

# Overview

Friday, November 29, 2019 12:13 PM

**Assignment Title:** Prepare a portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

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**Pathway:** PGCE Secondary English

# Assessment For Learning

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## Self Assessment

Self Assess:

**Have you included 6 quotes?**

**Are your explanations supported by the quotes?**

**Have you annotated an important word from the quote?**

2 stars and 1 target.

I did this great because.....

Next time I could work on ..... by including.....

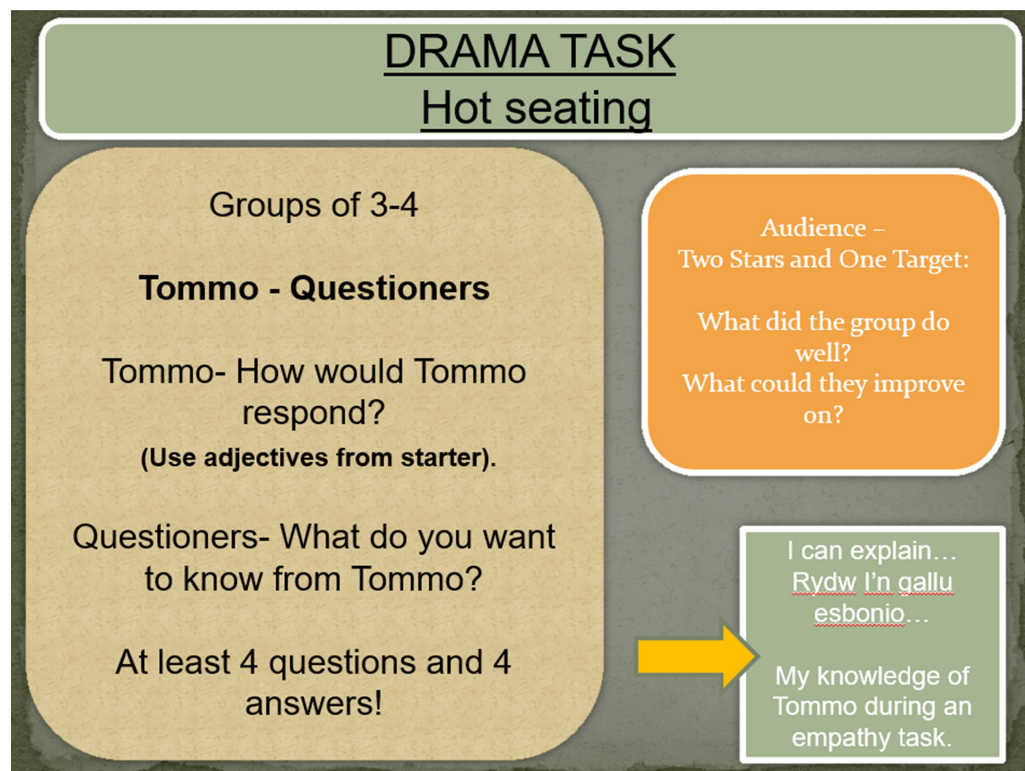
**(Use features from the success criteria in your comments!)**

Context: I instructed learners to undertake a self assessment at the end of a main activity. This occurred during a lesson taught to a high prior attainment group in key stage three - the topic was character analysis. The learners were instructed to use their success criteria and include what features of this they had did well; what developments they make next time. Instructions were also given that this self assessment should be completed in green pens so I can clearly see which part is feedback.

Rationale: I decided to use a self assessment as a tool of Assessment For Learning (AFL) to enhance learners understanding of what was expected from them during this lesson. The following lesson was based on this group completing an assessment on their impressions of this specific character. By instructing learners to leave 'two stars and one target' will allow them to identify which part of their analysis works well and what needs to be developed during their assessment. It is significant to note that I gave learners sentence guidance for leaving comments in their own books to make expectations of constructive feedback clear. These expectations were that learners should use extended comments, for example 'next time I could work on... because...' This meant that learners had to offer themselves a point and how they could work on this, ultimately ensuring that their self assessment was beneficial and enhanced progress in the future.

Evaluative points: I found self assessment during this class to be beneficial to both the learner and me. This form of AFL was anonymous and allowed learners who lack in confidence to give honest and constructive feedback about their work. However, I found that some learners during this task were not honest about their work and at times gave feedback that worked in their favour rather than enabling them to develop in progress.

