EXEMPLAR EPD PROFESSIONAL DEVELOPMENT ACTIVITY

FOUNDATION STAGE:
FOCUS: Year 2 Literacy and Numeracy in Play Based Learning

This exemplar EPD Professional Development Activity (PDA) is for reference only and should act as a guide in assisting you to write your own PDA

Exemplar Professional Development Activity

PROFESSIONAL DEVELOPMENT ACTIVITY 1

Date of Beginning this PDA	

My Professional Needs as a Teacher
(As identified through joint discussion between the EPD teacher and Teacher Tutor)

School Priorities

Reference here any priorities in the School Development Plan which relate directly to teaching and learning in your classroom

Three areas within the School Development Plan this year are:
- Studio On Training
- Thinking Maps
- Stranmillis CPD Literacy Project

These three areas have been covered throughout the year in staff development days and staff meetings. All of these areas relate directly to teaching and learning within my classroom as all of them can be integrated into class teaching with a focus on ensuring that all pupils are actively engaged. This is particularly important for the boys in the class to ensure that they develop their literacy skills through the use of technology.

Key Stage or Departmental Priorities

Reference here any priorities set out in your key stage or departmental development plans which relate directly to teaching and learning in your classroom

- Focus on developing Literacy and Numeracy through Play in the Foundation Stage
- Incorporation of Thinking Maps into everyday teaching
- Training in CPD Literacy Project

My Professional Needs in the Context of these Priorities

To develop my professional skills and knowledge in the use of Literacy and Numeracy concepts through play-based learning.

Professional Development Activity Details
(As identified through joint discussion between the EPD teacher and Teacher Tutor)

Phase	*Enter here whether your activity reflects practice in Nursery, Special, KS1, 2, 3, 4, or post 16*
	Foundation Stage: Year 2
Area of Learning	*State the broad area which matches the focus for your PDA e.g. Behaviour Management, Literacy, Numeracy, ICT, Early Years, Assessment for Learning,*

Focus of PDA for Pupils	*Thinking Skills and Personal Capabilities etc* **Literacy and Numeracy in Play Based Learning.**
	What aspect of the broad area will you focus on? E.g.: • *Developing Mental Maths with Year 5 pupils* • *Developing Early Writing Skills* • *Developing Pupils' Collaborative Group Work Skills* • *Developing Peer Evaluation Skills to Support Independent Learning* • *Use of Effective Questioning* • *Implementation of a KS3 Sustainable Development Programme* • *Promoting Health and Safety in Techology and Design/PE/HE/Science etc* My pupils will engage in quality play based experiences which support their numeracy and literacy development.
Purpose of PDA for the EPD Teacher	• *What knowledge, skills and new understanding do you want to develop through this PDA?* • *Which competences will you target - it is recommended that you identify and focus on a **maximum of 1-3 GTCNI Competences** which are appropriate to your PDA and which you will refer to in the final section* **'Reflecting on My Practice.** As a result of reflecting on the planning and delivery of this PDA, I will have: • increased my knowledge and skills in the provision of play activities to support Literacy and Numeracy • developed my ability to provide an enabling learning environment that supports the needs of all children in the class • improved my skills of observation in order to inform future planning for play based learning

GTCNI Competences Addressed

Competence 11

Statement	Aspect	EPD Phase Exemplar
Teachers will have developed a knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.	Teachers will know how to use technology effectively to aid pupil learning.	Teachers will use technology with increasing impact on pupils' learning with a focus on developing e-learning skills through play based activities.

Competence 3

Statement	Aspect	EPD Phase Exemplar
Teachers will have developed a knowledge and	Teachers will have knowledge and	Teachers will be able to apply and evaluate the

| understanding of the learning area/subjects they teach, including the centrality of strategies and initiatives to improve, literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues. | understanding of the learning area subjects taught, including the centrality of strategies and initiatives to improve literacy, numeracy activities within a play based curriculum. | knowledge and understanding of the learning area/subjects taught, including the centrality of strategies and initiatives to improve literacy, numeracy activities through play. |

Competence 20		
Statement	**Aspect**	**EPD Phase Exemplar**
Teachers will use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.	Teachers will use a range of teaching strategies and resources that maintain pace within lessons and over time.	Teachers will be informed by self-evaluation, use is made of a repertoire of teaching strategies and resources to promote and sustain high levels of attainment and provide literacy and numeracy rich activities through play.

School Sourced Information

Within this section you should find out, as appropriate, information which will support you in your planning for and teaching of this PDA:
- *your subject(s), key stage curriculum areas*
- *relevant curriculum requirements*
- *appropriate teaching strategies*
- *abilities of the pupil(s)*
- *pastoral issues*
- *classroom management*
- *school policies, etc*

This may be sourced from background reading, INSET courses, school-based staff development sessions, and the expertise of school colleagues or an Education Authority support officer. It may also be based on what you already know about your pupils and what else you want to find out. Where textbooks or journals etc are used, the appropriate references should be included, e.g. author, date, title, publisher, pages.

