

Overview

09 December 2019

09:40

Overview

15 December 2019 20:57

Name: Kathryn Jones

Student Number: 1450502

Pathway: PGCE Primary

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1450502_student_uowtsd_ac_uk/EoHENc2DXUhMk-dhdWGiJMB0XYdlQ_6l6kmEVeYf5oiFw?e=3pOHdz

Targets from previous assignment: ECAD6007

	Target	What I have done in this assignment:
Target 1	Weave references to the assignment brief through the literature review so that it is an integral part of the assignment. From < https://ev.turnitinuk.com/app/carta/en_us/?student_user=1&s=3&u=12859638&lang=en_us&o=112121520 >	References were made to the assignment brief throughout the reflection.
Target 2	Return to the literature in the conclusion to support your closing comments. From < https://ev.turnitinuk.com/app/carta/en_us/?student_user=1&s=3&u=12859638&lang=en_us&o=112121520 >	The conclusion summarises the reflection with references to theory to support comments.

Illustrative Example 1 - Show the Answer

15 December 2019 20:57

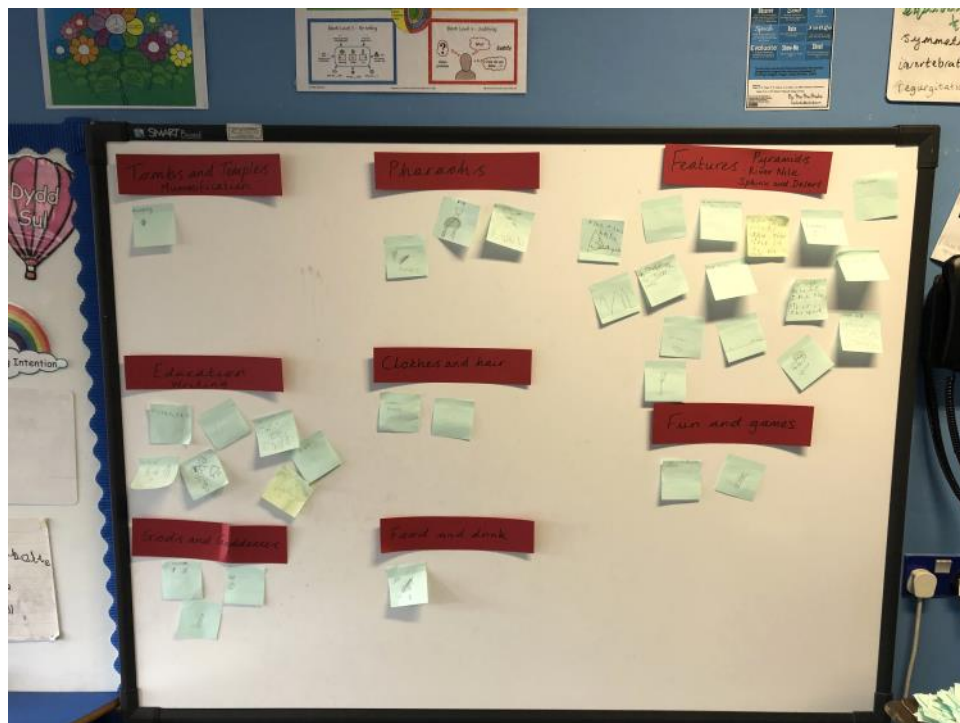


This was a science lesson in Year 2, the pupils were learning about natural and man-made materials and features. Coloured fans were created for the pupils to answer whether the material or the features in the photographs shown were natural or man-made. If the material/feature was natural the pupils were to hold up the green side facing towards the teacher. Similarly, if the material or feature was man-made then they would hold up the red side facing towards the teacher. Wiliam (2018) refers to this as an 'all student response system'. This assessment strategy was used to provide a quick, visual way of assessing whether the pupils understood. The colours were then used as a visual aid in their recording table to help identify which column they needed to categorise different features/materials seen in the surrounding, outdoor environment.

Illustrative Example 2 - Activating Prior Knowledge

15 December 2019

21:00



As an introduction to the lesson, the Year 2 pupils had to activate prior knowledge on the topic. Lesson plans require activities to link to prior learning. Initially, it was desired to use the Post-it app to collect and sort data; however, due to software incompatibility this could not be used. The task was adapted to gather the completed post-its on the board one group at a time. This was a pupil-led focus task, facilitated by an adult, used in the middle of the topic to assess what they had learned to date. Adults were able to prompt for answers through asking questions about what they have done so far, for example, trip to the Egypt Centre. Subsequently, the pupils were then able to identify gaps in their learning and used this as a guide to what information they needed to research next in the fact find focus task. Use of headings and post-its were a visual way of showing what the gaps in the pupils learning were to ensure they progressed in their learning by researching the areas they were less knowledgeable on. Following this, the pupils were then able to research information independently using different media (books, ICT).