## Peer assessment

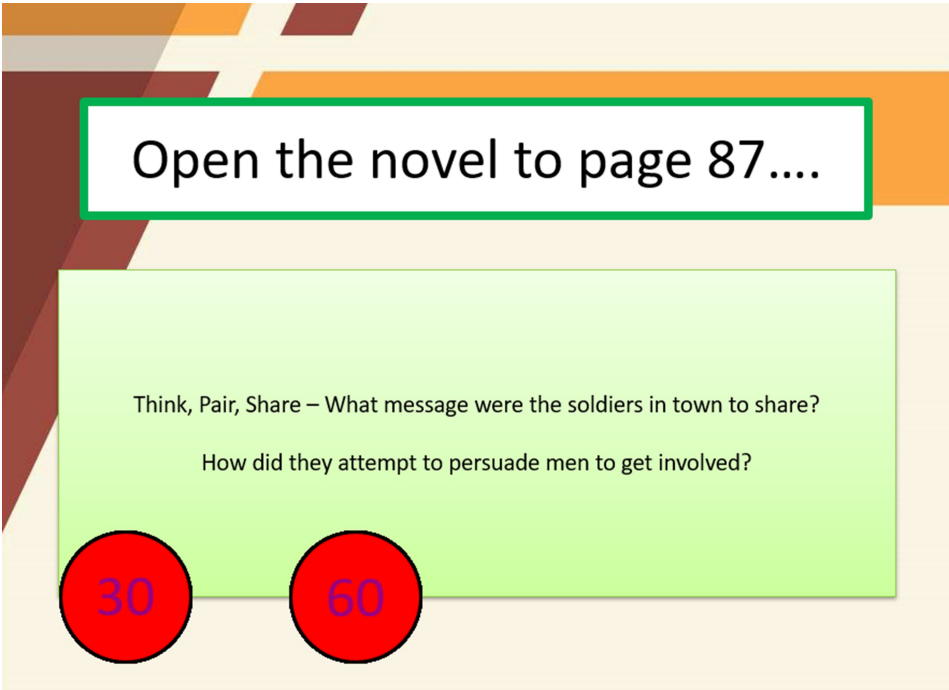


**Context:** This form of peer assess occurred during an English lesson with a low prior attainment group in key stage 3. Learners were instructed to perform a hot seating task in the attempt to enhance their understanding of a character. Rather than following the traditional step of peer assessing written work I explained to the class that they would peer assess a performance instead. Learners were instructed to leave each group 'two stars and one target' based on their knowledge of the said character.

**Rationale:** I decided to use peer assessment during this task to involve the entire class rather than put specific focus on the single group performing. This enabled me to carry out effective class collaboration along with the enhancement of speaking and listening. Peer assessment ensured that all learners were observing and that all performers were considering their audience. By using peer assessment during the task the checking of understanding increased as I was not only considering the performers comprehension of the character but the audience's as well.

**Evaluative Points:** Peer assessment worked well during this task as it enhanced both the audience's and performer's understanding of the character. It was useful for me to observe who had a good amount of understanding and which learner required more of a recap into this topic. However, although there was a positive outcome to this task, I found that friendship groups were commenting biased feedback to their peers, ultimately making some peer assessment inaccurate.

Think, Pair, Share



Open the novel to page 87....

Think, Pair, Share – What message were the soldiers in town to share?

How did they attempt to persuade men to get involved?

30

60

Context: I used Think, Pair, Share after reading a section from a novel during an English lesson with a middle prior attainment group in year 8. I instructed learners to follow the questions on the board as these are the key events in the section previously read. The class are also instructed to follow the timers presented, thirty seconds for 'Think' and sixty seconds for 'Pair' I had explained that I will then gather feedback using a name generator after this.

Rationale: I incorporated the Think, Pair, Share as a tool of AFL during this lesson to check the learner's understanding of what has just happened in the novel. I used timers to show learners how long they should spend on 'Think' and 'Pair,' I then gathered feedback during the 'Share' part. I used this method as I think it was significant for learners to think on their own about these questions in relation to the passage they have just read. I also think it is important to note that the inclusion of 'Pair' allows peers to share their knowledge on that topic.

Evaluative Points: Think, Pair, Share worked well during this lesson as it enabled learners to effectively work on an individual basis and as a team as well. Learners responded well during the 'Share' part of this and it appeared a majority of partners shared knowledge to one another effectively. However, although I think this worked well - it is significant to note that not every set of pairs could be monitored by myself during the sixty seconds. This creates the limitation that possibly some partners during the 'Pair' may not have been on task and the discussion taking place could have been off topic.

# Cross Curricular Responsibilities

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## Digital Competency Framework

Create a script for the remaining slides using chrome books.

20 minutes

**Each slide needs an introduction, for example:**  
"During this part of our presentation we will be discussing...."

**Sentence starters:**  
"Our gameshow consists of ....."  
"To win the prize you must ....."  
"Get involved with our gameshow because it is...."

| FUN       | SCARY       | ENTERTAINING | FUNNY      |
|-----------|-------------|--------------|------------|
| Enjoyable | Creepy      | Engaging     | Comical    |
| Exciting  | Spooky      | Captivating  | Humorous   |
| Lively    | Terrifying  | Charming     | Amusing    |
| Energetic | Frightening | Appealing    | Hilarious  |
| Cheerful  | Petrifying  | Fascinating  | Hysterical |

Look back at your success criteria!

I can apply...  
Rydw I'n gallu  
weithredu...

