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Llwybr/Pathway: PGCE Primary

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

	Targed/ Target	Yr hun yr wyf wedi'i wneud yn yr What I have done in this assignment
Targed/ Target 1	Aim to explain terms fully (but concisely) so that subsequent reference to them have a clear context and makes sense to the reader. This will also help demonstrate knowledge more fully.	I have ensured that I have explained points fully in my critical reflection. I have asked someone to read my work
Targed/ Target 2	To read more widely again aiming at deeper analysis and making links between sources (differences, similarities and conveying your	I have used my research skills to find a variety of sources that provide numerous views on a particular
Targed/ Target 3		

Dolen I OneNote/ Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1802417_student_uwtsd_ac_uk/ElFsO9mz5gJOjbswu1yN2-EBUd3GGaURakjuQTnAgTpQaQ?e=LOhqOf

Illustrative Example 1

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Science & Technology - Lesson 2 26/11/19				
NOD: Be able to discuss my findings and present these using a line graph.		Dw'n gallu: - I can represent data using tables and bar line graphs labelled in 2s, 5s and 10s. - I can compare work from my peers to gather further information.		LNF/DCF Skill 4.D4 - represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams
What Matters	Main Teaching/Key Questions (I Can Statement)	Achievement for all	Resources	Evaluation
Progression step 3 I can identify trends, patterns and relationships to draw conclusions. What matters 1 Being curious and searching for answers helps further our understanding of the natural world and helps society progress.	Opening: What did we find out about our block of ice? What can you tell me about the temperature throughout the day? Main: Draw a line graph using the information we have gathered. A line graph is used to measure aspects over a period. When have we done this? What needs to be included in a line graph? Scale - 'I' change, what numbers do we use?	Pupils create a line graph of their findings using checklist created in class. Assess peers' findings. Lower: (TA to support if available) Support: (Miss Rudge support)	Science Books Graph paper Rulers Pencils	

The pupils in Year 4 have previously looked at the properties of water in their Science lessons. The lesson (located above) focused on how ice responds to different factors within the classroom environment. I chose Numeracy skills (seen with the arrows) as it relates to Mathematic skills that has been learnt prior to the lesson. During this lesson, pupils were required to create a table for their findings. Once the findings were recorded, pupils presented these in the style of a line graph. I chose line graphs as they are an effective method to demonstrate events occurring over time. This was effective as pupils were able to show understanding of Maths and how it can be used in different aspects of school. Pupils were able to read their findings and plot these to have a visual representation of their experiment. However, some pupils find found it difficult to plot on the line graph. This required additional time spent correcting these areas of learning on a one-to-one basis.

Illustrative Example 2

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Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Paige Cherrington	Class:	Dosbath 10
AoLE or Subject	Humanities (History)	Date:	07/11/19
Lesson Focus:	Remembrance Day		
Meaningful links to Curriculum	Progression step 3 Explore information and ideas beyond their personal experience. I can present my findings in a range of ways, using appropriate methods.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – 4.OS2 - explain information and ideas using supportive resources, <i>e.g. on-screen and web-based materials</i> 4.OL3 After listening, respond, giving views on what the speaker has said 4.OC1 contribute to group discussion and help everyone take part		
Personal Targets (Linked to QTS and identified in weekly review)			

Dosbath 10 have been learning about the importance of Remembrance Day. As part of our History, the pupils were required to find out information about the upcoming event. The pupils were given the opportunity to carry out their own learning through independent research. During this task, pupils were provided with newspaper articles that discussed Remembrance Day. I chose newspaper articles as a resource because pupils will be able to enhance their literacy reading skills. This method was effective within Dosbath 10 because the pupils were able to use highlights to extract information about Remembrance Day. The pupils were expected to present their findings to the class. I chose to do this because pupils are able to develop their Oracy skills in order to deliver their findings. A weakness within this lesson was that pupils did not have time to create their presentations. This caused an issue when it came to present their work.

