctuation accurately to clarify meaning • produce fluent and legible handwriting	Observe pupils throughout the lesson by moving from table to table Open ended questioning To write a paragraph describing a setting

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) 20 mins	Welcome children in Welsh and English Introduce the learning objective Select a setting – Winter Wonderland Show images to inspire descriptive ideas Explain to pupils that the purpose of writing a descriptive setting is to paint a picture for their reader using words. In order for the reader to visualise the story, they need to have a clear picture of where it takes place Explain learning activities which have been differentiated to the abilities of the pupils in the class (MAT, Mainstram and ALN)	Ask pupils to give examples of senses Opportunity for pupils to ask questions	Powerpoint – (Winter Wonderland Images)

Teaching & Core Learning 40 mins	Children placed in ability groups as per teacher's advice (MAT pupils taught on 20/11/19 and Mainstream and ALN pupils taught on 22/11/19). To ensure all pupils are on task and working to their abilities Conduct pitstops to assess the learning and to ensure everybody is on task Model questions for pupils e.g What colours do you see? What does the air feel like? What do you hear? If in doubt use the 5 senses guide.	As a class, create questions about the setting that will help draw out more information about a setting Have the pupils generate answers to the answers and make them complete sentences. Give pupils a mind-mapping sheet and allow pupils to write down any words or phrases that describe the scene using the questions as a guide.	Question list Winter setting mindmapping sheet Sample sentence starters for scaffolding Workbooks

		Have pupils to write their own setting description working in groups. If pupils get stuck, scaffold by offering different sentence starters. Have pupils revise and edit their paragraph. Pupils write up their final draft.	
Plenary 10 mins	Review learning objective	Think, pair, share at the beginning and end of lessons (I have learnt...) Traffic lights SA, PA, TA	

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

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	The pupils really enjoyed the lesson and were motivated throughout. They required some prompting by way of examples but then completed the task without the need for further assistance. One pupil on 21/11/19 however was disrupting the group by being talkative and failing to focus on his work. I spoke to him but his behaviour was repeated. I had to ask him to work alone at a nearby table to complete his work. A few pupils who were friends and were working together went off task. All pupils provided good pieces of written work.
Next Steps for Progress	To continue to have high expectations. The best way for pupils to develop and learn new vocabulary is by reading different texts and interacting purposefully with those texts.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	All resources were prepared and ready for the lesson. I had prepared and glued the 'Success Criteria' charts in their workbooks in advance. I provided scaffolding support and prompting to those who required it which led to them successfully completing the task. The Powerpoint was eye catching and they were very focused and interested when I presented it. I delegated some work to the TA and teacher on 22/11/19 in order for them to provide support to the ALN and Mainstream pupils. 17 pupils took part in this lesson. Regular 'pitstops' were conducted to check their written work during the lesson therefore I needed some assistance to ensure all pupils were progressing at a reasonable pace before moving on to the next stage of the lesson.
Areas for my Development Personal Targets for Progress	To consider various methods for managing classroom behaviour. To revise seating plans to prevent pupils who are friends from going off task.

Illustrative example 2

Tuesday, December 10, 2019 8:47 PM

During a literacy lesson I used writing frames including mind-mapping (WAG, 2010, p.62) to scaffold the pupils' writing. I used whole direct class teaching initially in order to deliver the presentation then placed pupils in ability groups and allocated appropriate support. I prepared a presentation which included pre-sentence starters (WAG, 2010. p.13) to increase quality talk.



Descriptive
Writing - ...

Winter Wonderland

Descriptive Writing

Lesson objective:

- To be able to describe a setting orally and in writing







What do you see?

What does the snow feel like?

What colour is the sky?

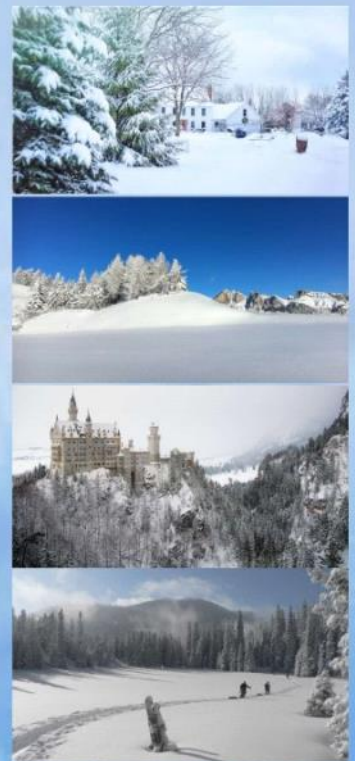
What does the air smell like?