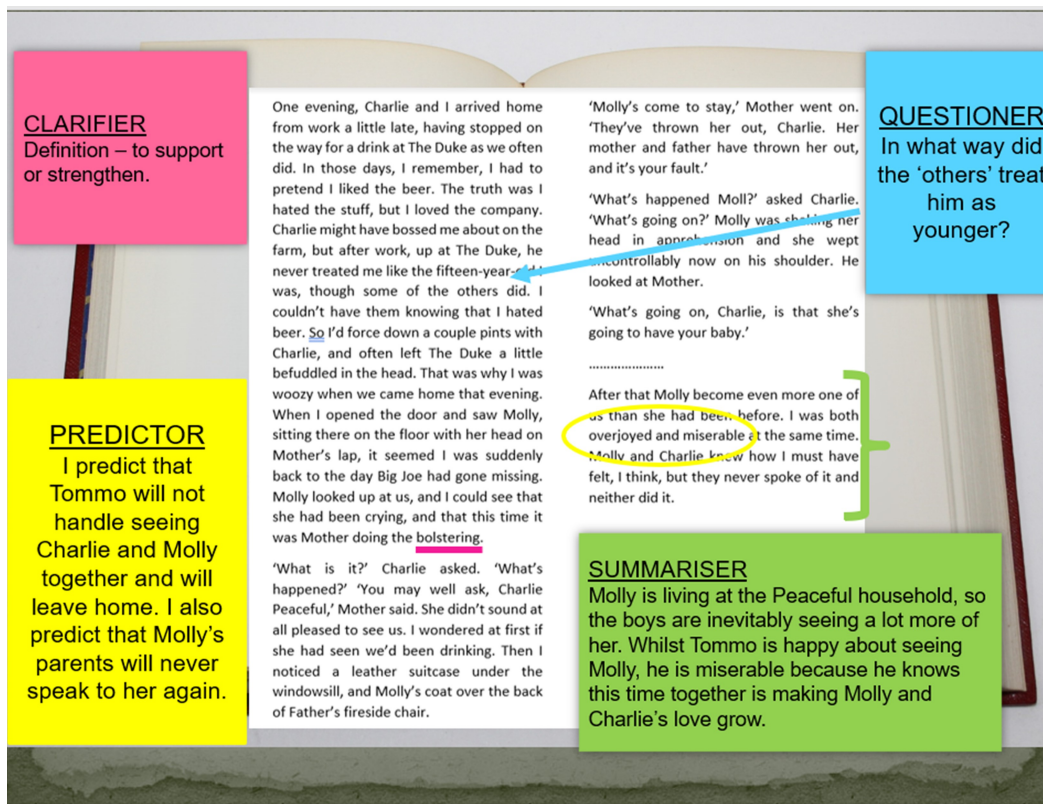
My success criteria to my presentation writing.

Context: The use of a Chromebook was essential for the learners during this English lesson. The class were a lower prior attainment group that were in the process of creating their own gameshow. During this slide, learners were given the task to create a script for their presentation and the instruction was given that this was to be completed on a Chrome book. Learners had to make full use of Microsoft Office as it was explained that a script must be printed via Word and they would be required to cross reference with their gameshow presentation already on PowerPoint.

Rationale: I decided to use chrome books during this lesson as it was vital for students to print their script off and use for notes in the following lesson - which would be their assessed presentation. Chrome books enabled students to use their pre-existing presentation on PowerPoint for prompts on what to include in their script.

Evaluative Points: The use of a chrome book was useful to learners as it allowed them to create a script on Word whilst flicking back and forth to their presentation on PowerPoint. It is significant to note that using a Word document with this lower prior attainment group was essential as it enhanced their literacy skills, i.e. Capital letters as the document made them aware when punctuation, grammar and spelling were incorrect. However, there were some concerns during the use of chrome books as well. Some learners lost focus during this lesson due to the several distractions that could be found on the internet. At times some pupils were off task and on YouTube which interrupted the lesson as I had to remind the class to remain on task.

## Literacy Numeracy Framework - Literacy



Context: During this hour lesson, the focus was reciprocal annotating during close reading of a passage from a novel. The class were of a higher prior attainment level in key stage 3. The learners were instructed to split into groups of 4, assigning a role of reciprocal reading to each member, i.e. Clarifier, Predictor, Summariser and Questioner. Each role consisted of close reading of the above passage, then after they had completed that feedback was essential between the group so all members had 4 roles on their own passage in their books. The use of dictionaries were crucial for the clarifying role as they had to find definitions of complex words or phrases.

Rationale: I used reciprocal reading as a literacy skill in the hope to enhance the learner's knowledge of LNF. The focus of close reading enabled learners to understand previous events of the novel and make predictions on what they think will happen next. The reading skill of Skimming and Scanning was also vital for the role of Summarisers when creating overviews of each paragraph. Reciprocal reading, although a teamed reading skill, ensured that all individual learners had a complex level of understanding on this significant passage.

Evaluative Points: This task worked well as it combines significant literacy aspects of close reading together. The learners gave positive and focused feedback after this activity showing me their complex level of understanding of this passage, its characters and themes. However, although this appeared a success, some parts were noted during the reflective aftermath. Some students were not participating in constructive feedback and were allowing their teams just to copy what they had written. This is not effective literacy practice and next time the instruction will be clear that each person's annotations must be explained to the rest of the group for enhanced understanding before the copying begins.