Illustrative Example 3

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Professional Design Programme for Schools
 The National Curriculum for Wales
 Curriculum Cymreig y Gymraeg

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Paige Cherrington	Class:	Dosbath 10
AoLE or Subject	Language, Literacy and Communication	Date:	19/11/19
Lesson Focus:	Features of Instructional Writing		
Meaningful links to Curriculum	Progression step 3 I can understand straightforward information about familiar topics, identifying both general messages and specific details. What matters 2 Learners who listen and read effectively are prepared to learn throughout their lives.		
Meaningful links to: Cross Curricular Responsibilities	Numeracy - KS2.1 - transfer mathematical skills to a variety of contexts and everyday situations.		
Personal Targets (Linked to QTS and Identified in weekly review)			
Focus on questioning to up level learning. Focus on methods for effective classroom			

Year 4 showed an interest in Italy, which caused it to become the focus of Topic lessons. The pupils have been focusing on the skill on Instructional Writing. I chose recipe writing for this task as pupils can link their work to real-life experiences. In the previous lesson, I read the book 'Spaghetti and Meatballs for All'. In order to grasp an understanding of instructional writing, I used this story to encourage pupils to write their own recipe for several people. This recipe was chosen as it linked with the topic of Italy. I chose Numeracy skills in this lesson as the book discussed cooking a meal for 36 people. In order to make this task relatable to real-life, the pupils had to use their mathematical skills in order to reduce the ingredients for lesser people. This was effective as pupils were able to link their desired topic of Italy within Literacy lessons whilst demonstrating their Numeracy skills. The pupils could easily transfer mathematical skills in different situations.

Illustrative Example 1

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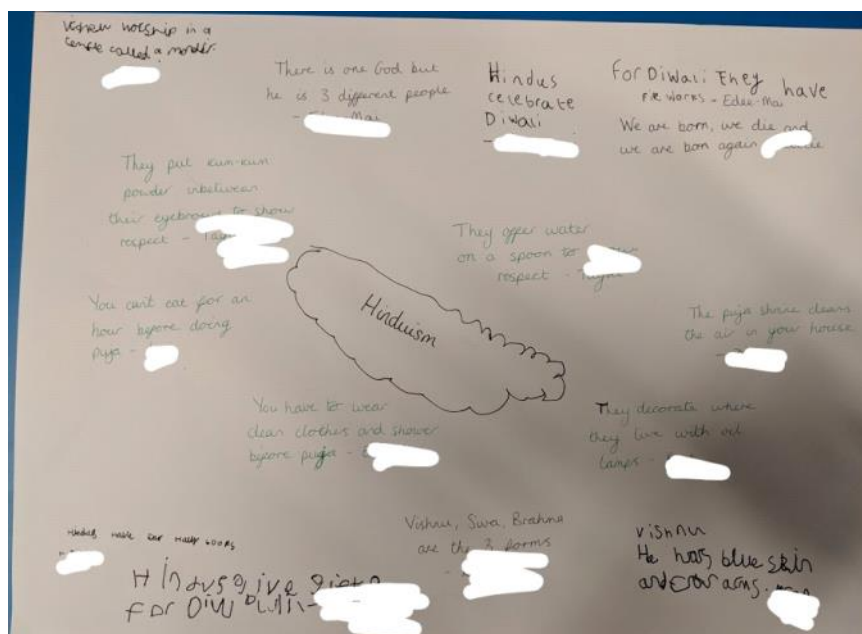


Dosbath 10 have been learning about the importance of Remembrance Day. As part of our History, the pupils were required to find out information about the upcoming event. The pupils were given the opportunity to carry out their own learning through independent research. At the start of the lesson, pupils wrote down what they already knew regarding Remembrance Day onto post-it notes. I chose to do this in order to find out where the pupils are at in terms of their knowledge and learning. The post-it notes was able to give me an insight on where the pupils can go to develop their knowledge. Once the pupils carried out the research task, I asked the pupils to write down something they have learnt from the lesson. As seen above, the pupils were able to provide something they had learnt from their research. This was an effective method of Assessment for Learning as I could visually see what pupils already knew and what they have learnt from the task set.