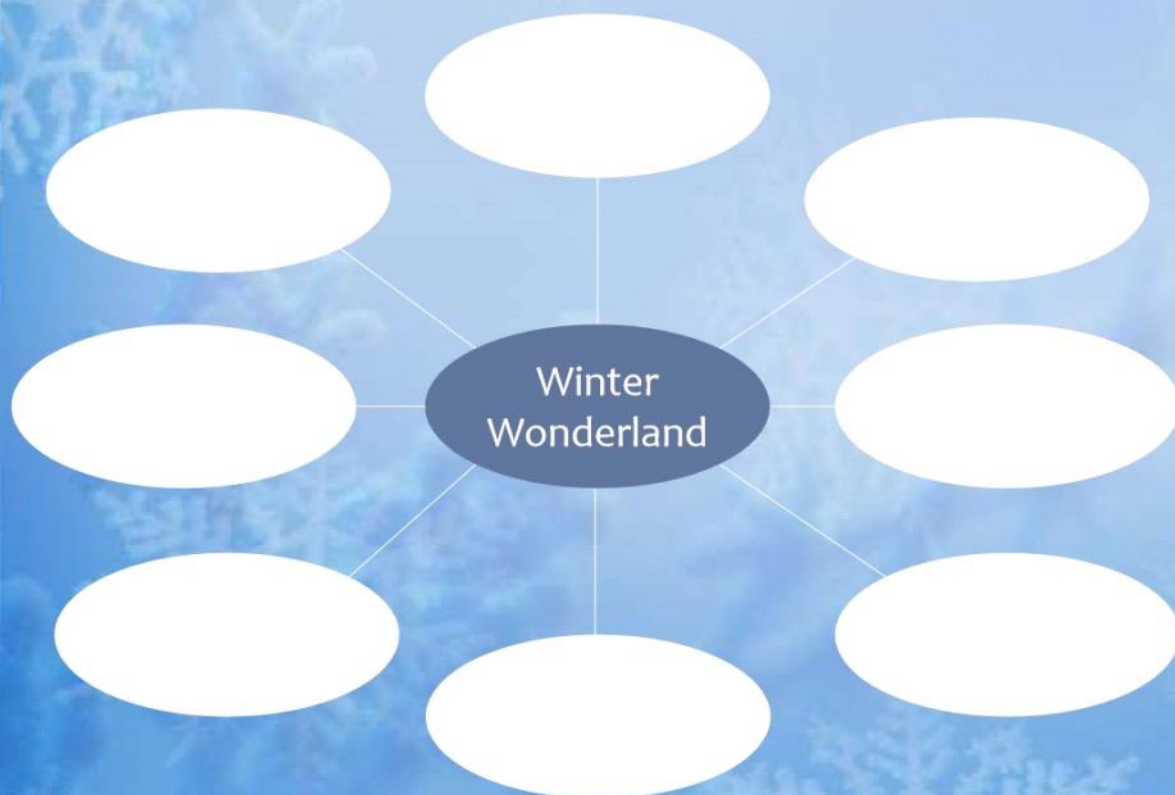
What colours do you see?

What do you hear?

How do you feel about the winter wonderland?

Is there anything that really stands out to you?





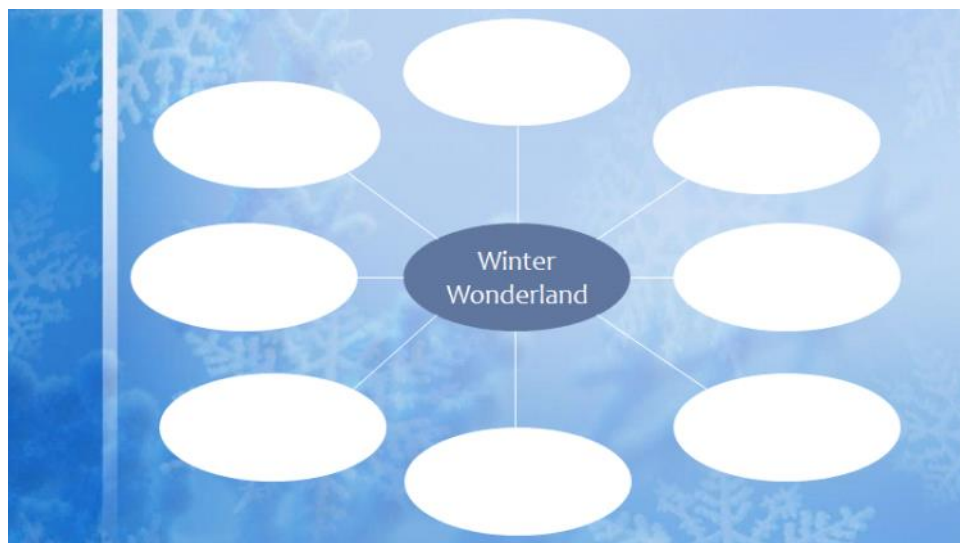
Sentence Starters

- › As I looked around I noticed...
- › I could smell...
- › The snow felt like...
- › Off in the distance I could hear...
- › I noticed...
- › The air felt...
- › I felt...
- › The sky was...
- › I will never forget...

Illustrative example 3

Tuesday, December 24, 2019 2:04 PM

I wanted the pupils to carry out mind mapping exercise (WAG, 2010 p. 62) to develop their thinking prior to commencing their written work.



Dydd Iau 21 Ion. Tockwedd 2019

Success Criteria			
ML: Can I create a slide show about why we celebrate Remembrance Day?			
Your task involves you collaborating with your partner and creating a presentation using iPresent.			
Coding - SA (blue pen) PA (pencil) TA (red pen)	SA	PA	TA
Can I share/retrieve a document with/from my partner?	✓	✓	✓
Can I research and find answers to the following questions?	✓	✓	✓
Slide 1: Title page - Remembrance Day	✓	✓	✓
Slide 2: Why do we celebrate Remembrance Day?	✓	✓	✓
Slide 3: When do we celebrate Remembrance Day?	✓	✓	✓
Slide 4: Why do we wear Poppies?	✓	✓	✓
Slide 5: What are War Memorials?	✓	✓	✓
Slide 6: Websites used with links	✓	✓	✓
*Use this link: https://www.bbc.co.uk/1/newsound			