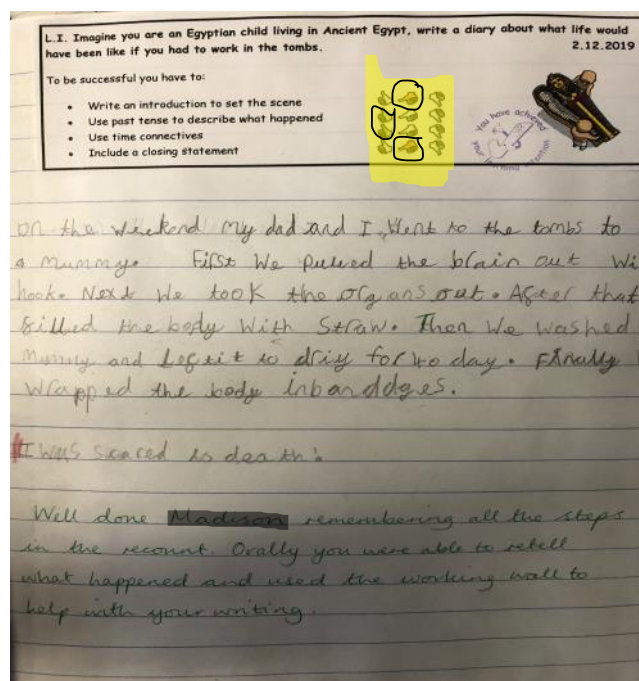
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Whole class introduction: Pupils are going to work in their groups to APK; supervised by an adult, within the groups each pupil will record on post-it notes what they have learned so far about Ancient Egypt. Adult can remind the pupils about what we have done so far: senses activity from Egyptian Adventure, Egyptian writing, looking for facts in the archaeology dig, maps, trip to the Egypt Centre. Each adult will have an iPad with the Post-it app and will help the pupils sort the information into groups with headings, i.e. pyramids, River Nile, Pharaohs, Gods, clothes and jewellery, etc. The post-it app couldn't be downloaded onto the class iPads due to incompatibility; therefore, this was done manually with post-its placed on IWB. The groups will then go back to the carpet for mini-plenary to identify what they want to know more about (this will be visible from the first task). Use think, pair, share and draw a named lollipop stick to share what they want	Pupils to write or draw something that they know about Ancient Egypt. They can write more than one fact but on separate post-it notes. Pupils to sort the post-its into groups using the headings. Pupils think, pair, share to discuss what they want to know more about. 3 sticks will be drawn to share. It was clear from this activity what the pupils had learned and remembered from previous topic lessons. Most pupils had written or drawn a picture related to hieroglyphics, the River Nile and other features. Some pupils could easily identify what they needed to know more about and started asking questions.	Post-its Pens Headings
	to know next. Give introduction to carousel activities. KJ: This week the pupils are going to be fact	Pupils to go to carousel activities: 1st Session: Flash KJ, Wonder Woman MF, Shazam	

The lesson plan above has been included in this example to show how the lesson was planned initially and the adaptations that were made (red text). The lesson plan also shows other assessment for learning strategies used within the opening phase of the lesson (blue text).

Illustrative Example 3 - Self Assessment

15 December 2019

21:00



Once the pupils had completed their recount writing they had to self-assess their work against the success criteria by colouring the thumbs using a traffic light system. Self-assessment helps learners become reflective in their learning to identify strengths and areas for progression. The pupils work in a carousel where they have two focused tasks, one with the class teacher and the other with the teaching assistant, in addition to different challenges they have to complete each week.

The image has been taken from a pupil's book who was in the first group that completed their recount writing. As you can see, the pupil had achieved the learning intention; however, the pupil did not feel fully confident with their introduction or closing statement and felt they could have improved this. This showed me that further teaching needed to be done with the next groups to ensure they had all grasped what was expected of them. The introduction was highlighted in different colours to show how the five 'W's' were used which gave the pupils' more clarity when writing their own.

Illustrative Example 1 - Literacy

15 December 2019 20:59

During PTE1, I was able to plan across the curriculum through topic enhanced provision. The following examples are snapshots of lesson plans over the duration. The challenges were varied each week to correspond with what the pupils had been learning during focus tasks the previous week. Once the pupils had completed the focus task, they were able to practise the new skills independently in the different areas. The challenges highlighted in yellow are literacy tasks.

Challenges Week 1:

Construction: Can you build a pyramid with different materials?

Communication: Work as a team to complete World Map jigsaw.

Maths: Build a pyramid using multilink cubes, write down the value.

Reading: Can you find some interesting facts in the topic books?

Art: Can you create some Egyptian jewellery?

ICT: Create an Egyptian picture on paint.

Science: Look at the materials, can you describe how they look and feel?

Writing: Write down Egyptian facts that you would like to share.

Challenges

Construction: The Egyptians used to weave 'flax' to make clothing. Can you follow the instructions to weave the paper?

Communication: Museum Role play area

Maths: Sequencing photos of the trip in time order on the line, using the language first, next, after that, then and finally.

Reading: In the sand, excavate the cards and match the picture with the correct vocabulary.

Art: Look at the Egyptian Art, can you draw a friend like the Egyptians to put on our class display?

ICT: Computers closed for fact find!

Science: Look at and feel the materials the Ancient Egyptians used and sort into groups, e.g. hard/soft, rough/smooth, etc.

Animation: Use the iPads to look at Africa in Augmented Reality.

Writing: What did you enjoy the most during our trip at the Egypt Centre?

Challenges

Construction - How many triangles can you make using the sticks? Find an adult to take a photo. Dojo points for the one who makes the most by the end of next week!

Communication - Show your friends around the museum, talk about the different artefacts that you can see. You can sell the jewellery in the gift shop. Remember only 4 allowed at a time.

Maths - Complete the individual measuring challenges.

Reading - Can you work out the code that has been stamped on the papyrus? Write it down to work it out.

Art - Can you create some Egyptian head-dresses, remember to measure around your head so that it fits!

ICT - Use the iPad to read the QR codes to research and find out more information about Ancient Egypt

Science - Look at the different items, can you sort into natural and man-made materials?

Animation - Work in a group of 3 to turn your friend into a mummy. Use an iPad to record how you do it.

Writing - Use the stamps to create a message in hieroglyphics on the papyrus.

As you can see, literacy was incorporated into most of the challenges whether it was an oracy, reading or a written activity.

Week of: 25/11/2019

CAROUSEL FOCUS: Recount & Q&A

Recount
Preparation for Recount Writing

Learning Intention
To use their imagination to plan their writing for their diary of an Egyptian Child

Teacher Input
Demonstrate how to make a Mummy, choose 2 pupils to help. Ask the children what happened in chronological order. Introduce recount writing and time connectives with actions. Recounts are written using past tense. Do little exercise on past tense. Use the hoops to plan writing journey, model 'walk the talk'. Explain that recounts need an introduction, refer to model 5 W's. Complete sentences on strips. End with a closing statement.