Illustrative Example 2

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At the start of the year, pupils were asked what they would like to learn within the Areas of Learning and Experience. Year 4 said they would have liked to learn about Hinduism. During their Humanities lesson, the supported group used information booklets to find out about Hinduism and what is done within that religion. With support from a teaching assistant, the pupils voiced what they already knew about Hinduism from discussions prior to their learning. This was written in green pen. During the lesson, pupils discussed what they have learnt. This was written in black pen. This method was chosen for this lesson as it shows the Assessment for Learning taking place within a supported group. This was effective as pupils could relay this information to the teacher and visually show the progression in their learning. This method demonstrates the ability to use strategies of Assessment for Learning in different situations within education. However, it can be questioned whether this method would be effective with a supported group if no teaching assistants were available.

Illustrative Example 3

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A large volume of lessons that were planned consisted of presenting information orally. In order to enhance and up-level the pupils' learning, I created and used 'A.B.C' cards. 'A' signifies 'Agree'. If pupils agreed with what their peer has said, they could hold this card up. If pupils feel that their peer could have added more to what they have said, they could present the 'B' card. This card is used to 'Build' upon a point. If pupils feel that the information provided was incorrect, the 'C' for 'Challenge' card can be used. Pupils were randomly given the opportunity to explain their card chose to their peers who are presenting. I chose this method as pupils were able to visually peer assess each other and give a further explanation regarding their card chose. This method was effective as the pupils enjoyed using the cards. The pupils have asked on several occasions, if they can use the cards in lessons. These cards were produced to assess the quality of the information being presented; however, pupils were using them to assess their peers' presentation skills.

Illustrative Example 1 – Direct Teaching

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	How can I split the pizza into four equal parts? What do you notice about the two pizzas? Focus on how one half was split in half to make a quarter.	Main: complete questions provided. Lower: complete questions provided (TA to support if available) Supported: complete questions provided	
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	Splat game: find the $\frac{1}{4}$ of a number. Remember it is half and half again. Supported group to find space outside of classroom to complete worksheets on finding the $\frac{1}{4}$ of a number. If completed work, complete independent learning on My Maths or IEP work. How do I find out the $\frac{1}{5}$, $\frac{1}{6}$ or $\frac{1}{8}$ of a number? Describe how it can be done by dividing the number by the unit on the bottom and multiply it to the unit on top. Give some examples on the board.	(TA to support)	
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Year 4 was focusing on fractions in their Numeracy lesson. As this was a new topic to the pupils, I chose a direct teaching approach. This approach was chosen as I would have to introduce the topic to the pupils and give examples to complete to ensure the learning is embedded. I started the lesson with a recap on how to find $\frac{1}{2}$ of a number in order to introduce finding a $\frac{1}{4}$. The pupils were engaged throughout the lesson by having tasks with a whiteboard and playing an active game of 'Splat'. Once the pupils grasped this concept, I introduced higher fractions and the method of dividing by the bottom and multiplying by the top. This lesson was effective as the pupils were engaged throughout the directed teaching tasks to reduce any negative behaviours and to emphasise motivation to complete the tasks. A weakness from this lesson was that the pupils were reliant on me to mark their work rather than following the procedure of 'Three before Me'.