Castle *Snow castle* *Rough Chumbly*
Shoes *Mountains* *I like* *cold* *feeling*

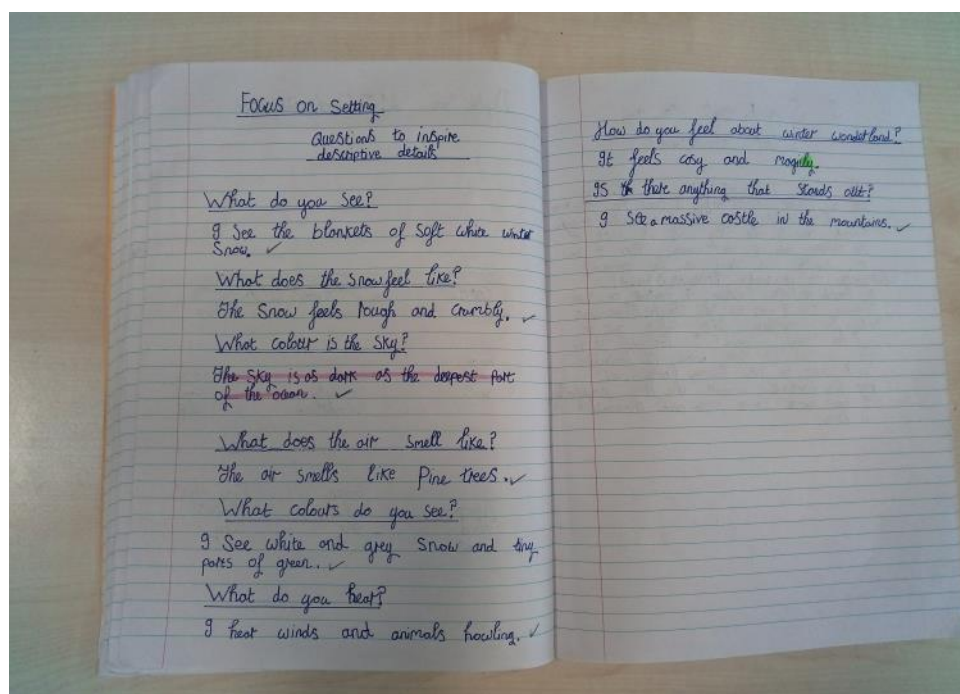
Magic *Topic* *Misty*
cast *Winter* *Grey*
Snow *Wonderland* *White*

Animals *Green* *Pine trees*
Wind *White* *coldness*
Birds *Grey* *sky*

Illustrative example 4

Tuesday, December 10, 2019 8:47 PM

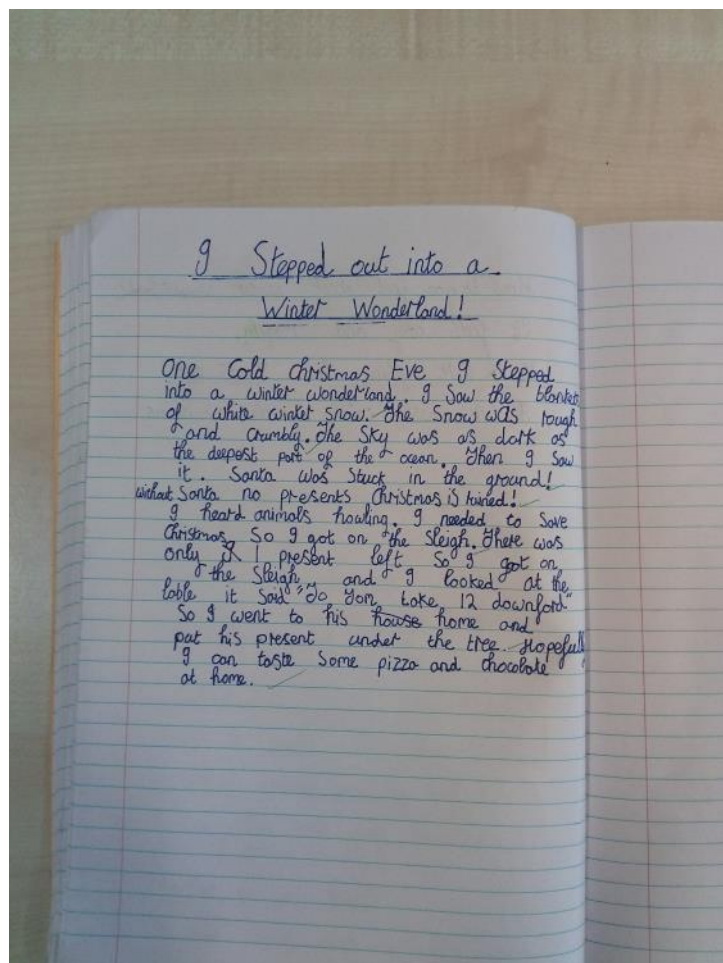
I prepared scaffolding types of questions to allow the pupils to become actively engaged (WAG, 2010 p. 16) and to start to make connections which started to give them structure for their writing.



Illustrative example 5

Tuesday, December 10, 2019 8:47 PM

I prepared pre-sentence starters to encourage the pupils to develop their oral language and thinking and which helped to provide a purpose to their writing.



Illustrative example 6

Tuesday, December 24, 2019 4:20 PM

During a welsh literacy and oracy lesson I used writing frames to scaffold the pupils' writing. I used whole direct class teaching initially in order to deliver the presentation then placed pupils in ability groups and allocated appropriate support. I prepared a presentation which included pre-sentence starters (WAG, 2010. P.13) to increase quality talk. This lesson required me to actively interact with many pupils which was very time consuming. The ALN pupils required additional scaffolding support. I should have taught them oracy and literacy lessons separately in order to ensure that they had sufficient time and support to complete the work.



Lesson plan
18.11.19



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Davina Dumelow	Class:	Year 6
AoLE or Subject	LLC (Welsh Second Language)	Date:	18/11/19
Lesson Focus:	Welsh 2nd Language		
Meaningful links to Curriculum	Curriculum coverage (range, skills) Oracy across the curriculum: - Respond to questions and comments which focus on descriptions and reasons. Reading across the curriculum: - Use a range of strategies to make meaning words and sentences - Show understanding of main ideas Writing cross the curriculum: - Use language appropriate to writing		
Meaningful links to: Cross Curricular Responsibilities	LNF - (LLC AoLE) - use a range of strategies to make meaning from words and sentences		
Personal Targets (Linked to QTS and identified in weekly review)			
<i>To know, understand and engage with the principles of curriculum design and innovation, with development of cross-curricular themes</i>			
<i>The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.</i>			
<i>The range of purposes and practices for assessment is understood and articulated.</i>			
<i>There is a commitment to incremental development of personal skills in the use of the Welsh language.</i>			
<i>The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.</i>			
<i>The teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.</i>			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • provide personal descriptions • say and write which colour hair and eyes they have • say and write what sort of hair they have • say and write what they are wearing • to answer the question 'Oes...gyda ti?' correctly