Children's task
To learn time connective actions.

Hotseating a Pharaoh

Learning Intention
Oracy task—to hotseat a Pharaoh asking the questions that were created by the pupils.

Teacher Input
Remind the children about the questions they created as a group last week. Read through the questions and go through the answers that are on the sheet. Practice and rehearse the answers. Choose someone to dress as the Pharaoh for the rest of the group to ask the questions on the cards. Record the group asking and answering the questions.

Children's task
To practice and rehearse asking and answering the questions on the cards. Dress up as a Pharaoh and take the 'hot seat' to see if you can answer different questions.

Assessment
Video record the groups completing the hot seating task

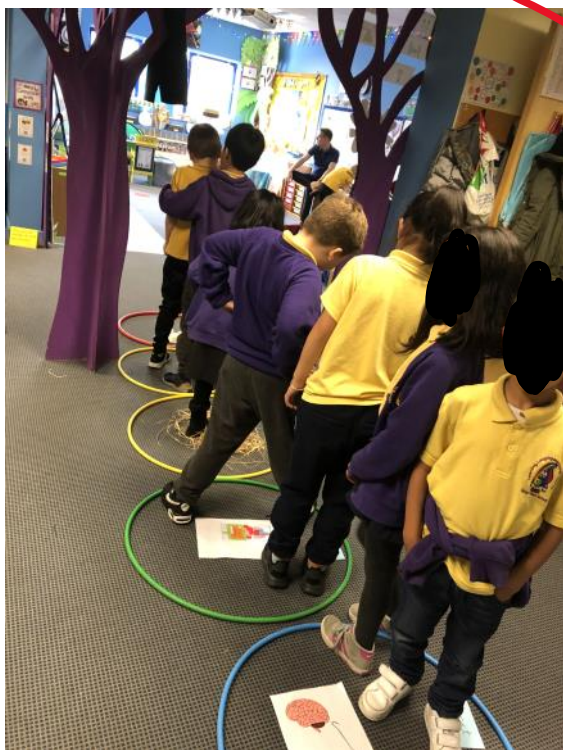
Extension/Differentiation

The Teaching Assistant's focus task linked to the following strands of the LNF:

Oracy: contribute to discussion, keeping a focus on the topic and taking turns to speak. Prepare and ask a variety of questions, e.g. Who?, What?, Why?, When?, How?, for a variety of purposes and to clarify understanding. Adopt a specific role, using

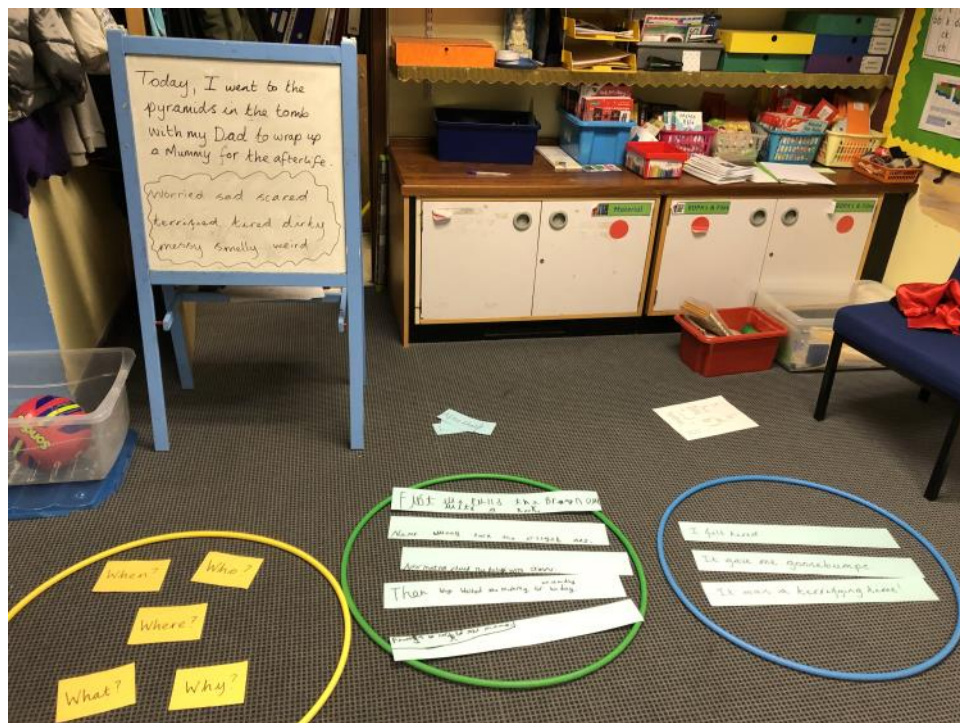
on strips. End with a closing statement. Children's task To learn time connective actions, give examples and create shared writing, record on the strips. Extension/Differentiation Images and word banks.	Assessment Video record the groups completing the hot seating task Extension/Differentiation N/A
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purposes and to clarify understanding. Adopt a specific role, using appropriate language in structured situations.



The recount planning can be seen in the photos below. This activity linked to the following strands of the LNF: Links within LNF: organise writing with a beginning, middle and end. Use talk to plan writing. Use ordering words: first, next, after that, then, finally. Use standard form of verbs past tense, i.e. I saw, I was, I went etc. Use spelling strategies of suffixes, e.g. ed. Oracy: Retell narratives or information that they have heard, sequencing events correctly.

This image shows the pupils during 'Walk the Talk'. The pupils had to sequence the events of what they imagined they did to make a 'mummy'. The pupils had to orally sequence the mummification process using the time connectives and past tense. The pupils worked in pairs and wrote their sentence on strips of card to produce a shared writing plan for their recount.