Illustrative Example 2 - Independent Research

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Opening phase (with links to prior learning)	What can you tell me about Sunday? (1st December) What do people receive on the 1st of December to countdown towards Christmas? Why is it called Advent? We are going to be finding out what it means and how it is celebrated around the world. Display globe spread on four A3 sheets 'Advent around the world'.	Pupils 'Think, Pair, Share' when asked questions.	Globe display
Teaching & Core Learning	Work in groups to find information on Advent in different countries around the world. Create a mindmap on A4 paper. Make it presentable. Pupils present findings and put their mind map on the globe.	More able: Research how Advent is celebrated in Mexico, with the use of <u>IPads</u>. Main: Research how Advent is celebrated in India, with the use of laptops. Lower: Research how Advent is celebrated in Poland with the use of information sheets (TA to support if available)	A4 paper Topic books Ipads Laptops Information booklets

In the Mid-Term planning, year 4 were focusing on Christmas Traditions around the world. The pupils were in groups and were required to find information about the different countries and how they celebrate Christmas. This lesson would contribute to one of the four purposes that Donaldson (2015) has put forth regarding children becoming "Ethical, informed citizens" within society. The pupils were given a choice of countries and methods of how they presented their findings. They used information booklets and the internet to gather their information. I chose this method as I found it was a good way of engaging pupils and keeping them motivated during the lesson. This was effective as the pupils led their own learning and were able to express themselves by presenting the information in their own way. I thought it was beneficial to have one group do a news report video based on their findings. On the other hand, where this group did complete the task, some pupils did not want to do this style of presenting. I chose this style for the group as their skills required developing in this area.

Illustrative Example 3 – Authentic Learning

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Teaching & Core Learning	Present the four areas on the board. Pollution Climate Change Deforestation Recycling Pupils can begin to present information in whatever way they choose (This activity will follow on into next lesson).	More able: Pick two areas. Use ipads to research and how we can help this problem. Main: Pick two areas. Use information booklets to research and how we can help this problem. Lower: Pick one area. Use information booklets to research and how we can help this problem (TA to support if available). Supported: Focusing on recycling. What does the school do to help recycle? What	ipads Information booklets A4 paper Colouring pencils Science books
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		can we do better the help the Earth? Create a poster (Miss Rudge to support)	
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During my time with year 4, I found it beneficial to link lesson topics to the experiences of the pupils. Dosbath 10 was focusing on ways to better the Earth. Each group was given a topic to focus on. These topics included Climate Change, Recycling, Pollution and Deforestation. My supported group was given the topic of Recycling. As there were a selection of pupils within that group with behaviour issues, so I decided to make the lesson practical. The pupils were asked to go around the school to see how we recycle different materials. I chose to do this, so the pupils were able to be active in their learning and to do their own independent research. This was effective as the pupils were able to link their topic to real-life experiences within the school. They were also able to identify what they do to help make a better Earth.

Critical Reflection

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The Successful Futures Review is a document that has been produced by Graham Donaldson (2015). Several professionals who link to education came together and realised that education within Wales needed some changes in order to benefit the children in the system (Welsh Government, 2015). Pupils have a massive impact on the review and how education should look in Wales in the future. Within this review, Donaldson (2015) introduced 12 Pedagogical Principles. These principles are statements that inform the reader about what good teaching should do and look like. Within this assignment, I will focus on three of these principles. The first principle will focus on the use of skills within literacy, digital competence, and numeracy and how they are implemented throughout the curriculum. Another principle focuses on the use of formative assessment in the classroom in order to assess learning. The final principle that I will focus on, concentrates on using several styles within a classroom to make teaching effective. Within these principles, I will examine how I have been able to implement these in my teaching. This will be done in the style of a critical reflection. I will critically reflect the effectiveness of my practice and put forth recommendations to improve this for the benefit of the pupils.

Teachers should implement skills throughout their lessons so pupils understand that skills can be developed and used in situations inside and outside of the classroom. These have been described as “cross-curriculum responsibilities” (Donaldson, 2015, p.68). Within the Successful Futures review, education within Wales should highlight the skills that link to the digital world, skills around language such as English and Welsh, and mathematical skills and how these can be used outside of school lessons. Professionals within the review stated that this is a method of “good teaching” which will co-exist with the new “Areas of Learning” (Donaldson, 2015, p.68).