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 understand and match the Welsh sentences to English I can communicate and respond in Welsh to the questions being asked by my partner, teaching staff I can present personal and factual information I can work independently, in pairs, in groups as a member of a class I can communicate using appropriate welsh pronunciation and intonation	Observe pupils throughout the lesson by moving from table to table Pupils will be able to describe their hair colour, eye colour, type of hair, clothes Pupils will be able to answer the question 'Oes...gyda ti?' correctly Reading, writing and oracy comprehension task

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)	Welcome children in Welsh and English Introduce the learning objective Discuss success criteria Explain learning activities which have been differentiated to the abilities of the pupils in the class Use 'amser drilio' to engage and help pupils to warm up for the Welsh lesson I will say a word 'Ble' and the pupils will have to come up with a sentence that has the word 'Ble' such as 'Ble wyt ti'n byw?'	Ble mae Sali? Ble wyt ti'n byw? Ble mae Abertawe? Wyt ti'n hoffi hufen ia? Dw I'n hoffi hufen ia Dw i ddim yn hoffi hufen ia Dw I'n hoffi hufen ia ond mae'n well 'da fi bwyta siocled achos mae'n flasus	Key vocab Welsh dictionary Ipads

Teaching & Core Learning	Whole class teaching differentiated by ability Deliver Powerpoint presentation Oversee the tasks and delegate to two other members of staff To ensure all pupils are on task and working to their abilities. Conduct pitstops to assess the learning and to ensure everybody is on task	The activities will involve the pupils describing how they look and what they are wearing They will focus on eye colour, hair and length	Powerpoint presentation Welsh dictionaries
Plenary	Review learning objective Fill in success criteria on their workbooks (tick, arrow,dot)	Think, pair, share at the beginning and end of lessons (I have learnt...) Traffic lights SA, PA, TA	

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

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The pupils really enjoyed the lesson and were motivated throughout. Their Welsh oracy and literacy skills have improved which was evidenced during the lesson and when marking their work. I provided differentiated worksheets to cover all abilities.
Next Steps for Progress	To continue to have high expectations of the pupils. To get them to read more Welsh and to further develop their Welsh oracy and literacy skills. A few pupils used 'Google translate' to translate sentences instead of translating a word. I had to remind them to use their dictionaries and only translate single words. I need to ensure that the pupils do not take short cuts.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I felt that I delivered the lesson confidently and effectively. I had prepared a Powerpoint presentation which was colourful and eye catching which helped to gain and maintain their attention. I prepared vocabulary sheets and worksheets which were eye catching.
Areas for my Development Personal Targets for Progress	I should have ensured that all pupils were using their resources properly i.e welsh dictionaries, Ipads and vocabulary sheets. I need to ensure that they complete the work without taking any short cuts. I decided to teach the whole class together which I feel was a mistake as the ALN pupils required additional time. I delivered the presentation at a reasonable pace but with hindsight I should have spent longer delivering it to the ALN pupils in order for them to have the opportunity to improve their oracy skills prior to progressing to written work. I felt that I might have rushed them and should have spent one lesson on oracy and a separate lesson on literacy. This method of teaching today required me to actively interact with several pupils which was very time consuming. I think the lesson should have been taught to ability groups separately in order for me to provide enough time for those who required additional support.

Illustrative example 7

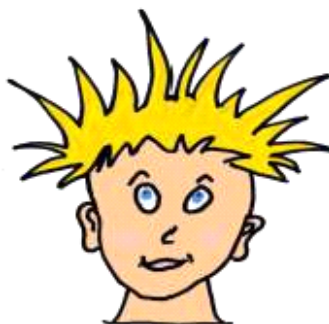
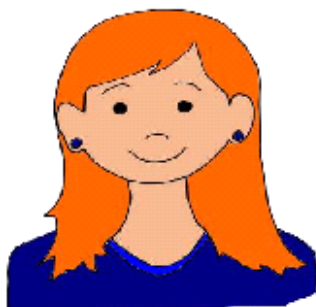
Tuesday, December 24, 2019 4:28 PM

During a welsh literacy and oracy lesson I used writing frames to scaffold the pupils' writing. I used whole direct class teaching initially in order to deliver the presentation (see below) then placed pupils in ability groups and allocated appropriate support. The presentation included pre-sentence starters (WAG, 2010. P.13) to increase quality talk and teacher modelling.



Welsh
language ...

Disgrifiadau Personol Personal Descriptions



Nod y wers / Lesson Objective

- To be able to say and write which colour hair and eyes you have

colour hair and eyes you have

- To be able to say and write what sort of hair you have
- To be able to answer the question, 'Oes ... gyda ti?' correctly

Pa liw llygaid sy gyda ti?

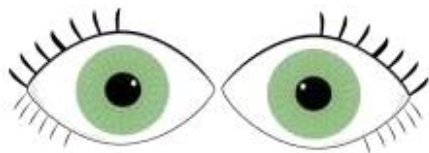
Mae llygaid _____ gyda fi.



glas



brown



gwyrdd



llwyd

Mae _____ gyda fi /
Dw i'n gwisgo _____





sbectol



clustdlysau

Pa liw gwallt sy gyda ti?

Mae gwallt _____ gyda fi.



coch



golau



du



brown
tywyll



brown
golau

Pa fath o wallt sy gyda ti?

Mae gwallt
gyda fi.



hir, coch



byr, du



eitha hir
brown



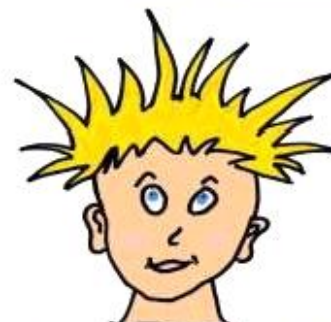
cyrliog, brown



tonnog, golau



syth, du



pigog, golau



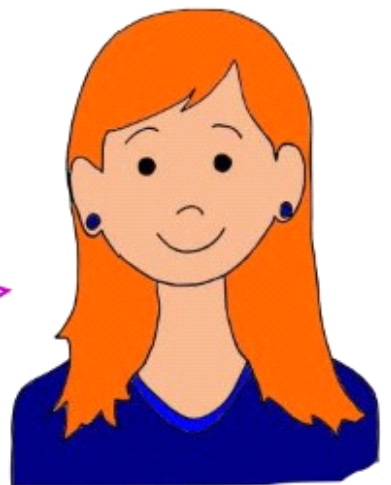
Remember to answer a question starting with 'Oes..?' we need to use 'oes' or 'nag oes'

Oes gwallt du gyda ti?