To visually represent the structure of the recount, hoops were used to show what content is needed at the beginning, middle and end part of the diary. The pupils shared ideas with their partners to plan an introduction using the five 'W' questions and brainstormed vocabulary for their closing statements. The middle section was the process of what the pupils did in the photograph above.

Illustrative Example 2 - Numeracy

15 December 2019 21:01

During PTE1, I was able to plan across the curriculum through topic enhanced provision. The following examples are snapshots of lesson plans over the duration. The challenges were varied each week to correspond with what the pupils had been learning during focus tasks the previous week. Once the pupils had completed the focus task, they were able to practise the new skills independently in the different areas. The challenges highlighted in blue are numeracy tasks.

Challenges

Construction: The Egyptians used to weave 'flax' to make clothing. Can you follow the instructions to weave the paper?

Communication: Museum Role play area

Maths: Sequencing photos of the trip in time order on the line, using the language first, next, after that, then and finally.

Reading: In the sand, excavate the cards and match the picture with the correct vocabulary.

Art: Look at the Egyptian Art, can you draw a friend like the Egyptians to put on our class display?

ICT: Computers closed for fact find!

Science: Look at and feel the materials the Ancient Egyptians used and sort into groups, e.g. hard/soft, rough/smooth, etc.

Animation: Use the iPads to look at Africa in Augmented Reality.

Writing: What did you enjoy the most during our trip at the Egypt Centre?

Challenges

Construction - How many triangles can you make using the sticks? Find an adult to take a photo. Dojo points for the one who makes the most by the end of next week!

Communication - Show your friends around the museum, talk about the different artefacts that you can see. You can sell the jewellery in the gift shop. Remember only 4 allowed at a time.

Maths - Complete the individual measuring challenges.

Reading - Can you work out the code that has been stamped on the papyrus? Write it down to work it out.

Art - Can you create some Egyptian head-dresses, remember to measure around your head so that it fits!

ICT - Use the iPad to read the QR codes to research and find out more information about Ancient Egypt

Science - Look at the different items, can you sort into natural and man-made materials?

Animation - Work in a group of 3 to turn your friend into a mummy. Use an iPad to record how you do it.

Writing - Use the stamps to create a message in hieroglyphics on the papyrus.

Numeracy was difficult to incorporate in all of the areas. The construction and creative areas were easier to embed numeracy. The weaving activity required the pupils to weave using a coloured pattern. In the role play area, the pupils were able to pretend they were selling items in the gift shop using plastic coins. The role play area was created after a trip to the Egypt Centre. This gave them an authentic experience working out values of items, giving change to 'customers'.

Here is an Egyptian number line in hieroglyphs. Can you work out the Egyptian number sentences below? Use numicon or number lines to help you.

$2 + 2 =$

$3 + 1 =$

$3 - 1 =$

$3 - 2 =$

The pupils had been learning about hieroglyphics and making comparisons to our own writing system. To enhance the learning, pupils were shown the Egyptian number system and were able to practise deciphering the symbols to work out the number sentences. The class teacher had been consolidating learning on addition and subtraction.

After feedback from the teaching assistant, the pupils found the original worksheet difficult. The picture shows the adapted version which was simplified to meet the needs of the learners.

Can you think of more number sentences using the hieroglyphs and work out the answer?

Maths challenges

The ancient Egyptians used informal measurements based on body parts. Can you complete these chilli challenges using your digit, palm or hand span to measure items in the classroom?



Start with the mild chilli, if you feel confident try the spicy and extra hot chilli!

The pupils had previously done some learning involving measurements. The class teacher had asked to reinforce counting in 5's and 10's. This was planned into the challenges accordingly.

Start with the mild chilli, if you feel confident try the spicy and extra hot chilli!



A digit is the thickness or width of the pointing (index) finger. Imagine a digit is 1cm, find items in the classroom and measure them with your digit. Record how many digits you use; this will give you the total length in cm's.



A palm is the distance across the base of the 4 fingers that form the palm. Imagine a palm is 5cm, find items in the classroom and measure them with your palm. Record how many palms to work out how many 5cm's. What is the total length of the item?



The span is the width of a human hand, from the tip of the thumb to the tip of the pinky finger. Ancient Egyptians used a cubit unit to record length. Two hand spans were considered to be a cubit.

Imagine 1 hand span is 10cm, find items in the classroom and measure them with your hand span. Record how many hand spans to work out how many 10cm's. What is the total length of the item?

If you finish the chilli challenges, try the True or False statements. Find an adult to explain what to do if you're stuck!

learning interesting measurements. The class teacher had asked to reinforce counting in 5's and 10's. This was planned into the challenge accordingly.

This provided a different context of counting in 5's and 10's.

Illustrative Example 3 - Digital Competency

15 December 2019 21:01



These photographs show pupils researching information online. The DCF (WG, 2020) requires all learners to develop digital competency skills. The first photograph shows the pupil listening to videos that provided facts on the topic. The pupil had to use the KidSafe search engine to find facts on Ancient Egypt. The search engine is designed to keep children safe online and monitors content so that explicit or inappropriate material cannot be accessed.

The second photograph shows a pupil using augmented reality to find out some facts. The pupil was able to interact with the app touching different parts which showed the weather during different seasons, the types of animals native to the country, types of plants and different landmarks. The app used visual and audio recordings. This was a creative and effective way of engaging learners.

Each adult will have an iPad with the Post-it app and will help the pupils sort the information into groups with headings, i.e. pyramids, River Nile, Pharaohs, Gods, clothes and jewellery, etc.

The post-it app couldn't be downloaded onto the class iPads due to incompatibility; therefore, this was done manually with post-its placed on IWB.