Literacy Numeracy Framework - Numeracy

**RESEARCH**

LNF / DCF Skills

Using the chrome books and find:

- 3 facts about WWI
- 3 statistics about WWI
- 2 propaganda images

Context: This slide was during an English lesson with a middle prior attainment group in key stage 3. The learners were instructed to find 3 facts, 3 statistics and 2 propaganda images in relation to World War One. This research was conducted on chrome books, enhancing the learners digital competency - in addition to this both numeracy skills (through the finding of statistics) and literacy skills (through close reading) were also enhanced.

Rationale: I decided to enhance learner's numeracy skills through the finding of statistics as it was crucial for them to understand facts surrounding the First World War. This research activity was to help learners with the following task of creating an Information Sheet of the War - the class understood the importance of statistics in making their sheet factual and professional.

Evaluative Points: The use of numeracy during this lesson was beneficial as it broadened their findings from just literacy research. When checking understanding - all learners presented clear comprehension of what a statistic is, ultimately improving their literacy numeracy framework. However, there were some issues to this numeracy task as well. Some learners were just scanning for random numbers and incorporate statistics in their work - however, after further explanation and instructions learners were made aware of what makes a statistic and why these are effective in Information Sheets.

# Direct Teaching

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## Teacher-led Modelling

**Tommo**

What are his likes and dislikes?

Tommo does not like Grandma Wolf

Tommo likes Molly

"We'd put rat poison in Grandma Wolf's tea."

What does he say?

Tommo gets protective over Big Joe.

"What did you say?"

What are his relationships like?

What does he think?

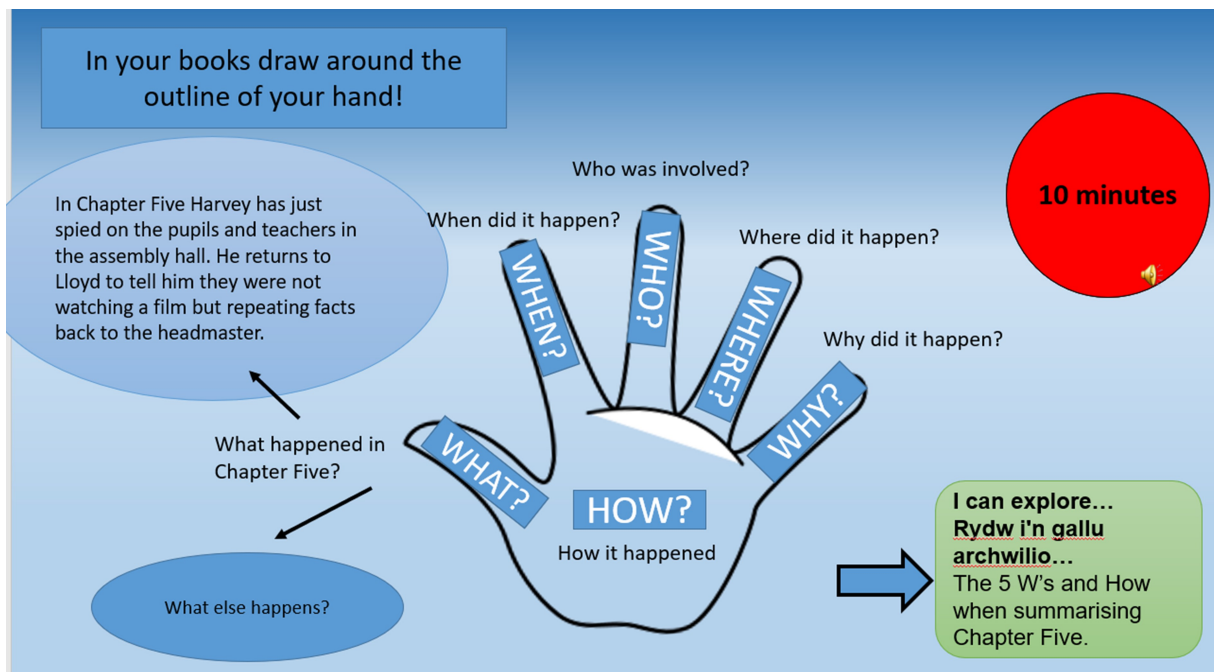
I can ...  
Rydw i'n gallu ...  
Describe the character  
Tommo using evidence.

Context: This method of direct teaching occurred during an English lesson to a higher prior attainment group in key stage three. I used direct teaching within this activity to ensure there was a good level of understanding before learners can move on to independent work. I explained what each speech bubble must consist of to create a successful Character View Sheet. I then modelled what I expected from each bubble, offering examples for each section of the bubble. I then checked understanding of the class before instructing them to finish the sheet independently.

Rationale: I used direct teaching during this activity as the class were being introduced to a new character. I wanted to incorporate GCSE level answers by instructing learners to find a quote to support the statement. Due to the introduction of both a new character and this complex level of character analysis - direct teaching was vital to ensure all learners understood the task before completing it independently.

Evaluative Points: Direct teaching worked effectively during this task as the class' concerns of finding quotes to use as evidence were reassured due to teacher-led modelling of what was expected from them. The downfall to this type of teaching during this activity was that there were several instructions to give - some learners had forgotten the first instruction by the time I had finished the direct teaching, however the simple solution of writing instructions on the white board solved this issue.