Oes, mae gwallt du gyda fi.

Nag oes, does dim gwallt du gyda fi.



Mae _____ gyda fi.

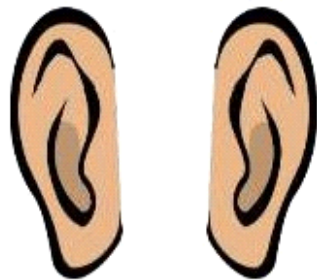


fel soseri

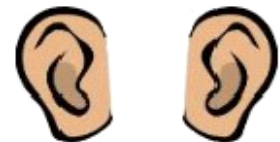
llygaid mawr



llygaid bach



clustiau mawr



clustiau bach



ceg fawr



ceg fach



fel eliffant

trwyn mawr



smwt

trwyn bach

Does dim _____ gyda fi.

Oes ceg fawr gyda ti?



Oes, mae ceg
fawr gyda fi.

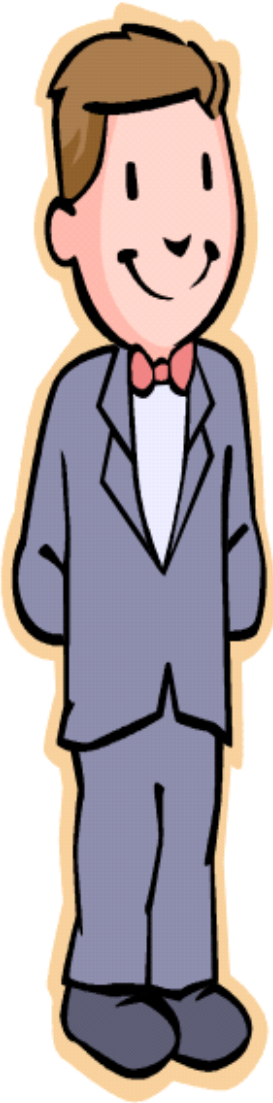
Nag oes, does
dim ceg fawr
gyda fi.



Pa mor dal wyt ti?

Dw i'n dal.

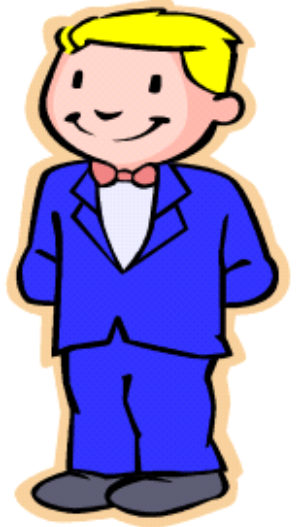
byr = short



Dw i'n
eitha tal.



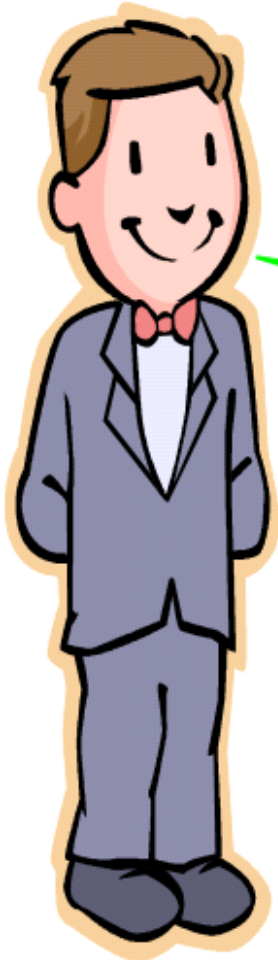
Dw i'n fyr.



tal = tall



Remember to answer a question starting with 'Wyt ti..?' we need to use 'ydw' or 'nag ydw'

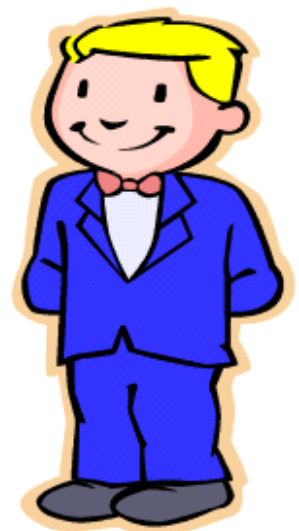


Wyt ti'n dal?

Ydw, dw i'n dal.

Wyt ti'n dal?

Nag ydw, dw i
ddim yn dal.



Read the speech bubble. Who's speaking?

Pwy ydw i?

**Helo! Dw i'n un deg un oed.
Mae gwallt byr coch gyda fi a
llygaid gwyrdd. Dw i'n fyr. Dw
i'n gwisgo ffrog werdd heddiw.**



Gwyn



Haf



Eleri

Read the speech bubble. Who's speaking?

Pwy ydw i?

Prynhawn da! Dw i'n dri deg dau oed. Mae gwallt byr brown gyda fi a llygaid gwyrdd. Mae barf gyda fi hefyd. Dw i'n dal iawn. Dw i'n gwisgo crys-T coch heddiw.



Elen



Siôn



Rhys



Mari

Beth wyt ti'n gwisgo?

Dw i'n gwisgo



Can you answer the questions?

1. Pa liw gwallt sydd gyda?

Mae gwallt gyda

2. Pa liw llygaid sydd gyda?

Mae llygaid gyda

3. Oes gwallt golau gyda?

Nag oes, does dim gwallt golau gyda

4. Oes llygaid glas gyda?

Oes, mae llygaid glas gyda

5. Ydy yn dal?

Ydy, mae yn dal.