P

Pupils
know
it
learn
More
hi

During PTE, I planned to incorporate the DCF where possible; however, limitations in the schools compatibility with certain apps prevented it being used effectively.

Illustrative Example 1 - Trip to the Egypt Centre

15 December 2019

20:59



Discussions with the class teacher regarding the topic lead to agreement that a trip would enhance the pupils learning. We were fortunate to have an Egypt Centre close to the school where I had been on a previous occasion. Trips help reinforce what the children have been learning about a particular topic. Visiting the museum helps teaching and learning when discovering what life was like in the past. Learners were able to immerse themselves in Egyptian culture, have specialist knowledge from experts in the field and take part in fun, engaging activities, making the learning more memorable and meaningful (Egypt Centre, 2020).

The pupils thoroughly enjoyed the experience, they were able to dress up like Egyptians, role play, look at different artefacts and have expert knowledge which would not have been possible in the classroom.

Illustrative Example 2 - Role play

15 December 2019

21:01



The topic is Ancient Egypt, the pupils were informed of how archaeologists discover items and look for clues on how people may have lived in the past. It was explained to the pupils that this is done through excavation. To provide an authentic context for the learning, the pupils had to pretend they were archaeologists digging for clues to find facts on the features of ancient Egypt, with particular attention to the importance of the River Nile.

Effective learning requires learners to make sense of what they are experiencing. Role-playing extends children's knowledge and understanding (WAG, 2008b). The hands-on activity made the learning more engaging, the children had a better understanding of the language of 'excavating', the activity peaked curiosity as to what they may find and required the children to work collaboratively building knowledge to find matching clues. The pupils were fully engaged in the excavation; however, when it came to sorting and writing facts the pupils found it difficult to remember key information.

The class operates a carousel system of learning which provided the opportunity to reflect and adapt the activity accordingly, this is visible in the lesson below.

Microsoft Word document titled "The Nile and Maps 11.11.19" is displayed in a web browser. The document is a table with multiple columns. A red arrow points to the first column, which contains the following text:

The facts will be laminated (images and different sentences) and buried in the sand. When a pupil finds a card, **we will discuss what the fact or image is and match corresponding images with text.**

Timing was an issue in the 1st session as there was a Remembrance Assembly. The pupils discussed the facts after lunch; however, this was time consuming as it was a large group and pupils lost focus.

2nd session; this part of the task was adapted and the group was split into two to work collaboratively in a smaller group, sorting the facts using a template with headings to stop them handling the same facts more than once.

3rd session: the task was too ambitious to achieve in one session as there were too many facts; as a result, this session was adapted by giving a pupil 1 fact and then finding the corresponding image in the sand to ensure they learnt and remembered the more important facts well.

The second column contains the following text:

The pupils will play in character (wear explorer hats) of an archaeologist to 'excavate' facts on the River Nile and other features.

Pupils will read and sort the facts with corresponding images.

Differentiation: a mixture of simple sentences and extended sentences.

2nd session: Pupils were split into 2 groups; each group had a team captain who was a competent reader to help read trickier sentences. This provided an opportunity to check on the progress of the other focus task and challenges to ensure they were on track.

After sorting, named lollipop sticks were used to choose pupils from each group to share a fact they read and sorted. This was added to the mind map.

The third column contains the following text:

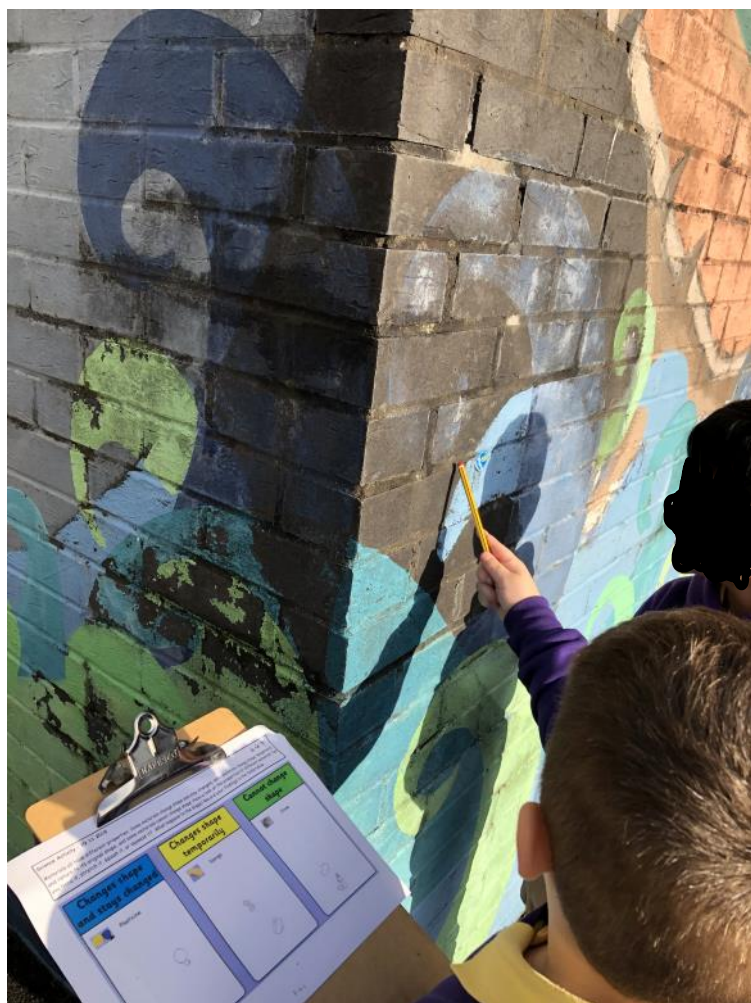
Green Template with columns and headings to sort facts: River Nile, Desert, Other facts

A2 paper with images for mind map

The document is viewed in a web browser with the URL: https://uowtsd-my.sharepoint.com/:w/t/personal/1450502_student_uwtsd_ac_uk/_layouts/15/Doc.aspx?sourcedoc=%7B9C13CC49-FA52-4D84-

Illustrative Example 3 - Exploring the Environment

15 December 2019 21:01



The Year 2 class were investigating the properties of materials. The pupils had to investigate materials in their surroundings, both indoors and outdoors, and observe what happens to the material when pressure is applied in different ways; for example, when squashed, twisted, stretched or bent. The pupils had to record their findings in a table. The pupils were able to handle the concrete materials to test and observe what happened.

