

Title Page

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Student Number: 1901179

Pathway: PGCE Secondary English

Targets from previous assignment:

	Target:	What I have done in this assignment:
Target 1:	Apply Harvard references guidelines consistently	Followed the referencing guide provided by the university.
Target 2:	Read more widely around the subject	Read several different readings, before starting the assignment.
Target 3:	Critically must be developed rather than descriptive writing	Critically evaluate each section, after each paragraph.

Link to OneNote:

https://uowtsd-my.sharepoint.com/:o/g/personal/1901179_student_uwtsd_ac_uk/EoGWLXTJvI5JpGKDbb_Zt9QB2Y0FtPFOVaxni8PakG4JYQ?e=y3Z8BN

Example One:

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Teaching & Core Learning	➤ Students will label the example book review. ➤ Discuss with the class what they labelled the different sections are. ➤ Explaining what needs to be included in the first paragraph. What does the plot include? ➤ What is the story about? Describe the type of book it is. Who are the main characters? Describe the character.	➤ Label each section of the book review. What is each section discussing? ➤ Discussion with the class, analysing the paragraph. What do they include? Ask the students the questions. How do they link to the paragraph? How does the student write about each section? ➤ Making notes of their book, on the book review plan.	
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	Where and when is the book set? ➤ Character paragraph focus. ➤ Showing the paragraphs from the book review example. ➤ Analysing each paragraph. ➤ In the paragraph – who are the characters. How does the student describe the character? Explaining what the character role is in the example. Why are they your favourite character? ➤ Focusing on opinion. ➤ Analysing the paragraph from the extract. Asking students if the writer enjoyed their book. How did the book progress? ➤ Recommendation paragraph. ➤ Analysing the paragraph, from the book review example. - Which age group is it best recommended for?	➤ Discussion with the class, analysing the example. ➤ Discussion who is their favourite character in the book and why? ➤ Making notes on their book, on the book review plan. ➤ Class discussion. ➤ Write in their plan, their opinion on their book. ➤ Class discussion, analysing the paragraph. ➤ Write in their plan sheet, who they would recommend the book for?	
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This example shows a lesson plan for a book review lesson conducted with a year 7 class. In the lesson, I had asked several questions, which link with the lesson. I do not ask probing questions, which I could have used. However, I have noted down the main questions which I have to ask. The questions, I have used to show that I am asking questions which check the student's prior knowledge. Also, through these questions, I was able to probe the students more, to help them find the answer they need if need be. I had provided them a wait time to see whether they were able to answer the question and also would ask different students to help them answer the question.

Example Two:

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Teaching & Core Learning	➤ A 3-minute clip will be shown the students will make notes. ➤ Success criteria will be on the board. ➤ After the clip, we will have a short discussion of what they have noted down. (5 minutes) ➤ Total: 8 minutes ➤ Students will write the definition for instigator, builder and challenger in their books	➤ Students will write notes in regards to the clip ➤ Students will have to sort out the sentence starters in pairs. ➤ In pairs, they will each have a role to have a short discussion
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	➤ Before, explaining the definition the students will provide me with the definition they have written up. ➤ I will explain to the students the definition of instigator, builder and challenger. I will have sentence starters on the board as examples. ➤ Students will provide me with an example of what they believe can be used for each role. ➤ 5 minutes ➤ The students will have sentence starters, which they will have to organise. – We will feedback as a class ➤ 10 minutes ➤ The students will be in pairs and have a role each. They will either be an instigator or a builder. Each student will have 5 minutes to have a short discussion in pairs, using the sentence starters from the first task. ➤ The pairs will have the role of builder and challenger. Each student will have 5 minutes each.		
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This example shows, how I have used a different approach for Assessment for Learning (AFL). The AFL used in this lesson plan shows that I am asking the students to access their prior knowledge when asking the definition of the different roles. Furthermore, asking them to access prior knowledge, when asking for examples. If they were unable to answer the question, I would ask probing questions. Feedbacking as a class is used in this lesson plan. The feedback helps me understand where the students need to focus on. Which area I need to teach them and direct them. Having the students work in pairs, helped me walk around and hear the use of the different roles and see whether they are using the sentences and roles correctly.