## Teacher-led whole class task

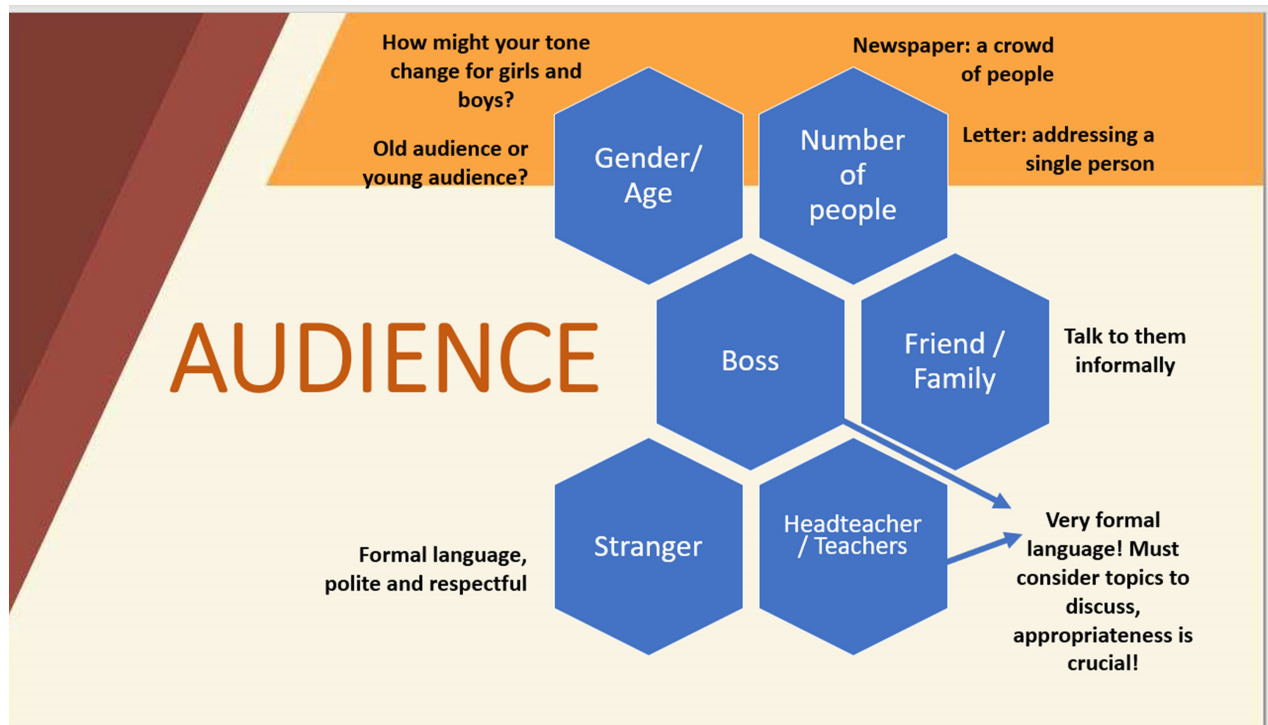


**Context:** This activity occurred during a lower prior attainment group in key stage three. The pupils had to draw the outline of their hand into their exercise books, each finger and the palm representing a section of their chapter summary. This was conducted through direct teaching in which I went through each section and provided examples of what I expected for each part.

**Rationale:** I used direct teaching here as chapter summary was a new method introduced to this group of learners. I scaffolded the learning for them by using teacher-led instructions on the first few sections then slowly removed my direct teaching to ensure some of the sections were completed as independent work. By conducting this through direct teaching I ensured all understanding was checked on the task.

**Evaluative Points:** Direct teaching was beneficial for this group during this activity as I was introducing a new chapter summary strategy. Due to the group being at a lower prior attainment level, they required a fully structured lesson that had teacher-led moments. The class responded well to this direct teaching as they had appeared to respond more positively when I had modelled the first section before instructing them to complete the rest independently.

Teacher-led explanation



**Context:** This teacher-led explanation occurred in an GCSE English Language lesson for a lower prior attainment group in key stage four. I conducted direct teaching for the majority of this lesson as I knew these learners responded better to teacher-led activities rather than independent work. The learners had to copy down notes of the different types of audiences and how their letters should differ depending on this, i.e. Audience is stranger - language must be polite and formal.

**Rationale:** I ensured the explanation of identifying audiences was teacher-led so I was sure learners understood before moving on to the next part of the note-taking. I decided to use direct teaching here as from previous lessons with this group I had learnt that they respond more effectively to teacher-led moments rather than independent study. Learners, who are of a lower prior attainment group, at times depend on direct teaching due to lack of confidence.

**Evaluative Points:** This direct teaching worked well as I was able to explain in detail what different types of audiences the learners must be aware of. Having used direct teaching with this class before I was already aware that this method of teaching worked best for them due to the low level of confidence in the group. However, although a teacher-led strategy worked well during this explanation there are some issues that arose as well. Learners appeared overwhelmed with information at the end of my explanation so repetition was vital in ensuring every individual understood the different audiences.