Children should be given opportunities to experiment with different everyday materials to develop knowledge and understanding of the world around them. When asking a child to describe a material using their senses, it is much easier to do with concrete objects rather than trying to visualise. Outdoor learning stimulates the senses and encourages learners to ask questions about their environment (WAG, 2008a).

Critical Reflection of Planning and Implementation of Pedagogical Principles

15 December 2019 20:59

Education in Wales is transforming to help equip learners for an ever-changing society. Donaldson's (2015) *Successful Futures* has shaped the new Curriculum for Wales 2022 bringing it up to date with the twenty-first century to empower children and young people to reach their full potential. Sellars (2012) suggests that teachers are the most powerful agents of educational change. The new curriculum offers teachers more flexibility to deliver the curriculum to suit the needs of all learners through experiential learning and developmentally appropriate assessments (Donaldson, 2015). Teachers are required to follow twelve pedagogical principles when planning teaching and learning to ensure all lessons relate directly to the four curriculum purposes to develop "...*ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and, healthy, confident individuals*" (Donaldson, 2015, p.29).

All teachers, including those gaining qualified teacher status (QTS), are responsible, accountable and liable to have a duty of care towards their pupils (Sellars, 2012; National Education Union, 2019). Teachers have a professional obligation to reflect on how best to teach content and select pedagogical principles to understand and meet the diverse needs of those in the classroom (Sellars, 2012). These have been embedded within the QTS professional standards with pedagogy being paramount to effective teaching and learning. The professional standards describe the expectations of those teaching and leading learners, illustrating excellent practice and supporting professional growth (Welsh Government (WG), 2019a; 2019b).

During Professional Teaching Experience (PTE), skills were developed to critically analyse and reflect upon practice to make informed conclusions about teaching and learning in accordance with the new curriculum and QTS standards (Cremin and Burnett, 2018). This assignment will critically reflect on progress in planning and implementing three of the pedagogical principles outlined by Donaldson (2015) with recommendations for ensuring further progress focusing on "...*good teaching and learning means employing assessment for learning; regularly reinforces cross-curriculum responsibilities, ...and provides opportunities to practice them; and, creates authentic contexts for learning*" (Donaldson, 2015, p.67-68).

To critically reflect on practice, it is important to understand what constitutes as good teaching and learning. Kyriacou (2009, p.7) defines effective teaching as "*teaching that successfully achieves the learning by pupils intended by the teacher*". Hattie (2012) suggests that teachers should evaluate their teaching and see the learning through the learners' eyes (visible teaching and learning). MacBlain (2014) implies that teachers are more concerned with content delivery rather than reflecting on the learning that takes place. Consequently, many children fail to have their individual needs met to enable them to reach their full potential. Reflection is paramount in everyday practice to aid professional development and improve skills to have a greater impact on learning (Hargreaves and Page, 2013). Descriptors in the professional standards highlight reflection as part of professional learning to develop effective pedagogy (WG, 2019a). Pedagogy is the method and practice of teaching which encompasses different teaching styles, evidence-based theory, feedback and assessment (Tes Editorial, 2018).

Assessments are essential to support progression and are a valuable starting point to inform teaching (Education Endowment Foundation, 2020). Teachers are under enormous pressure to ensure their pupils achieve success; external tests and monitoring of learners' progress is necessary to assess the standards of teaching and learning. The Welsh

Assembly Government (WAG, 2010) developed a programme to support schools in their development of thinking and assessment for learning (AfL) with the aim to improve learner performance and engagement. Despite this, the Programme for International Student Assessment (PISA) and evaluations from Estyn reports demonstrate that achievement levels are lower than expected (Donaldson, 2015). WG (2019c) suggests that the new curriculum will raise attainment by providing learners with authentic, meaningful learning experiences to better equip them for lifelong learning and the wider world.

Assessment measures will reflect the new curriculum focusing on progression steps to ensure a continuum of learning. WG (2019c) propose that priority should be given to formative assessments (AfL) to support teaching and learning. Black and Wiliam (1998) believe that formative assessments are essential for raising student achievement and are much more effective to progress learning; early and perceptive feedback given to learners allows them to know how they can improve. Summative assessment alone does not help a child grow; it only provides an overview of the child's attainment. Using formative assessment allows teachers to find out what the child needs to help them grow and progress in their learning to close the attainment gap (Harlen and James, 1997).

Donaldson's (2015) pedagogical principle for employing AfL has been embedded in teaching and learning during PTE and examples of this can be seen in the 'AfL' section. To provide context, PTE was in a Year 2 classroom. Responsibilities included the planning and delivery of topic related work, mainly literacy, with Welsh and Science lesson planning added as confidence progressed. Mathematics is taught discretely whereas literacy and other subjects are taught thematically. The following examples relate to the AfL section evidencing strategies planned and implemented in the classroom with justifications of why these methods were used along with reflections on progress.

Example 1 shows an AfL strategy using coloured fans. The focus of the lesson was to introduce natural and man-made materials ready to explore and categorise materials in the environment. Different materials were shown to the class and they had to show 'green' if they thought the material shown was natural, or 'red' if it was man-made. Wiliam (2018) calls this strategy an 'all student response system' and is intended for gathering a response from all pupils in real time. This technique can sometimes be limited and unreliable; however, with the right questioning this can be effective if more thinking questions are asked rather than those related to feelings.