Example Three:

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Writing Assessment (yellow)				
L8	Selects specific features or expressions to convey particular effects in order to interest the reader. Flair & originality is evident. Control of character, events & settings. Clear points of view are articulated with evidence consistently offered.	Vocabulary enables distinctions and/or emphasis. For example, anger subtly achieved through lexis.	Grammar enables distinctions and/or emphasis. For example, passive voice.	Clear grasp of the effects achieved through punctuation and paragraphs.
L7	Writing is confidently adapted to the task using an appropriate choice of style. The piece is coherent, sustained & developed. Arguments are sustained & offer convincing evidence for the reader.	A range of vocabulary is used effectively and accurately. Spelling is correct.	A range of sentence structures are used effectively and accurately.	Paragraphing and accurate punctuation create specific effects and aid clarity of the piece for the reader.
L6	Engages & sustains reader's interest. Some adaptation of style & register for the reader. An impersonal style is used when appropriate. Opinions are expressed with some development of points.	Vocabulary is varied to create effects. Spelling is generally accurate including that of irregular words. ✓	A range of sentence structures purposely create effects. ✓	A range of punctuation is used accurately particularly to clarify meaning. Paragraphs are effective for the task. ✓
L5	Writing is varied & interesting. Adapts style to the reader, using a more formal style when appropriate.	Vocabulary choice is imaginative with words used precisely for effect. Complex regular patterns are usually correct.	Simple and complex sentences organised into paragraphs. ✓	A range of punctuation is generally used accurately. ✓
L4	Writing is lively. Ideas are sustained & developed. Opinions are stated & supported with some reasons.	Vocabulary is often adventurous. Words are sometimes used for effect. Spelling is generally accurate when conforming to regular patterns.	Different structures of sentences are used. Sentences are organised into paragraphs.	Beginning to use punctuation within sentences, including speech marks.
L3	Organised, imaginative and clear. Beginning to be adapted to particular readers.	Words are sometimes chosen for variety and effect. Spelling usually accurate including common polysyllabic words.	Basic grammatical structures are usually correct.	Full stops, capital letters & question marks used accurately.
L2	Appropriate & interesting vocabulary.	Monosyllabic words are usually spelled accurately, incorrect spelling is phonetically plausible.	Ideas developed in a sequence of sentences.	Sometimes using capitals & full stops.
Meaning and Awareness of Audience		Word Level and Spelling Accuracy	Sentence Level	Punctuation
Feed Forward: well done with one use of paragraph, however try to make them shorter.				

6m.

This example shows the use of feedback provided to the student. The feedback provided has only one target. The minimal target is to allow the student not to feel overwhelmed and feel stressed over what they have written. It will help them improve their work, a step at a time. One feedback at a time. The use of a positive remark at the start, helps the student understand that the work they have provided is good. It helps them feel motivated and not disappointed in themselves, in regard to the target comment. The positive feedback will help the student feel motivated to improve and display that it is may not be as difficult to improve.

Example One:

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Teaching & Core Learning	➤ Explain the definition of adjectives and adverbs. ➤ Show a short descriptive paragraph taken from Harry Potter. ➤ Highlight the adjectives and adverbs in the paragraph and show the students the impact these words have. (10 mins) ➤ Students have an outline of a body each.	➤ Students will have a template of an outer body to write down the adverbs and adjectives to describe a character. ➤ Students draw a picture of their character and further use adjectives and adverbs to describe their character.
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	➤ I will show them 2 clips of Ron from Harry Potter and ask the students ➤ Describe the personality of the character inside the body and the appearance of the character on the outside. (5 mins) ➤ Create a mind map with the students with some of the descriptive words they used. ➤ Ask: "Why have you used words?" ➤ See understanding of adjectives and adverbs. (5 mins) ➤ Main task: Students to draw a picture of their own character from the book they are currently reading. ➤ Write down descriptive words to describe the appearance and personality of the character. ➤ Show a WAGOLL, for them to have a clear understanding of the task. (15 mins)
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The example above displays the use of Cross-Curricular Responsibilities used within a year seven, book review lesson. In this lesson, I had ensured that the lesson was more creative. The focus was on the books, which they were reading. Focusing mainly on the characters. I had asked the students to create a drawing of what they interpreted of their character, through the description. To create an image of what they believe the character looks like. Art has been incorporated into this lesson. Allow the students to enjoy the lesson. Also, allowing them to become more innovative and use their imagination. In this lesson, they were more engaged and was able to remember the importance of adjectives and adverbs, as the lesson was memorable.