# Critical Review

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Due to the depth of the secondary curriculum, the exploration of effective pedagogy will take place on focused areas. In this critical reflection there will be an investigation into Donaldson's outline pedagogical principles; the employment of assessment for learning (AFL), reinforcement of Cross-Curriculum responsibilities and lastly, the inclusion of direct teaching (Donaldson, G. 2015). This essay will conduct a critical analysis and evaluation of a range of literature and research on effective pedagogy and learning. Furthermore, this research will reinforce the reflection on the impact of approaches used in the classroom and seen through the illustrative annotations on each section of this document. There is an increasingly influential frame of evidence about the fundamental importance of good teaching to effective learning (OECD, 2005). Donaldson clearly supports these notions made by the OECD as he suggests that pedagogy is so much more than just teaching, it represents the combination of theoretical and practical skills with fine judgement of the learner's individual needs (Donaldson, G. 2015).

A significant principle recommended by Donaldson (2015) is the need for a more effective method of assessment in Wales. A study by Cambridge University (2017) summaries the significance of AFL in education by claiming that there is a distinct correlation between a growth in a learner's self-efficacy and their general confidence in personal abilities (Bandura, 1997). Donaldson supports the notion that AFL is a tool of reflection that occurs during the lesson that can help practitioners move the progress forward (Donaldson, 2015). Donaldson is essentially saying that pedagogy is a team effort that needs to combine teaching, reflection and learning to make it effective and successful for the individual. In accordance to Donaldson, I will reflect on personal teaching and learning experiences in attempt to develop my pedagogy skills for future classroom practice. The importance of reflection in education is also stated by the Welsh Government who explain that the educational environment should be 'sensitive, constructive and reflective' (Welsh Government, 2010: 11) for teaching and learning to be effective. The government and Donaldson state that all individuals must feel comfortable with making mistakes, it is only when learners feel safe to make errors that confidence to reflect on these can occur. Creating the combination of a safe environment with effective assessment can double the rate of learning (William, D. 1998) if this method of pedagogy is implemented appropriately it could result in learners making what had previously been one year's progress but within a six-month period (Donaldson, G. 2015).

As shown in the previous section under the subheading Assessment for Learning, the third illustration shows the limitation of AFL in the classroom. It states that although there was a positive outcome to peer assessing, it occurred that friendship groups were commenting biased feedback to their peers, ultimately making some peer assessment inaccurate (2020). To avoid biased comments occurring, it should occur that peer assessment happens between learners selected by the teacher. According to research, despite the positive relationships formed through this type of ALF, Greenwood (1995) argues that effective peer assessment can only occur if specialised training is involved. A large amount of controversy was found around the AFL discussion; some argue that the validity of peer assessment occurs within the college or university setting (Topping, 2009) and although this data presents this tool of AFL to be valid and reliable; one must question the reliability of peer assessment conducted within the school context. The level of feedback conducted in a school setting will differ from that of a higher education establishment due to the age and skills contrast (Topping, 2009). However, Donaldson (2015) suggests that peer assessment introduces a sense of social responsibility, further on from this peer AFL increases the interactions between children subsequently making their learning more rewarding for all parties involved (Goodlad, S & Hirst, B. 1989).

In order to enhance a learner's engagement in their learning, it is essential they are involved in understanding the progress they make during a lesson. Engaging students in the assessment process through both self-assessment and peer assessment is essential according to Donaldson (2015). AFL is effective for moving a pupil's learning forward; however it can also be used as a tool to enhance the learner's understanding of the activity. It is stated that students who participate in assessment, whether that is peer or self-assessing, often improve their own skills when evaluating work as a result of the skills and interactions sustained through the marking (Towler & Broadfoot, 1992). As presented in the illustrative annotation self-assessment that occurred during this lesson showed that learners who lacked in confidence gave honest and constructive feedback about their work as they were made aware of the anonymity of comments. This followed the Welsh Government's recommendation that feedback should occur in a safe and sensitive environment (Welsh Government, 2010). However, it was found that some learners during this task were not entirely honest. Self-assessment therefore can be viewed as objective and it is stated that learners can avoid balancing their comments and not focus on facts regarding their performance but rather overplay their strengths (Panadero, E. Tapia, J. A. and Huertas, J. A. 2012). However, if children and young people are to develop the capacity to learn throughout life, they need to be able to reflect and diagnose their own progress and further learning needs (Donaldson: 2015). Similarly, it is stated that a learner's involvement in assessment can develop critical thinking and autonomy in the classroom setting (Yang, et al. 2006).

Feedback on work is a vital tool used in AFL to ensure the progression of learners. Teacher-led feedback, although often titled as behaviourist and didactic (Skinner, 1976) it allows cognitive development which follows the social constructivist theory of Vygotsky. His theory of 'Zone of Proximal Development' (ZPD) shows that interaction during feedback allows the development to occur (Vygotsky, 1980). The method of questioning allows for a social interaction between the teacher and pupil. Although social interaction is a form of effective AFL, it is argued that for far too long feedback has only been the responsibility of the teacher (Rust et al, 2005). In the same article, it is however acknowledged that teachers are a significant part of effective feedback in ensuring that comments are constructive and ensuring comments go beyond passive information transmission to a participatory process (Rust et al, 2005). It is claimed that assessment must be innovative, and that it needs to not just be teacher led, but also self and peer assessment is critically important. This will encourage learners to take a greater responsibility of their own learning and will ultimately enhance progress within the classroom (Donaldson, 2015).