Colours were used as opposed to hands up as it gave a much quicker assessment of understanding. The hands up approach would have been difficult to assess if the pupils actually knew the answer or copied their peers. Identifying answers using colour was a quick, visual and effective way of gathering responses (Hooker et al, 2016). If a pupil held up the wrong colour it provided instant feedback of understanding and whether further explanations were needed. Even though the strategy was simple, the class teacher provided positive feedback in using the coloured fans at the start of the lesson, commenting on how engaged the pupils were. By including all pupils in the response, this promoted engagement and active learning at the outset. When effective AfL is rooted in pedagogy, learners become actively engaged and motivated (WAG, 2010).

Example 2 shows a strategy used to activate prior knowledge before the main focus task of the lesson. This lesson took place mid-way through the topic and was used to assess where the children were in their learning in terms of what they already knew about the topic to build on existing knowledge. Prior knowledge plays a central role to all learning. Bruner's spiral curriculum reflects that children learn by revisiting and building on previous experiences (WAG, 2008a). Learning becomes meaningful when learners integrate new information into existing knowledge (Hattan et al, 2015). This is evident during planning as lesson plans require the opening phase to include links to prior learning. For children to make connections between prior knowledge and new information, recalling previous learning is

important to enable children to make meaningful connections and increase their knowledge in the subject. The whole class took an active part to draw on previous learning rather than individual pupil responses as this was a more reliable method of ensuring all pupils reactivated prior learning (Tay, 2018).

Pupils wrote or drew a picture to show what they had remembered from previous lessons, these notes were collated and put under headings which were discussed as a whole class. A visible representation of the facts made it easier to distinguish the gaps in their topic knowledge and lead to discussion of what they needed to learn next. Other AfL strategies were used once information was collated to limit the time spent on the carpet so that the pupils could go to their focus tasks to start their learning. Wiliam (2018) recommends a technique called 'think, pair, share' where pupils can turn to a partner to discuss their ideas. This allows for pupils to have some thinking time before responding to questions, gathering ideas so that they have something to share with the class. Random selection of pupils to share through the use of lollipop sticks ensures that all pupils discuss what has been asked in case they are chosen to speak. Although this is effective, it can prove unpopular with those pupils who often raise their hand to answer the questions. To tackle this, once two have been randomly selected responses are opened to other pupils to respond with something different (Lane, 2010; Wiliam, 2018).

Finally, example 3 is a pupil's self-assessment against set success criteria for a piece of recount writing. Self-assessments help learners develop reflective skills to identify strengths and areas for improvement. For learners to self-assess effectively, an understanding of the success criteria is important to gauge their own performance (University of Reading, 2020). Involving pupils in their learning helps improve achievement; therefore, before the pupils had to produce their recount the success criteria was discussed to ensure they knew what was expected to achieve the learning intention (Wiliam, 2018). The class teacher uses a thumbs up, middle or down approach, similar to traffic lights, for pupils to self-assess their work. At the end of the piece of writing, the pupils reflect on their learning and assess by circling or colouring one of the thumbs to indicate if they felt they achieved it. Sometimes self-reports can be unreliable as pupils may be dishonest circling the responses they think the teacher wants to see, they may not want to show that they did not understand something or be seen in a negative way. As a result, it is important to create a learning environment where children are able to feel confident to be honest with how they feel about their learning (Swaffield, 2008).

The success criteria were discussed with individuals to assess how they felt about the different parts of their work. The example shown raised questions on the understanding of the structure of the recount as the pupil had circled the middle thumbs for the introduction and the closing statement. It became evident that most felt the same after the learners' feedback in the first group. The class teacher operates a carousel of learning activities which gave the opportunity to reteach the parts that were unclear. Subsequently, this helped the other groups and the pupils felt much more confident with their writing. AfL allows for teachers to rethink and refine their teaching to ensure learners achieve the learning intentions (Swaffield, 2008).

The second pedagogical principle to reflect on is the cross-curriculum responsibilities. Since the introduction of the Literacy and Numeracy Framework (LNF) in 2013 and the Digital Competence Framework (DCF) in 2016, learners need to have plenty of opportunities to practice these skills to develop high levels of competence to meet expectations (WG, 2019d). The LNF was introduced for a more coherent approach to help raise the standards of literacy and numeracy across Wales (Estyn, 2017). Similarly, the DCF was introduced to help raise digital skills for learners to be successful in a technologically advancing society (WG, 2018). Many schools have made progress since the implementation; however, more needs to be done to ensure they are embedded in a meaningful way (WG, 2017). Although literacy, numeracy and digital competency are cross-curricular responsibilities, it is important to ensure they occur naturally across the curriculum to enhance learning and not as an add-

on to the lessons (WG, 2017; 2018).

Currently, the school is operating within the statutory curriculum the Foundation Phase Framework (WG, 2015) which advocates active, experiential learning with the child at the centre of learning (Estyn, 2017). Teachers should plan the learning environment so that skills can be consolidated and enhanced using extra challenges that either match the topic or the interests of pupils across the curriculum (Estyn, 2017). During PTE, my main responsibility was to plan topic-related activities which included literacy focus tasks along with challenges in the different areas to enhance provision. The section 'Cross-Curricular Responsibilities' includes three illustrative examples of how these were planned and implemented to provide opportunities for the learners to practice these skills within focused tasks and in the enhanced provision.