Barnes (2015) supports the view of implementing cross-curricular skills within education. Barnes (2015) produced a book for the attention of policymakers and headmasters of schools detailing how cross-curricular learning is beneficial in education and how this can be implemented. He believes that learning holds attributes and skills which can provide a pupil with the ability to “solve problems” (Barnes, 2015, p.11). The education provided to pupils should contain and facilitate the learning of these skills to show how they can be used in several situations. Cross-curricular lessons provide pupils with the opportunity to combine their skill set in several ways to assist their learning experience.

Whereas cross-curricular is seen to be an effective method of teaching, some would criticise its use within the classroom. The traditional view of education and teaching would get “lost” whilst trying to implement this approach (CRE, 2006 cited by Barnes, 2006, p.14). Teachers would be spending more time carrying out this principle to aid pupils’ learning, than ensuring the National Curriculum aims and learning aspects are reached in the classroom. This may be a worry as people would feel that pupils are not learning that which is ‘essential’. However, there is no evidence that suggests that once this strategy is put in place, the subject areas in the curriculum are made “redundant” (Barnes, 2006, p.15). The current curriculum and its areas of learning will still be used and taught in schools; however, the learning experience will be enhanced to prepare pupils for the real-world. Donaldson (2015, p.69) has stated that teaching needs to implement these skills in a natural way, rather than inputting them to ‘tick a box’. Teaching of these skills throughout lessons should be done in an effective manner with the skills linking to the topics being taught. This would make learning more effective for embedding.

In order to identify if learning is taking place within lessons, teachers need to be able to carry out tasks to find this information out. Donaldson (2015, p.67) put forth the use of “Assessment for Learning” (AfL) strategies to find this information out. AfL is an example of “formative assessment” (Assessment Reform Group, 2002). This method of assessment takes place constantly within the classroom. Pupils should be encouraged to carry out these methods so they can develop within school and demonstrate this ongoing skill for development in real-life situations. Helping each other learn and identify areas of development in a way that is best suited to them. Once a target has been recognised, the teacher and the pupil find out how they can achieve these and what steps they

require in the future. Wiliam and Black (1998, p.2) has discovered that AfL should be used so that pupils' development within education is acknowledged by teachers so the work can reflect the needs of the pupils. A tailor-made education makes learning become engaging for the pupils. If pupils do not have the ability to carry out a task, they can become disengaged and learning will not take place.

Coe et al (2014, p.2) has produced six areas that teachers should consider when carrying out lessons. One of these areas discusses the importance of focusing on learning that has been carried out previously in order to move forward (Coe et al, 2014, p.2). This supports the point that Donaldson (2015) states about the steps towards new learning and planning of lessons, occur when the teacher knows where the pupils have come, to see where they must go. This can be done with modelling from the teacher, also known as "scaffolding" (Coe et al, 2014, p.2). Scaffolding is when a teacher can show pupils how to carry out a piece of work and what is expected of them when completing this work (Firestone, 2019). It can be beneficial for pupils to see how to do a skill or task before carrying it out themselves. They can see how it is done and how the teacher expects them to present their findings. Once this stage has been done, the teacher is expected to provide guidance for the pupils when carry out the task (Firestone, 2019). Pupils are not on their learning journey on their own. The teacher helps them where necessary in order to reach the desired outcome once the demonstration has been carried out.

Whereas a large amount of people would support the use of AfL in the classroom, there has been downsides to these methods as well. Booth (2017) links to the work carried out by Fautley and Savage (2008). They discuss that schools are required to provide statistics that show how well the school is in terms of pupils' attainment (Booth, 2017). With this strain on teachers and schools, it can be difficult for the formative methods to take place. These statistics are used in Estyn reports to assess how good the school is and what resources or funding can be provided to them. If there are no statistics, just formative methods of assessment, it can be hard to demonstrate the learning taking place.