Example Two:

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Teaching & Core Learning	➤ Five sentences will be created by the end of the lesson from the students. ➤ They will choose a scene from their book to focus on. ➤ First sentence: starting with an adjective. ➤ Showing an example of a sentence starting with an adjective. The adjectives in the sentence are: “anxious” and “afraid”
	➤ Explaining, that not all sentences need to start with the characters name. ➤ They will write their own sentence using two adjectives. ➤ Word bank of adjectives will be on the board for help. ➤ Explain, how adverbs can be used to begin a sentence. ➤ Explain what effect the adverb has in a sentence. ➤ Provide them with a word bank, to help use ambitious vocabulary. ➤ The word bank will help them write their sentence ➤ Explain the power of ‘ing’ verbs. ➤ On the board, having the word bank up to help write their sentences. ➤ Showing a sentence which uses a simile. ➤ Explaining the use and power of having a simile is a piece of writing has. ➤ The last sentence will focus on the word “although”.
	➤ Explain the use of the word. ➤ Show the full paragraph in full. ➤ Have some students read out the paragraphs they have written

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This example displays Cross-Curriculum Responsibilities. The example is showing embedding literacy into a lesson. Through teaching the children how to create a sentence, it is teaching them the basics needed. This lesson teaches them the basic skills which are needed to create new sentences, which all start differently. These sentences show the students how they are transferable into different subjects. When writing they would be able to start the sentence in a different method, regardless of the subject. For example, they would be able to use these sentence starters when writing a history essay. This builds confidence in the students, to write sentences which have different starters, in their writing.

Example Three:

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Teaching & Core Learning	➤ The students will write the success criteria and the title of the mindmap in their books. The title of the mindmap and the success criteria will ➤ As a class, I will ask them what they believe is needed to create a good charity. ➤ When I am making notes on the board, of a good charity, I will be asking the students to write the	➤ The students will create a mindmap in their books. ➤ The students will write notes on their mindmaps, of what creates a good charity ➤ The students will create their own logo, slogan and charity name.
	information in their books. (10 mins) ➤ I will show them three clips, which total up to 8 minutes. The students will be asked to write down notes while watching the videos. (8 mins) ➤ As a class, we will then discuss what information they have noted from the videos. I will ask the students to write down any notes which they have not included. (10 mins) ➤ I will have students to create their own logo, name and slogan for their charity. (20 mins)	

The example displayed above is an example of Cross-Curriculum Responsibilities. By including Youtube videos into the lesson, which are based on homeless charity advertisement. It helps the students understand, what is needed to create a good homeless charity advertisement. It helps the student visualise and gather ideas. This cross-links with media studies. This helps the students understand the link between media studies and English. Furthermore, the example shows how the students have to create their own logo, charity name and slogan. This interlinks art and creativity into the lesson. Making the lesson more enjoyable for the students and become more interactive. The more interesting and engaged with the lesson. It helped build their interest, therefore, they enjoy the lesson more.

Examples One:

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Teaching & Core Learning	➤ Students will label the example book review. ➤ Discuss with the class what they labelled the different sections are. ➤ Explaining what needs to be included in the first paragraph. What does the plot include? ➤ What is the story about? Describe the type of book it is. Who are the main characters? Describe the character.	➤ Label each section of the book review. What is each section discussing? ➤ Discussion with the class, analysing the paragraph. What do they include? Ask the students the questions. How do they link to the paragraph? How does the student write about each section? ➤ Making notes of their book, on the book review plan.	
	Where and when is the book set? ➤ Character paragraph focus. ➤ Showing the paragraphs from the book review example. ➤ Analysing each paragraph. ➤ In the paragraph – who are the characters. How does the student describe the character? Explaining what the character role is in the example. Why are they your favourite character? ➤ Focusing on opinion. ➤ Analysing the paragraph from the extract. Asking students if the writer enjoyed their book. How did the book progress? ➤ Recommendation paragraph. ➤ Analysing the paragraph, from the book review example. - Which age group is it best recommended for?	➤ Discussion with the class, analysing the example. ➤ Discussion who is their favourite character in the book and why? ➤ Making notes on their book, on the book review plan. ➤ Class discussion. ➤ Write in their plan, their opinion on their book. ➤ Class discussion, analysing the paragraph. ➤ Write in their plan sheet, who they would recommend the book for?	