Cross-curricular teaching and learning recognises multiple viewpoints and seeks to build transferable skills to understand the world around us (Barnes, 2015). Example 1 highlights how literacy was embedded across the curriculum and through focused tasks. Literacy was easier to embed naturally across the curriculum as pupils use a form of literacy in everything that they do, whether it is role-playing, reading instructions to make a necklace or writing a message. Numeracy was much harder to incorporate into a literacy lesson. The topic, however, did provide opportunities to talk about places in the past, looking at timelines and making comparisons of how things have changed over time. As mathematics is taught discretely, the opportunity did not arise to plan a numeracy lesson. Despite this, numeracy was planned across the curriculum through different challenges in the enhanced provision which can be seen in illustrative example 2 in the cross-curricular responsibilities section.

The continuous provision areas were enhanced each week with different challenges related to skills learned during previous lessons so that the pupils could continue to develop their skills. The challenges set were appropriate for the developmental needs where learners were able to choose freely. During focussed tasks, it was difficult to observe all the areas of the classroom to check on pupil engagement in all of the areas. To overcome this, an additional teaching assistant was able to introduce the new challenges and monitor the areas. Feedback was given at the end of the lessons to assess whether the pupils engaged in the challenges, if they experienced any difficulties or if they favoured some areas over others. From this, I was able to adjust some of the challenges to encourage pupils to explore the different areas. For example, one of the independent math challenges was too difficult to complete. The worksheet was simplified to suit the ability of the learners with extension tasks for those who were more confident. As a result, more pupils chose the task the next day.

Example 3 in this section illustrates how the DCF was incorporated. Planning and implementation in this area proved difficult due to limited technology available in the classroom. Although every effort was made to try and use digital media in different ways, researched apps were unable to be downloaded onto the iPads due to incompatibility. Nevertheless, pupils were able to conduct research online during challenges and in one focused task. The DCF (WG, 2020) requires learners to use text when searching for information/media (image, video, sound) and use an internet browser independently using keywords to search for specific information. Pupils also had access to an app to explore Africa in augmented reality. Augmented reality enables learners to engage with, explore, experiment and interact with the world in the classroom and caters to individual learning needs (CleverBooks, 2020). Positive feedback from the class teacher proved that this allowed a particular pupil who would not normally engage in learning to access the learning in a creative way.

The third pedagogical principle under consideration is creating authentic contexts for learning, examples of planning and implementation can be seen in the section 'Authentic Contexts for Learning'. This principle fits into the ethos and pedagogy of the curriculum

which advocates active, experiential learning (WG, 2015; Donaldson, 2015; Estyn, 2017). Authentic learning is solidly grounded in constructivist theory, in particular Piaget, Bruner and Vygotsky, where children learn by doing (Dr Lam Bik Har, 2013). Authenticity connects learning in the classroom to the real-world making learning meaningful and relatable to real life experiences (Pearce, 2016). The topics covered in PTE naturally lent itself to planning authentic learning experiences.

Example 1 shows the pupils visiting the Egypt Centre. Trips help reinforce what the children have been learning about a particular topic. Visiting the museum helps teaching and learning when discovering what life was like in the past. Learners were able to immerse themselves in Egyptian culture, have specialist knowledge from experts in the field and take part in fun, engaging activities, making the learning more memorable and meaningful (Egypt Centre, 2020). Unfortunately, educational visits are not always possible due to stretched school budgets (Tapper, 2019).

Example 2 shows the children role playing as archaeologists to discover facts on the topic. Active learning is not just learning by doing, it has to be purposeful to create knowledge. Effective learning requires learners to make sense of what they are experiencing (Watkins et al, 2007). Role-playing extends children's knowledge and understanding (WAG, 2008b). The hands-on activity made the learning more engaging, the children had a better understanding of the language of 'excavating', the activity peaked curiosity as to what they may find and required the children to work collaboratively building knowledge to find matching clues (Watkins et al, 2007). This activity was effective for pupil engagement; however, there were too many facts for the children to sort through which made it harder for them to retain the knowledge when writing.

Reflection is an integral part of teacher education. When a problem arises it triggers reflective thought, possible solutions are considered and acted upon the next time to be more effective. Knowledge and skills are reconstructed in light of new experiences using the learning from past experiences to inform the next (Akbari, 2007; Iriss, 2017). The activity was adapted by condensing the amount of facts so that the learners could concentrate on a few key pieces of information.

Finally, example 3 in this section shows pupils exploring the environment learning about the properties of materials during a science investigation. Children should be given opportunities to experiment with different everyday materials to develop knowledge and understanding of the world around them. When asking a child to describe a material using their senses, it is much easier to do with concrete objects rather than trying to visualise. Outdoor learning stimulates the senses and encourages learners to ask questions about their environment (WAG, 2008a).

In conclusion, evaluating the impact of teaching on the children's learning has been fundamental in developing practice (Cremin and Burnett, 2018). A daily learning journal, lesson evaluations, weekly reflections and mentor feedback has formed an integral part of professional development to ensure pedagogical principles are used to inform planning and are implemented during lessons to impact on the children's learning. WG (2019c) state that 'curriculum, pedagogy and assessment must support each other'; therefore, an understanding of all three has been imperative to make fully justified conclusions of whether I have planned and implemented the three pedagogical principles accordingly. Lifelong learning is expected to continue professional development (Denby, 2015). To ensure all teaching is having a meaningful impact on children's learning using the pedagogical principles, reflective practice will continue to inform planning.

The carousel activities allowed for reflection in between teaching groups which enabled me

to improve and adapt learning activities especially through the use of AfL strategies (Wiliam, 2018). In spite of this, I feel that practice could be improved further by developing skills to reflect more 'in-action' to ensure effective learning for all learners. Schön (1983; 1991: cited in Iriss, 2017) developed two types of reflection: 'reflection-in-action' allows teachers to try and solve the problem as it arises to try and change the situation as opposed to 'reflection-on-action' which happens after the event. Both methods reflect on teaching to improve performance to further enhance children's learning and to implement these in future practice (Sellars, 2012; Hargreaves and Page, 2013).

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15 December 2019 21:00

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