The final principle that I will focus on is about using several teaching styles within the classroom. These styles include "direct teaching" (Donaldson, 2015, p.65). This method of teaching is when the teacher puts forth the topic of learning, demonstrating what the pupils will be doing and helping them to complete the task in hand. This is another example of scaffolding which has been mentioned previously. The Successful Futures review discusses the use of this method; however, teaching should demonstrate the purposes of education (Donaldson, 2015, p.65). Education should be tailor-made to the needs of each pupil within a school. By having a variation of teaching styles, pupils can learn and embed this learning. This can be beneficial for those individuals who find it difficult in direct teaching situations.

The teaching style chosen by the teacher, can provide pupils with a clear view of how to be successful in each lesson and pupils are aware of what is to be done (Hattie, 2009 cited by Donaldson, 2015, p.65). Pupils can have more of a say on the education they are receiving, if they understand what they must do and why they are doing it. It can be a barrier if there is no transparency as pupils will not understand why they are doing what they must do and how it needs to be presented.

Donaldson (2015) and Hattie (2009) believe that blended learning provides all pupils with the opportunity to learn in a way that best suits them. However, Sayed and Baker (2014) have found barriers for this method of teaching within the classroom. They found that some pupils might disengage from the task set due to the teaching style chosen (Sayed and Baker, 2014, p.81). The teacher needs to be cautious when selecting the method of teaching for each subject area and the pupils within the classroom. Vygotsky's Zone of Proximal Development (ZPD) can be used to support this statement. Vygotsky (1978 cited by McLeod, 2019) stated that the ZPD is where a learner has a skill that they need to develop or have not encountered yet, the teacher provides support to the pupil for this learning to take place and to reduce stress or panic in pupils. If a pupil is not within the ZPD due to the teaching technique, this could affect the impact of the lesson and the quality of information that has been learnt.

With my practice in schools, I have aimed to use these principles within my teaching in order to provide an effective learning environment for pupils in a Year 4 class. I have identified three

examples of each principle within my practice.

I felt that implementing cross-curricular skills within my lessons was easy when the skill was the primary focus. During planning, I focused on the Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF) in order to identify the outcomes of the lesson. I believe this would relieve Donaldson's (2015) worries about how natural skills are used in lessons across the curriculum. Each Illustrative Example demonstrates the use of LNF skills in topic lessons that were carried out in a Year 4 class. Barnes (2015, p.11) stated that this method of teaching gives pupils the skills to problem solve. I felt the pupils were able to do this, especially in Illustrative Example 1. With support and guidance, the pupils were able to use their Mathematical skills in order to carry out a Science experiment and effectively present their findings using a line graph.

However, I felt that I sometimes tried to put too many skills into my lessons. Pupils were able to reach certain skills, but if time ran out, other skills would not have the same opportunity to develop. An example of this can be found in Illustrative Example 2. One skill during the lesson focused on listening to each other and giving an opinion on the information given. The pupils did not have enough time to create their presentation, which caused some information to be lost which made presenting difficult for the pupils as they were underprepared. Therefore, there was not a true reflection of their ability in this skill.

During my practice, I have carried out several AfL strategies. Within Illustrative Example 1, I wanted pupils to reflect on the learning they have done previously before carrying out a task. At the start of the lesson, pupils wrote down what they already knew about Remembrance Day. I found this effective as the pupils did not know much about the topic, which reassured me that the lesson would be beneficial to the pupils. At the end of the lesson, I noticed that the pupils had learnt a lot in the task and was able to tell me what they have learnt. I found this method so effective, that I used it within another lesson. Pupils were asked to create a mind map, writing what they already knew about Hinduism in green. Once they have gathered new information about the topic, the pupils were expected to write this new information in black ink. Coe et al (2014) would support this method being carried out in practice as they believe that learning should derive from the previous knowledge of the pupils. I was able to do retrieve previous knowledge before the lesson, and I could visually see the impact it had on the task set.

Within Illustrative Example 3, I used the method of peer assessment. By assessing each other and giving feedback to improve their work, pupils are at the centre of their education (Wride, 2017). In order to carry out this task, I created A.B.C cards. The 'A' cards was for agreeing with what their peers have said, the 'B' card was used when they wanted to build on the information that their peer gave, and the 'C' card was to challenge a peer if they believe the information given was incorrect or could be improved. I felt this was an effective method as the pupils were engaged in the assessment process. I was happy when the pupils asked if they could use this method again in different lessons.