You may present information in this section in either a short piece of prose or in bullet point format

Throughout the course of this PDA I have researched a range of documents and have accessed valuable professional development opportunities to support literacy and numeracy enriched play in the foundation stage. These are as follows:

- School's play policy, developed in consultation with staff and EA adviser
- Attendance with Year 1 Coordinator and Maths Coordinator at 'Playful Learning' courses in Stranmillis University College
- Observation of best practice in play in another school identified as outstanding

- Opportunity to be observed by and gain feedback from Glenda Walsh, Stranmillis University College
- Regular meetings with Principal, Literacy and Numeracy Co-ordinators and Foundation Stage teachers to review the learning outcomes of each topic which can be addressed through play
- Reference to the document 'Quality Indicators' by Glenda Walsh to evaluate and respond to children's progression throughout the term. The indicators also show the motivation and engagement of the pupils to the activities during play. These have been used in planning the questions for the initial half term planner and in reviewing pupil involvement in activities
- Use by staff of Language and Literacy in the Foundation Stage to ensure progression in the reading, talking, listening and writing activities
- Use by staff of CCEA level descriptors for planning for Maths and Literacy activities through play
- Review good practice in play on ESAGS TV

Reference to hand outs from 'Playful Learning' course at Stranmillis specifically the important role of the environment which should:
- be flexible but well organized
- have ample space for exploration and investigation
- have resources appropriately matched to pupils' age and interests
- have a good range of thinking and memory aids on display

Planning for Learning
You may attach this information if you already use/have an appropriate planning pro-forma

Class, Pupil or Group(s) of Pupils	*Make a factual note of the pupil(s) or group(s) of pupils within the class with whom you intend to carry out this PDA (avoid identifying individual pupils by name).* I am currently teaching a Year 2 class. There are 30 children in the class with a variety of needs. There are twelve girls and eighteen boys within the class. Additionally there is one pupil who has currently a Personalised Learning Profile.
Timescale and Relationship with Scheme of Work	*Where does the PDA fit into your existing plans, scheme, or unit of work?* This PDA will focus on 2 weeks of play planning on the topic of 'Chocolate' and 4 weeks of play planning with the focus on 'Transport and Journeys'.
Intended Learning Outcomes	*Make a concise statement of the intended learning outcomes for pupils i.e. what you want your pupils to experience, know, understand and be able to do?* By the end of the 6 week period the children will • have demonstrated high levels of involvement in literacy and numeracy activities • have developed confidence when using their phonics for independent writing activities in a play context

	• be confident when talking about their learning in plenary sessions • have demonstrated understanding of numeracy concepts and skills in a play context

Planning and Teaching Strategies

Briefly outline what you are going to teach e.g. 4-6 weekly planner, your unit of work or thematic topic.

Make a concise note of the teaching strategies you will use. You may, for example, consider:
- *AfL strategies - independent, peer and group work strategies, marking for improvement, questioning, formative feedback*
- *Differentiation*
- *Strategies to promoteThinking Skills/Personal Capabilities*
- *Active learning*

This planning will be presented in a 2-week planner for the theme of Chocolate and a 4 week planner on the topic of Transport and Journeys. Play activities will have a focus on Numeracy and Literacy.

- This PDA will be implemented through play opportunities. As a result of this, activities will be planned to offer purposeful learning opportunities for all abilities, gender and learning styles.
- Differentiation will be provided by designing activities that are open. Questioning and support will also be used to extend learning and support lower ability children.
- Peer support will occur naturally as the children move around the various planned activities.
- Learning intentions will be shared with the pupils prior to each activity so that pupils are aware of the objectives and purpose of the activities.
- Consideration will be given to the pace and scope of activities to ensure that they match time and resources available. This will be achieved through careful observation, planning and reflection.
- Effective questioning and observations will form the basis of my assessment and will be the main method I will use to inform future planning.

Resources including Educational Technology

Outline the resources you will use to carry out this PDA, e.g.
- *Books*
- *Practical resources and equipment*
- *Education Technology e.g. Internet, i-pad, Video, Video Conferencing, Digital Camera, Digital TV, IWB, Data Projector, PowerPoint*
- *Classroom Visitors*

You should reference clearly how the use of Educational Technology will enhance pupil learning

I will use a wide range of resources for my planning and implementation of play. Evidence of the resources used can be seen in my planning attached overleaf for the 6 week period. This range includes natural resources, role play costumes, iPad, laptops, materials for cooking, water and sand materials.

Evidence You Will Use to Monitor Learner Engagement and Progress (impact of your teaching on pupils)

Record here the evidence you will collect to enable you to monitor the progress of the pupil(s). Choose a minimum of three sources.

One source of evidence should be observation and written feedback from your recognised supporting teacher.
Other sources of evidence might include:
- *evaluation of lesson plans*
- *pupil voice – recorded interviews (audio or video), questionnaire feedback, pupil self and peer assessment*
- *annotated photographic evidence of learning in progress*
- *examples of pupils' work*
- *observation/written assessments of pupil learning*
- *audio and video recordings of teaching*
- *data*

Evidence

State Evidence 1	Observation and written feedback from Teacher Tutor and Foundation Stage Co-ordinator
State Evidence 2	Planning notes and evaluations completed for each area of learning each week
State Evidence 3	Photographs and video clips of pupils' play including evidence of pupils' work
State any Additional Relevant Sources of Evidence	

PDA Learning Log

My PDA and associated plans have been discussed and agreed by:	
Date:	