In this book review plan for year seven, I have included a blend of approaches. This plan shows that I have used direct teaching initially, as I am analysing different sections with the students. Also teaching them directly, how to write and what to include in a good book review. I have also included independent work and class discussion, these are two different types of teaching approaches. I have found that group discussions work well in the class, as the students are able to bounce ideas off each other. This further builds their confidence in the classroom and they feel more comfortable to be involved in the discussion. This is because the students will each expand on each other's answers. I have included independent work, as the students would work independently when completing their review plan. This worked well after a group discussion because they have many ideas and was able to use what I have taught them as a scaffolding for their individual work.

Example Two:

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Teaching & Core Learning	➤ A 3-minute clip will be shown the students will make notes. ➤ Success criteria will be on the board. ➤ After the clip, we will have a short discussion of what they have noted down. (5 minutes) ➤ Total: 8 minutes ➤ Students will write the definition for instigator, builder and challenger in their books	➤ Students will write notes in regards to the clip ➤ Students will have to sort out the sentence starters in pairs. ➤ In pairs, they will each have a role to have a short discussion
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	➤ Before, explaining the definition the students will provide me with the definition they have written up. ➤ I will explain to the students the definition of instigator, builder and challenger. I will have sentence starters on the board as examples. ➤ Students will provide me with an example of what they believe can be used for each role. ➤ 5 minutes ➤ The students will have sentence starters, which they will have to organise. – We will feedback as a class ➤ 10 minutes ➤ The students will be in pairs and have a role each. They will either be an instigator or a builder. Each student will have 5 minutes to have a short discussion in pairs, using the sentence starters from the first task. ➤ The pairs will have the role of builder and challenger. Each student will have 5 minutes each.		
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For this year nine lesson, you can see from the example above, that the main aim of the lesson was to allow the students to work in pairs. I have used a mixture of teaching methods in this example. I have used direct teaching, as I would teach them the meaning and use of different roles. I have also used a clip for the students to be able to visually see what a good discussion looks like. Furthermore, I had allowed the students to have a group discussion about the clip. Similar to the first example, this allowed the students to build their confidence when providing their ideas, as they would build on each other's answers. Initially, direct teaching allowed the students to use the information as scaffolding and learn the exact meaning of the roles. They were able to ask questions for areas they were unable to understand.

Example Three:

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3:30 PM

Teaching & Core Learning	➤ Five sentences will be created by the end of the lesson from the students. ➤ They will choose a scene from their book to focus on. ➤ First sentence: starting with an adjective. ➤ Showing an example of a sentence starting with an adjective. The adjectives in the sentence are: “anxious” and “afraid”
	➤ Explaining, that not all sentences need to start with the characters name. ➤ They will write their own sentence using two adjectives. ➤ Word bank of adjectives will be on the board for help. ➤ Explain, how adverbs can be used to begin a sentence. ➤ Explain what effect the adverb has in a sentence. ➤ Provide them with a word bank, to help use ambitious vocabulary. ➤ The word bank will help them write their sentence ➤ Explain the power of ‘ing’ verbs. ➤ On the board, having the word bank up to help write their sentences. ➤ Showing a sentence which uses a simile. ➤ Explaining the use and power of having a simile is a piece of writing has. ➤ The last sentence will focus on the word “although”.
	➤ Explain the use of the word. ➤ Show the full paragraph in full. ➤ Have some students read out the paragraphs they have written

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In regard to this last example, I have used two teaching approaches. Direct teaching and independent work. I would directly teach the students how to create new sentences, using different sentence starters. In my direct teaching, I would explain the effect of using a particular sentence starter. Moving on, I would also provide the students with a word bank, as a scaffolding. I would then allow the students to work independently. After directly teaching them each sentence, the students would work independently. This would then keep their mind engaged, as creating their own sentence in-between allows them to have a break from retaining too much information. Furthermore, the independent work, allowed them to create sentences with the information fresh in their mind.

A critical reflection of progress made on the planning and implementation of three pedagogical principles.

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In this essay, I will be critically reflecting my Professional Teaching Experience so far in school X. School X is an English-medium mixed school. This is a comprehensive school of eleven to eighteen-year-old students. 30% of students have special educational needs (SEN). Furthermore, 14% of the students are of ethnic minority background and English is an additional language for approximately 7.9% (Estyn, 2017). For this assignment, I will gather examples of implementations focusing on three pedagogical principles which are outlined by Donaldson (2015). The focus will be on employing assessment for learning principles in lessons, reinforcing Cross-Curriculum Responsibilities including literacy, numeracy and digital competence, and providing students opportunities to practice them, lastly, employing a blend of approaches including direct teaching.