6. Ydy yn fyr?

Ydy, mae yn fyr.

7. Ydy yn fyr?

Nag ydy, dydy ddim yn fyr.

Ben ydw i. Dw i'n byw yn Nefyn. Mae gwallt du syth gyda fi a thrwyn hir. Dw i'n fyr.

Ela ydw i. Dw i'n ddeg oed a dw i'n mynd i Ysgol y Gelli. Mae gwallt hir golau gyda fi a llygaid glas. Dw i'n dal.

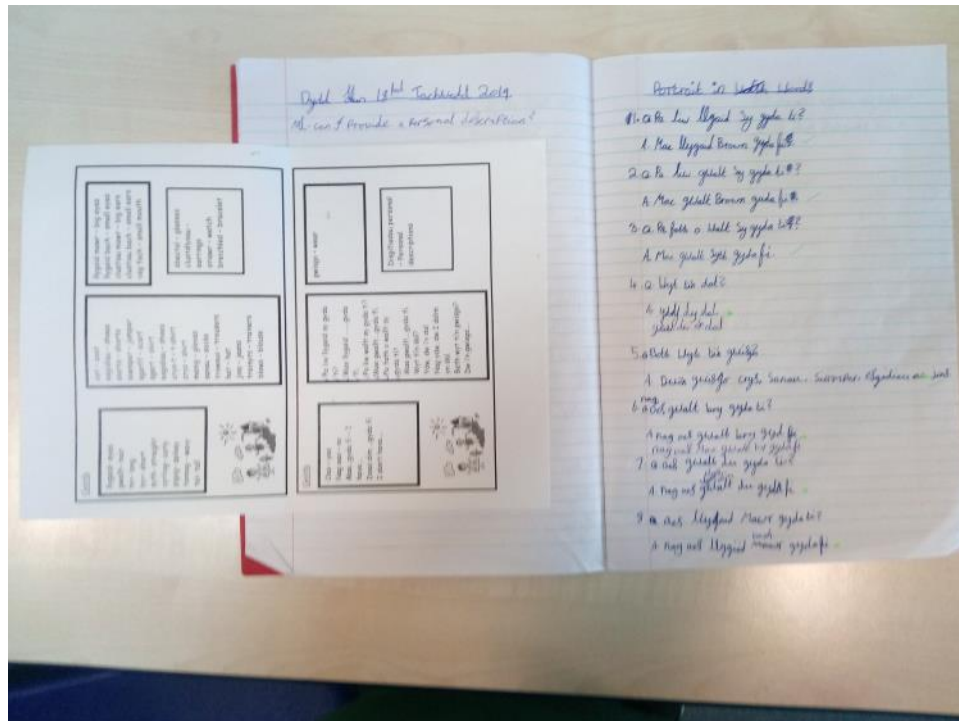
Huw ydw i. Dw i'n byw yn Aber. Mae gwallt du gyda fi a llygaid glas. Does dim gwallt cyrliog gyda fi. Dw i'n fyr.

Nel ydw i. Dw i'n byw yn Sarn. Mae gwallt coch gyda fi a llygaid brown. Dw i'n dal.

Illustrative example 8

Tuesday, December 24, 2019 4:32 PM

This is an example of work completed by an ALN pupil who only had sufficient time to write short answers to questions in his workbook. He did not have enough time to extend his writing due to my planning error. In hindsight, I should have taught an oracy lesson first to ensure that he had sufficient grounding prior to proceeding to a literacy lesson.



Critical Reflection

Tuesday, December 10, 2019 5:48 PM

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

This assignment will consider my Professional Teaching Experience part 1 in a Year 6 class of 25 pupils of mixed abilities and the planning and implementation of three pedagogical principles from Successful Futures (Donaldson, 2015). My three chosen principles will allow me to concentrate on good teaching and learning, with a focus on employing assessment for learning principles, the way it regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. I will also consider the ways employing a blend of approaches including direct teaching can impact on my teaching and the pupils' learning. With these principles in mind this assignment will include a reflection of the effectiveness of my implementation of these pedagogical principles and their effects upon pupils' learning, along with recommendations for improvement which will inform my future teaching and will allow me to present a critical written reflection of my progress in planning and implementing these principles.

Hattie (2009) suggests that AFL needs to be "more visible" to help children to attain a higher level. Hattie (2012) also identifies the importance of feedback regarding a learner's own work and argues that feedback positively affects a learner's achievement. Hattie's research concurs with that of Black and Wiliam (1998) who suggest a student's learning rate can double when formative assessments are used as part of teaching. They also hold the view that effective implementation of AFL raises the level of achievement significantly and in particular for low achievers. Hattie (2012) also reflects upon the importance of knowing the learner. Therefore, I conducted a 'Diagnostic Assessment' (DA) (see illustrative examples 1 and 2) in order to evaluate the pupils' levels of knowledge and attainment in mathematics, and to provide me with a baseline to aid my lesson planning and creation of ability groups. This would then enable me to integrate AFL in my lessons. This view is also supported by Gregoire (1997) who holds the view that diagnostic testing should be used to measure students' competencies. Hattie (2012, p.42) argues that "the teacher must know what a student already knows and can do" and that it is "critical to have a clear understanding of the student's current position and the target position". This links to another of Donaldson's (2015) pedagogical principles 'setting tasks and selecting resources that build on previous knowledge'.

Following the DA, I placed the pupils in ability groups and taught all groups separately at my teacher's request. During the opening phase of the lessons we discussed their learning goals and agreed the success criteria (see illustrative example 3). Sadler (1989) argues the importance of pupils having an understanding of their goals and success criteria. Hattie (2012, p.57) argues that the main role of success criteria is "to get the students engaged in and enjoying the challenge of learning". Another way of promoting student engagement is through effective questioning, which I have found is essential to good teaching and learning. Sardareh et al (2014) hold the view that questioning is "a crucial feature of assessment for learning", while Tofade, Elsner and Haines (2013, p.1) suggest that the aim of questioning is "to stimulate the recall of prior knowledge, promote comprehension, and build critical-thinking skills". This agrees with Ausubel's (1968) opinion that students' pre-existing knowledge is the most important that they possess. I found that in order to generate better understanding and improved comprehension it is therefore imperative that questioning is appropriately employed and prior knowledge is established.