It occurred that implementing AFL within a lesson was beneficial to both me and the learners. It enhanced awareness as to where every person was in relation to making progress and allowed me to repeat tasks if comprehension was non-existent. AFL enabled social interaction within the class and ensured learners had a sense of independence through self and peer assessment. Self-assessment was the most effective form of AFL used as the anonymity of it enabled learners to express what they think they had to develop on in future tasks, this allowed me then to see what progress individuals had made during the lesson.

Cross curricular responsibilities are a growing focus in Welsh education and according to researchers, the literacy and numeracy framework (LNF) and digital competency framework (DCF) are essential skills young people need to enhance vocational development (Courtenay, M. and Mawer, G. 1995). The LNF has always been very much apparent in education, however the lack of focus towards digital competence is something of a contemporary issue. In today's knowledge economy it is evident that digital skills have become an essential third basic skill alongside literacy and numeracy (ECORYS, 2016). Cross curricular responsibilities ensure that teachers are creating a digitally competent classroom that will compensate individuals' need for active citizenship. (Leaning, M. 2009). As mentioned in the previous sections under subheading Cross Curricular Activities, the use chrome books were both beneficial and effective for the

learner. Learners were able to enhance their digital competence whilst also developing their reading and writing comprehensions as the document in which they performed on enabled them to use an online dictionary. However, when it comes to teachers' digital literacy there is a need to introduce a more pedagogic-didactic content for digital literacy management with new digital trends that are influencing the conditions for schools, pedagogy and subjects (Krumsvik, R. J. 2008). In addition to this the complex nature of a teachers' digital literacy makes it necessary to expand our traditional view of this idea (Krumsvik, R.J. 2008) suggesting that although there is a need for a stronger implementation of DCF, this can only be executed successfully if effective pedagogical training is in place for the teacher.

The Secretary for Education in Wales Kirsty Williams stated that digital competence is an essential skill in today's world, and that the education system in Wales needed to reflect this by placing digital competency on parity with the existing LNF (Welsh Government, 2014), this would put Wales in a 'world-leading' position of integrating digital skills within the curriculum (Williams, K. 2016). Aside the ranking focus however, with the complex digital world, it is suggested that DCF within the classroom not only enhances the learner's knowledge of technology but also offers crucial employability skills that one can use in their vocational future. In addition to the above, it is significant to note that in 2014 it was claimed that the digital skills gap was increasing, following on from this ECORYS (2016) found that 72% of large organisations and 49% of small businesses were facing difficulties because of this gap. Furthermore, a study conducted by the Confederation of British Industry (2015) stated that 61% of business owners noted a large weakness in digital skills amongst their workforce. If observing schools as providers of future generations of employees these statistics highlight the importance of the implementation of the DCF within the educational setting. The Welsh Government have raised their recommendations of the importance of the DCF in reducing the skills gap (2017) and by ensuring these skills are enhanced in young people it can enable Wales to become more digitally connected, essentially illustrating Donaldson's views that learners should be ethically, informed and capable individuals (Donaldson, 2015). It is argued that digital literacy is too broad a term and that by asking all subjects to implement this is essentially taking away from their area of knowledge (Mutka, A. 2011) whereas the UK Digital Skills Workforce (2014) propose that being digitally competent is just another element of skills needed in both employability and everyday life.

It is recommended that all teachers should identify and plan where appropriate every opportunity to implement the LNF in the classroom, however this should naturally be placed in the lesson plan rather than a random outburst of literacy and numeracy (Welsh Government, 2015). As shown in the illustrations of the LNF implementation, learners were instructed to research about World War One. It was explained that they would have to find statistics, this enhances their skills not only with the DCF by using computers to research but investigating history through information determined mathematically. This implementation of the LNF was natural as it fit well in the lesson's plan. According to professional bodies 'Schools are not expected to create opportunities for pupils to show their skills in ICT, numeracy, literacy or Welsh in every single lesson' (ESTYN, 2015: 22) It is claimed that an effective change of learning can be the result when teachers allow a cross-curricular perspective to shape their pedagogy (Savage, J. 2010). Savage continued to state his experiences claiming that cross-curricular projects enriched teaching in ways avoidable for predictions – not only enriching the learner's knowledge but also creating an effective development of the pedagogy as well (Savage, J. 2010). However, it is suggested that more needs to be done to ensure cross curricular opportunities are implementing the essential literacy and numeracy skills in meaningful ways in schools (Welsh Government, 2015).