The term assessment for learning (AFL) refers to different forms of assessments to help understand the educational needs of a student. It is a key tool for teachers. Teachers assess students through assessments to support their learning. AFL helps establish future steps needed for the students to improve (Gardner, 2003). This process is used to understand where the student currently is within the learning continuum. From the information gathered it will help build an idea where they need to go and the best process to get there. Lastly, AFL is a type of formative assessment (Welsh Assembly Government, 2010). An example of AFL is questioning.

Regarding AFL, a research study was conducted focusing on four different practices within the classroom. The four sections focused on were: questioning, feedback, sharing criteria and self-assessment. For this essay, I will be focusing on the use of questioning. Questioning is a crucial element when teaching.

Thus, when questioning both wait time and probing plays a significant role. The research concluded when 'wait time' is less than one second, it prevents students from participating. Short wait time, does not provide the students with sufficient time to formulate an answer. However, increasing the 'wait time', will help significantly, as they have sufficient time to provide an answer. Therefore, responses will be given with more confidence and the students will feel more challenged, which ultimately leads to their answers improving (Black et al. 2003). However, it could be possible that with an increase of wait time, students lack confidence as they may feel pressurised to provide the correct answer.

Although, increasing the wait time is important, to allow sufficient time to process the question and provide an answer. If the wait time is too long it may cause discomfort for the students to be able to answer the question. Also, it could possibly indicate that the students are unsure of the answer, therefore, it may be effective to probe. Probing students instead of answering the question for them will help them understand where the answer has developed from. This may show them that they have the answer to the question (Black et al. 2003). On the other hand, it is possible that too much probing can occur, the students may not know the answer, regardless of how long you probe for.

Another significant aspect of AFL is adopting the correct tools to understand what is needed to help the students learning move forward. AFL is embedded within the pedagogy. It is important for teachers to use learning strategies which will help improve the students' progress. For example, when providing feedback, ensuring that the feedback allows the students to recognise what is needed going forward and what they can do to achieve the targets (Welsh Assembly Government, 2010). However, it may be difficult to implicate the correct tool to help students, because every child has different needs.

Furthermore, feedback is crucial as effective feedback helps students understand the areas they need to improve. Critical feedback could help students; however, it may be the case that it is important to show recognition for the areas they have succeeded in and done well. This will help build their confidence that they do certain aspects well, however, there is always room for improvement. This could possibly not affect their self-esteem.

Additionally, assessing students plays a considerably large impact on their learning. It is important that AFL is 'fit-for-purpose'. Therefore, considering three main aspects. Firstly, what is being assessed, secondly how it will be assessed and lastly why it is being assessed. It is important to think of these aspects when choosing the AFL, as each factor plays a role in the outcome of the students learning (Brown, 2005). However, it could be difficult to keep all three targets in mind, as every child has different needs and learn in different ways. It could be difficult to create different AFL strategies

which suit all the students.

Turning now to reinforcing Cross-Curriculum Responsibilities within the classroom, including literacy, numeracy and digital competence.

Cross-Curriculum Responsibilities is an approach to teaching which is synthesised with knowledge, skills from various subject areas, not only the subject area specialised by the teacher. Thus, creating a pedagogy which promotes that learning embraces and explores wider areas and not only the subject which is being taught (Savage, 2011).

This approach has been implicated into the new curriculum. Donaldson aim, for this pedagogical principle, is for teachers to embed the teaching of other subjects and Areas of Learning, to their specialised subject area. This will thus allow the students to learn different areas and further to be able to apply their learning naturally and authentically rather than as an additional add-on (Donaldson, 2015, p68). This could potentially be an effective way to ensure that the students are understanding how different subjects can interlink. Further, teaching students the importance of different subjects. However, it may be difficult for the teachers to incorporate certain subjects to their specialised subject area. For example, it may be difficult for English teachers to incorporate maths into their lessons. As English is more writing and reading based, therefore, does not have many numerical values in place.