I planned the questions carefully based on what I wanted the pupils to learn. For each group

I employed the use of 'basketball' questioning in order to assess their multiplication abilities and used mini-whiteboards as a source of formative assessment, as advocated by William (2018), in order to avoid singling out (see illustrative examples 3 and 4). A view also considered by Wilen (2001, p.30) who believes that "nonvolunteers should be encouraged to participate but not at the expense of their privacy". I found that my method was effective as it promoted whole class participation and afforded me the opportunity to measure their level of understanding and prevented the pupils from becoming complacent. When working with the ALN pupils, they did require more thinking time which I had considered at the lesson planning stage as I was aware of Black and Wiliam's (1998) view that allowing sufficient thinking time can improve formative assessment. A view further supported by Wilen (2001) who also argues the importance of allowing thinking time.

During the mathematics lessons I conducted mini-plenaries to assess pupil progress and to provide feedback. Black and Wiliam (1998) suggest that feedback aids progress and provides students with opportunities to act upon it, while Hattie and Clarke (2018) advocate the importance of providing feedback to each other as an effective method of AFL. With these views in mind, I decided to introduce "think, pair, share" (Radhakrishna et al, 2012) as I felt it was important for the pupils to support each other's learning. I felt that sharing their thoughts, allowed them to fully participate, whilst holding their attention and engaged them in comprehending the task. This method of AFL proved effective and empowered the pupils of all abilities, raising their confidence and encouraging them to learn from one another.

Both Black and Wiliam (1998) and Hattie (2012) argue the importance of self-assessment, which I used in the form of 'traffic lighting' (see illustrative example 2), which proved to be effective in getting the pupils to assess their confidence levels. The pupils also peer-assessed however a minority of pupils were quite reluctant to share their work with their peers for fear of being criticised or ridiculed. Sackstein and Berkowicz, (2017) suggest that in order to promote engagement and self-awareness within children, it is vital that peer feedback is taken appropriately in a gracious and productive manner. I believe that these opinions will impact greatly on my future teaching as I realise the value of peer assessment and feel children need more practice to ensure it becomes part of daily classroom life.

I recognise that when planning my AFL strategies, I need to consider the effect my assessment methods have on pupils' feelings about learning by giving them positive feedback and something to build upon (see illustrative example 4). AFL enabled both the pupils and myself to reflect on their learning progress during lessons and enabled me to adjust my teaching to meet their needs and to inform my future planning. I have found that pupils become more aware of the process of learning, and as such, glean greater confidence in what they are required to learn and to what standard they should aspire to reach.

During PTE part 1 I had an opportunity to team teach a cross-curricular 'Parachute' themed project which covered several subjects namely science, literacy, numeracy and digital competence (see illustrative example 1). Barnes (2018) holds the view that cross-curricular teaching offers a greater scope to study a subject, that is not available when studying a single subject. He adds that an activity that sparks enthusiasm is an effective motivator. When considering his views, it became clear that in order for an experience to be engaging, it needs to capture a child's interest and in turn a desire to participate. It was therefore important that the pupils' views were taken into account when choosing a theme as advocated by Barnes (2018). This view is also supported by Rose (Independent Review of the Primary Curriculum, 2009), who proposes a more thematic approach to cross-curricular teaching and notes that cross-curricular teaching allows pupils to use and apply existing knowledge. Having completed this project, it is clear to me that themed projects offer a wide range of opportunities to both teacher and pupil.

This form of thematic teaching, which links to another of Donaldson's (2015) principles 'across areas of learning and experience', allowed the pupils to make connections between several subjects integrated within a theme and allowed me the opportunity to develop my

creative skills to deliver stimulating lessons. A fact which reflects the view of Csikszentmihalyi (1997, p.8) who states that creativity is a “central source of meaning” and Barnes (2018, p 72) whose view is that “cross-curricularity promotes creativity” and “creative teachers help children make connections” (2018, p 101). Through studying this project, I also found that the pupils recognised similarities between the subjects and further developed their critical thinking skills which links to another of Donaldson’s (2015) principles to ‘promote problem solving, creative and critical thinking’ which highlights the value that can be added with a thematic approach when so many principles can be covered within a theme.

Finding links between subjects and preparing teaching resources was very time consuming which, I found was a challenge with this project (see illustrative examples 1 and 2). I have learnt that I must be fully aware of the pupils’ abilities covering all subjects prior to planning cross-curricular lessons. Much of the work had to be differentiated to meet all the pupils’ needs and sufficient support provided to ALN pupils. During the planning process the pupils were placed in mixed ability groups as advised by Vygotsky (1978) who believes that children learn through interaction. His research demonstrated the significance of language and interaction in the context of learning. He also argued that children also learn through working collaboratively with a ‘more knowledgeable other’. Pupils possess different skills and knowledge and I found that pupils of all abilities contributed effectively to the group tasks. Pupils of lower ability displayed motivation to learn and high levels of participation in this method of activity-based learning. I also recognise the importance of Coe et al (2014) who explain the importance of teachers having deep subject knowledge to be able to recognise and identify any students’ misconceptions. I understand the importance of ensuring that I have a deep understanding of all subjects that I teach to ensure I am prepared for any unexpected questions and am armed with the knowledge to correct any misconceptions.