During personal practice, it occurred that the implementation of the DCF was particularly difficult. By using chrome books with a lower prior attainment group in year 7 caused learners to become distracted. Expectations were made clear at the very beginning of the lesson that

learners must remain on task, however attempting to have eyes on thirty chrome book screens proved to be difficult and I found some individuals were completely distracted by having the internet in front of them. I also found it difficult that some learners were more digitally competent than myself and it is suggested that this rapid growth of the ever-changing digital world makes it extremely difficult to identify opportunities of implementation (Cheung & Slavin, 2012). Linking back to what Savage (2010) claimed, if effective input of the LNF and DCF is going to happen, then schools need to equip their staff with relevant pedagogy training. The implementation of the LNF was easier as following recommendations by the Welsh Government (2010) if teachers can identify a way to incorporate it naturally, it will be an ordinary occurrence in that lesson. It was intended that the results of an empirical study in literacy and numeracy would make a useful contribution to the continuing debate about student achievement (Bourke, S. F. 1981) and this was apparent during my practice. It seemed that learners gained a better understanding of the topic when equipped with mathematical statistics, this granted them a more in-depth picture of the facts surrounding the First World War.

Another significant pedagogical principle recommended by Donaldson (2015) was the importance of a direct teaching in the classroom. In an educational study, it was found that students who received teacher-led classes significantly outperformed those who participated in independent activities that involved summarisation texts and tests (Rosenshine, B. 2008). As seen in the illustrations of my own input of this pedagogical principle it occurred that direct teaching was presented mostly through modelling. From this practice this type of direct teaching worked mostly for some learners who had responded well to the initial model of the first section and then appeared to work confidently when instructed to complete the rest of the task independently. However, it was apparent that some still required further explanation; after alternative explanations of the task all learners effectively finished the activity independently. It is suggested that we assume that the process of modelling can potentially achieve much more for the learner and activities a higher level of progress can be made in compared to unassisted learning (Wood et al. 1976). Learners who are assisted essentially make larger, less time-consuming progress than that of independent study. However, by implementing direct teaching, education is essentially denying learners of independence in the classroom. It is suggested that independence should be fostered in all aspects of the teaching and learning to enhance effective practice (Donaldson, 2015) and to grant young people a sense of responsibility over their progress.

Disputes about direct teaching are ever-growing within educational literature. On one side of the controversy researches claim that individuals learn best in an unassisted classroom in which young people must discover and investigate information independently (Bruner, 1961; Papert, 1980). Whereas the opposing argument suggest that learners must receive teacher-led instructions and independence with investigating certain concepts is ineffective (Cronbach & Snow, 1977). It is claimed that the teacher ultimately prevents an overload of information and enables relevant information to be embedded by the learner (Rosenshine, B. 2012). Rosenshine summaries the values of effective instruction into ten principles and these claim that effective learning comes from guided instruction. However, the instructional principles may also inspire teachers to over instruct, if they feel that this is what discourages the notion of independent learning. Whereas it is argued that if teachers want students to learn new knowledge or methods, they need to teach them directly (Kirschner et al, 2006). Avoiding direct teaching may lead to students missing out on key concepts which could otherwise aid their understanding. According to Donaldson' four aims, a concept that was recommended was the need for strong content knowledge on the teacher's behalf. If this content is strong then effective learning can commence (Donaldson, 2015). This leads us to assume that Donaldson, although for independency in the classroom, believed that the teacher dispersing their knowledge is a beneficial tool of effective pedagogy.

The implementation of direct teaching was effective during personal practice and as seen

through the illustrations, the tool of modelling worked extremely well in the lessons. Students responded well to guided instructions and this was justified when independent study occurred confidently after the direct teaching. Whilst it can be viewed as a tool that strips learners of their independence (Papert, 1980), the neglect of teacher-led instructions is argued to cause learners to become lost and frustrated, and thus this confusion led to misconceptions which essentially achieved the opposite of all pedagogy desires, no progress being made (Kirschner, P. 2006). Although misconceptions can occur, it is argued that teacher-led classrooms are passive (Christodoulou, D. 2014). During the lessons as seen in the illustrations section, it seemed that direct teaching can disengage learners. Due to students only listening to information it appeared that the little participation caused this disengagement. However, that said, when reflecting on my personal experience using the literature it seems that the need of direct teaching is still there. It is suggested that teacher-led lessons can enhance progress quicker, and the need for teachers to transmit their knowledge onto young people is vital in the learning process (Cronbach & Snow. 1977). Reflecting upon this whilst resonating with literature it is evident that a clear balance between direct teaching and learner independency is needed in classrooms. Although it is claimed that children need an independent role within the classroom (Papert, 1980) learners still may need assistance with the learning before they can progress individually.

When resonating with literature and professional bodies, it is evident that the discussed pedagogical principles are vital in the school setting. AFL, although must be well executed, is crucial in classrooms when moving progress forward. The need for AFL enhances the pedagogy as well as the learning and enables the teacher to have full responsibility over their learners and lessons. The implementation of the LNF and DCF as cross-curricular responsibilities is also a significant principle recommended by Donaldson (2015). Not only do these frameworks enhance the individual's educational learning, it is also evident that it provides students with the crucial employability skills that is needed in Wales today. Lastly, the controversy surrounding direct teaching is still ongoing, however from personal experience and after the conduction of research, teacher-led instruction is still needed in schools. Teacher's transitioning their skills and knowledge onto young people, although traditional, is still a very effective method of pedagogy. Whilst this is evident, according to literature there needs to be a balance between teacher-led and pupil independence in schools as young people must be able to discover learning for themselves (Papert, 1980).

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