Cross-Curriculum Responsibilities displays to the students that their learning expands beyond the subject classroom. When teaching, there are certain elements which can be implicated into the lesson. The benefit of implicating different strategies into a lesson is that it allows the student to understand how various subjects are able to incorporate with each other. Also, it can have a positive rewarding effect on the students, as they may become more intrigued and involved in the lesson (Mark Beales, 2019). For example, a student may enjoy art more than English, therefore, incorporating art into their English lesson, may result in the student becoming more focused and learning more.

In an English lesson, it is possible for the lesson to be creative. Thus integrating art into the lesson. For example, after reading a poem, the students may be able to draw their interpretation. This can help students understand how people have different interpretations of the same poem. Furthermore, an additional element which can be used it team teaching. Through involving two different subject teachers to teach together, it can integrate different subject and content areas within the school. This could have a positive effect on the students, as it provides them with a wider understanding that learning is not isolated (Mark Beales, 2019). However, it could be difficult to have different subject-teachers to teach together, as their timetable may clash, or they may find it difficult to find a topic which is best fit for both subjects.

Moving on now to consider employing a blend of approaches into teaching, including direct teaching. The term 'direct teaching', this term suggests that the class is led mainly by the teacher (Rosenshine, 2008). There are several different methods which can be used in a classroom when teaching. I will be discussing, direct teaching, audiolingual and the use of drama.

Donaldson created this pedagogical principle as part of the new Wales curriculum, to show teachers that they should direct teaching. However, this should be promoted with other teaching strategies. Such as independent work. Using different methods in teaching, the students become more actively engaged in their learning. Therefore, creating context which learners are able to apply their learning independently, without relying on their teacher (Donaldson, 2015). Additionally, Direct teaching, does allow a scaffolding for the students and help bring across the necessary information. On the other hand, too much direct teaching can cause the student to be disengaged and difficult to process too much information.

Another method of teaching is the audio-lingual method. This method is used through the use of dialogues, as the key component to present information. This technique is mainly used when learning a new language. It uses certain techniques, such as pattern drills and mimicry. When it was used for learning a new language, it helped teach larger groups (Jin-fang et al. 2007). Although, this method was mainly focused on learning a new language. It could be possible to use this approach within other subject areas. For example, if students are required to learn new terminology, they may have audio which explains the definition of the term, which the students have to mimic. Furthermore, it is a possibility that this method could be adjusted for more modern use in the classroom. Students can possibly listen to educational podcast audios, which is related to their topic. This could be a potential new strategy to help them understand and learn.

Within an English lesson, drama can be used as an approach when teaching. This will not only incorporate a blend of teaching approaches; it will further help incorporate the previous pedagogical principle of Cross-Curriculum Responsibilities. The teacher may be able to take a small scene from a book which is being studied for the students to perform. The overall positive effect of this method is that it would allow students to be actively involved and motivated to learn (Diptoadi et al. 2018).

Furthermore, it can help the students become more confident and help improve their social skills. However, it could be difficult for this to be effective in a classroom, as some students may be struggling with their confidence, therefore refusing to be actively involved. It may further be difficult for the teacher to have enough roles for all the students to be involved.

Based on the literature review, the readings I have gathered has displayed that I have areas which I am able to improve in on my own teaching practice. However, there are also areas which I have implicated in my own practice.

When focusing on AfL, questioning is one of the key elements of teaching. The questions asked within a classroom may display the knowledge which the students have. It is important to probe the students if they are unable to answer the question straight away. Example one demonstrates that I have probed the students, however, I could have probed the students further. Through probing the students it allows an opportunity to find the answer to the initial question through prior knowledge.

Black P. et al, discussed the crucial use of wait time. Explaining how an increase wait time, will help build confidence in the students to answer, as it would provide them enough time to think of the answer (Black et al, 2003). In my lesson plan for year seven provided, I can see this is an area which I have to improve in. Going forward, I would need to increase the wait time for the student's answers. I do provide sufficient time for the students to answer. Moving forward, it would be beneficial if the increase wait time increases, this will, therefore, provide the students more time and confidence to answer the question. Furthermore, it can help the students provide an improved answer than they would originally provide.

Furthermore, providing feedback to students is crucial. However, it is important to ensure that the feedback provided displays how the student can improve and progress moving forward. In my first example, you can see I have provided the student with the feedback of an area they can improve moving forward. Providing students with too many areas of improvement can become overwhelming. Also, it is important to ensure that positive feedback is provided alongside the feedback of improvement. From the literature review, I can see that providing students with realistic targets to achieve will help the students identify an area which they should focus on.