A barrier I found when carrying out AfL strategies such as the ones stated above, is that they use a lot of time to be carried out. The learning and research time were cut short in order to carry out the AfL strategy. I feel that this would impact on the quality of the information being gathered. Pupils would have unfinished work and I feel this could affect their ability of presenting information.

During the planning of my lessons, I ensured that I carried out a range of teaching methods including direct teaching and independent learning. I adopted the role of the "demonstrator" during this lesson (Gill, 2013). As it was a new topic within Illustrative Example 1 in a Maths and Numeracy lesson, I felt that direct teaching was the best way to ensure that I was able to scaffold what was expected of them and how they were to complete the tasks to the best of their ability. In order to prevent disengagement from pupils in a direct teaching lesson (Sayed and Baker, 2014), I tried to make the lesson active. I used whiteboards for a question and answer task, and I used a game called 'Splat' to assess the learning of the pupils at the end of the lesson. I felt this was effective as the pupils were engaged in the lesson and completed the tasks set to them. However, it is important to acknowledge all the needs within the class, which can be difficult in a whole-class approach (Gill, 2013).

I felt that certain lessons would be more effective if the pupils carried out their own learning. My role within these lessons was a "facilitator" (Gill, 2013). I was present within the classroom to provide support and guidance where necessary. The teacher should provide pupils with the skills of

being independent in order to develop in the future within school and outside of it. Using resources that I provided to them and finding additional information, the pupils were able to expand their knowledge on a specific topic. On the other hand, it can be more difficult to assess the learning of pupils if you guide them towards information, rather than teaching them “facts” (Gill, 2013). Reflecting back on this, I know the pupils learnt something as they could tell me information that they did not know before, however, if another teacher or headteacher were to come into the lesson, they may struggle to see the key focus of the lesson. I have ensured that real-life examples have been used within my teaching. I have found this effective as pupils are able to link the topic they are learning, to the world around them and how they contribute. Illustrative Example 3 shows a Science lesson focusing on how to make a better Earth. One group, that focused on recycling, was given a task to go around the school to find out ways we help the Earth in that area. Other groups, who focused on different topics, were encouraged to think about how they can help the Earth in the area they were focused on. All this information was presented to the class. I felt the pupils were engaged in the task and loved finding out new information to tell me.

Through my practice within schools using these pedagogical principles, I have found some areas of development. In order to ensure that I improve my professional development, I have identified some recommendations for my work in the future.

When directly teaching the class, I found that pupils were reliant on the teacher to assess their work to ensure they are doing it correctly. This can be a barrier of scaffolding within the classroom. However, in order to develop the pupils’ self and peer assessment skills, I need to make sure I reiterate the schools ‘Three before Me’ rule. If a pupil is stuck, they need to find help from three different sources. These can include books, previous work, or another pupil. If they still have not found help, then then ask the teacher. This prevents over reliance on a teacher and promotes independence.

In terms of the pupils carrying out their own learning, I would ensure that the overall aim of the lesson is made obvious to the pupils and any staff members who enquire about the lesson. I will ensure that I present an overall aim onto my lesson planning in the future. If I would like the pupils to focus upon a specific area, I would use prompts in the classroom to help guide them towards a topic. If resources are to be provided, I will also ensure that they hold information relevant to the lesson in hand.

An area of development that I have found occurring over the three principles has been about timing. In some lessons, I had run out of time to ensure work is completed, carried out AfL strategies or to ensure that skills within the lesson have been focused on. A target moving forward, is to focus on my time management within the classroom. I need to ensure that I set times for each task, and make sure these are stuck to. I will also assess the amount of work going into a lesson. Based on the nature of the task and the pupils within the classroom, can this be achieved in the lesson time frame.

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