Donaldson (2015) considers that the ability to draw on previous experiences in different situations is of vital importance. I have found that my role is to create challenges for children, building upon the knowledge they have already acquired in previous lessons. He also advocates that teachers create tasks that include elements of critical evaluation and research as this is an important part of a child’s development (see illustrative examples 5 and 6), a view which I think applies to both the pupils and myself as a teacher and which I will take forward during PTE part 2. In addition to good pedagogic and subject knowledge, I have found that a sound knowledge of ICT is essential. Teachers need to be digitally competent to support pupils’ development of “productive learning strategies” related to the use of digital technology as stated by Instefjord and Munth (2015). I therefore understand that I must ensure I stay abreast of all technologies that pupils might find themselves exposed to whilst identifying learning strategies that can be developed through the use of new technology. As noted in illustrative examples 5 and 6, the MAT pupils’ completion of the task occurred earlier than anticipated therefore I must ensure that I make provision for more challenging tasks when planning future lessons and continue to ensure extension tasks are also readily available. Although cross-curricular teaching requires significant preparation and collaboration, I have learnt that it provides deeper learning, aids the transfer of knowledge and develops thinking and reasoning skills which will be highly beneficial to my pupils.

During PTE Part 1, I have found that understanding the process of engaging pupils starts with choosing an appropriate teaching style. A view highlighted by Liu and Shi, (2007) who state that this provides a common method for unifying the efforts of teachers and students. Skutil, Havlíčková and Matějčková (2016) suggest that creativity and the personal development level of a teacher directly affect the way in which teaching methods are employed and often blended. As stated previously, Vygotsky’s (1978) view is that children learn through interaction. Bruner (1978) shares a similar view with Vygotsky in terms of the importance of an adult’s role in a child’s learning, giving way to the idea of ‘scaffolding’ which provides an interactive framework to progress a child’s learning, a view also supported by Hattie (2009). Vygotsky (1978) defined the ‘Zone of Proximal Development’ as the difference between what a child already knows, and what they could potentially know when aided by an adult or peer. Bruner (1978) believes that children should actively participate in their own learning experience and looking more closely at how children learn as individuals. He

promoted the concept of 'Discovery Learning' where children learn through their own exploration, rather than learning solely by what they are taught by adults. Mayer (1992) believes that constructivism has become the principle method of learning.

The 'parachute' project, as discussed previously, involved a degree of 'scaffolding' for independent learning. Donaldson (2015) holds the view that independent learning is of key importance within a school, providing skills that will benefit them in later life. In order for independent learning to work, I found that both teachers and children have to be committed to the concept for the best learning to take place. This means planning has to be extremely thorough to ensure all needs, abilities and learning styles are catered for. It also became clear that children needed to embrace the challenge set and be prepared to make mistakes, a view promoted by Dweck (2012) who promotes the idea of a 'Growth Mindset' that allows children to embrace a challenge and to see that making mistakes is part of the learning process. The provision of the 'parachute project' confirmed my support of Dweck's concept as it allowed the pupils to work collaboratively, make mistakes and reassess their learning to complete their challenge

When teaching Welsh and English literacy lessons, I offered scaffolding opportunities through the introduction of writing frames (see illustrative examples 1, 3 and 6) in order to support the pupils to become independent writers in line with the views of Lewis, Wray and University Of Reading, National Centre For Language And Literacy, (2002). I provided prompt questions (see illustrative examples 2, 4 and 7) and ideas for sentence starters and 'mind maps' which helped them to structure their writing. This method proved to be highly effective as it assisted pupils to create ideas, choose vocabulary and make connections.

When reflecting on my teaching I realised that the work I had set the ALN pupils during a whole class welsh lesson was too challenging (see illustrative example 6). I realise now that they required additional support and time to complete the tasks. I should have considered their needs and prior knowledge at the planning stage and adapted my expectations to meet their needs which links to Donaldson's (2015) pedagogical principle 'setting tasks and selecting resources that build on previous knowledge'. If I was planning this session again, I would have planned two separate lessons with a focus on oracy and literacy as this would have allowed me to address individual needs as I saw problems arose particularly for the ALN pupils. This would have allowed me to scaffold more effectively thus ensuring all pupils will have met their learning outcomes.

During PTE part 1, I employed several methods of teaching and acted as both a demonstrator and facilitator as described by Frunză (2014). I delivered a number of lessons where I acted as a demonstrator, assuming the role of an authoritative figure by demonstrating to the pupils what they should know through the delivery of activities, presentations and demonstrations (see illustrative examples 2 and 7). This worked well for the middle and higher ability pupils but was not as effective for the lower ability pupils who required additional scaffolding, teaching support and frequent mini plenaries to measure progress (see illustrative example 6). I also acted as a facilitator by designing group activities to promote problem solving, active learning and collaboration. I found this method effective in promoting group learning and peer support however I found that certain pupils tended to go off task when working together (see illustrative example 1). I will therefore need to ensure that I carefully plan the groups in future. Also, this method required me to actively interact with pupils which proved to be difficult due to classroom size (see illustrative example 6). Electronic methods of learning which were available on HWB (HWB, 2014) proved effective. Pupils today are highly aware of technology and therefore did not require any motivation to participate in this method of learning.

I have found during PTE part 1 that teachers must formulate an instructional teaching style that can be employed effectively in diverse classrooms. In order to be effective my teaching methods must engage both higher and lower ability pupils. It is therefore important that I

utilise a mix of teaching styles to accommodate all pupils in the classroom. As this aligns itself with the Professional Standards for Teaching (gov.wales, 2019) which highlights the need for teachers to secure the best outcomes for their pupils by progressively refining their teaching. I have found that the basis of learning is that a pupil processes information defined by their own cognitive process. It is this process that is responsible for formulating new learning. I found that pupils actively learn, rather than passively absorb information, which I recognise is something that I must consider further during PTE part 2. Through my experience in the classroom and my knowledge of the pedagogical principles that I have acquired through my studies I have recognised that in order to teach effectively, I need to be more confident in my ability when direct teaching. Lilian Katz (Katz, 1996, p145) suggests that "practitioners must have optimal confidence in their own actions and the underlying assumptions on which they are based". Whilst I feel my confidence to stand up and teach has improved during PTE part 1, I am conscious that I need to place a stronger emphasis on connecting my teaching with good pedagogy. Through progressively refining my teaching, I will ensure that the pupils in my care are offered the best of educations and are armed with the skills they need to advance their own learning and meet their true potential.

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