Moving forward, from the literature reading, I can see that I have areas of improvements when I am providing feedback. I should not only provide them with targets, however, also provide feedback on how they can improve and reach the target moving forward.

Furthermore, when reviewing the literature review. I am able to identify that there are areas of improvement to successfully accomplish the pedagogical principle of reinforcing Cross-Curriculum Responsibilities.

In school X, it is, however, difficult to incorporate digital competence into the lesson. This is due to the lack of ICT facilities available at the school. As there are limited ICT facilities, and the school does not have iPads to use within lessons, it is difficult to book an ICT room for English lessons.

Furthermore, it is difficult to integrate numeracy into an English lesson. However, for the year nine lesson, I had provided information sheets to take information from for their Oracy assessment. In the information handouts, the students had percentages and statistics. This is the only numeracy I was able to include in the English lessons. Moving forward, I will need to try and incorporate more numeracy and digital competence, where I am able to into the lessons.

In the literature review, readings implied that a good method of reinforcing Cross-Curriculum into the English lessons is by making the lesson more creative (Mark Beales, 2019). As part of a year seven lesson, focusing on book reviews. We had focused on characters, as shown in the example lesson plan. Within the lesson, the students were instructed to draw an interpretation of their character, through what they had read in their book. As the readings have displayed this has a positive impact as the students find the lesson more enjoyable and are able to focus.

I have also included YouTube videos as displayed in the last example for the Cross-Curriculum pedagogical principle. The videos were focused on advertisement campaigns. This could integrate with another subject, which is media. As Donaldson advised, the aim of this pedagogical principle is for students to apply their learning naturally and authentically (Donaldson, 2015). By showing how media studies incorporate with English, this allows the students to understand that different subjects are able to interlink, therefore, the importance of all subjects across the board.

I was able to incorporate literacy into the lesson, through slow writing, as shown in example two. The benefit of teaching literacy slowing to the students is that it can teach the students different methods. This can teach the students how the different skills taught are transferable into different

subjects. It is difficult to incorporate different subjects into a teacher's specialised subject area; however, it is beneficial to incorporate it as it teaches students, how transferable and important different subject knowledge are.

Moving on, having a blend of approaches when teaching is important. It allows students to learn independently, not only solely rely on the teacher. From the research I have gathered, it is clear that there are many different teaching strategies that I am able to apply in my lessons.

One of the most popular, approach is direct teaching. I have incorporated direct teaching into all my lessons. Donaldson has created the pedagogical principle for a blend of approaches when teaching, to show that direct teaching allows a scaffolding for the students, however, by adding different teaching methods it allows the students to work independently and engage into the lesson more (Donaldson, 2015).

As shown in example three, slow writing incorporates both direct teaching and independent work. As I am directly teaching the students how to create a range of different sentences. However, after each sentence structure, I had allowed the students to work independently practising the sentence structure taught. Moving forward, from the literature review I have seen that it may be beneficial to slowly allow the students to work more independently, this will then allow the students to slowly detach me as their scaffolding. However, too much direct teaching can cause the students to be disengaged in the lesson, as it is too much information to process. Therefore, I would try and minimise the amount of direct teaching slight to allow the students to have more time to work independently.

Example two shows that I allowed the students to work more in groups as they were able to practice their sentence starters, for their Oracy assessment. Moving forward, I may be able to incorporate an audio-lingual method into the first part of the lesson. By having the students listen to audio, which they may be able to mimic. This could be the use of different methods in the lessons, which can help the students learn different sentence starters.

Furthermore, example one shows how I use direct teaching and independent work when teaching the class. However, moving forward I may be able to incorporate drama into my lessons. This will then allow the students to perform a part of their book or a book they are reading. Also, this could help the students become more confidence and the lesson to be enjoyable.

In conclusion, the literature review was used to help me review my critical reflection. Through the readings, I am able to reflect on my targets moving forward in my teaching practice. I need to implicate different teaching strategies and Cross-Curriculum Responsibilities into my practice. However, I have also strengths in my teaching practice, where I am able to probe the students effectively. The reading has informed that there are several different strategies which can be implicated in the classroom, which will try and help reach the various student needs. Moving forward, I may be able to implicate different subject areas into my practice, to display to the student's different subjects are able to interlink. Therefore, showing the importance of every subject.

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