

ECAD 5012-

Leading the learning: What, how
and why am I teaching?

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BA2- Primary Education with
QTS

17th January 2025

I will critically evaluate assessment for learning to understand it's effectiveness when enhancing pupils learning.

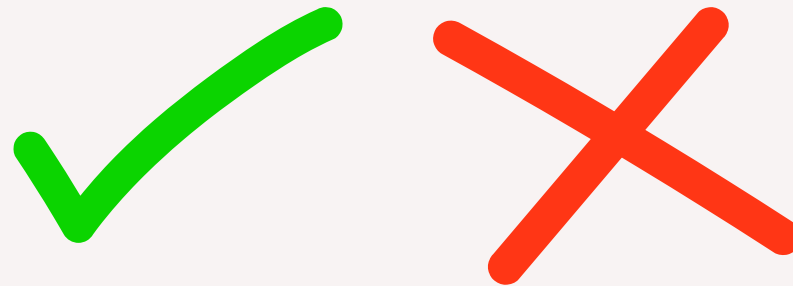


This involves examining how these strategies inform teaching practise and improves and insight to pupil progression.

Quality of questioning



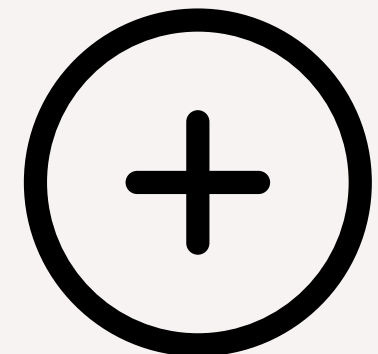
Live marking



Exit tickets



- I will assess their impact on
- Pupil engagement
 - Recognition of misunderstanding
 - Potential to shape further lessons



I will consider how these strategies are applied in practise and the challenges that may arise putting these strategies into implementation.

PTE2

Year 4 class of 27 pupils

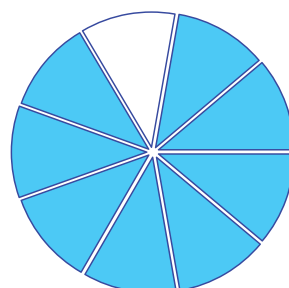
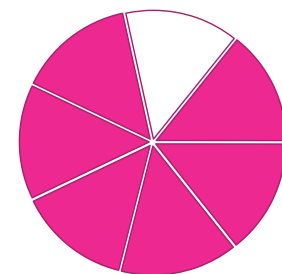
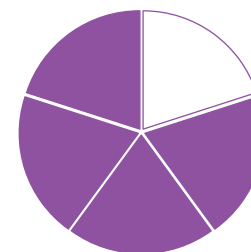
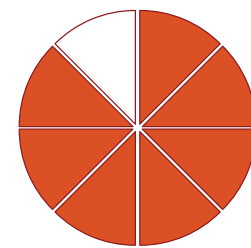
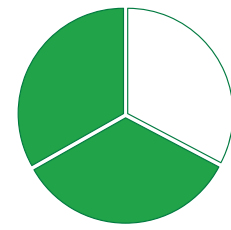
2 pupils 'English as an additional language (EAL)

2 pupils 'Additional learning needs' (ALN)

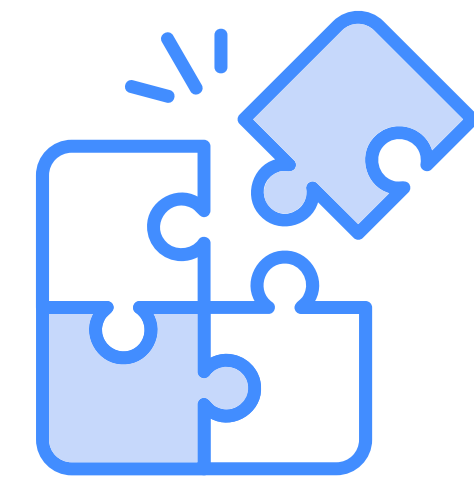
7 lower ability pupils

10 middle ability pupils

6 higher ability pupils

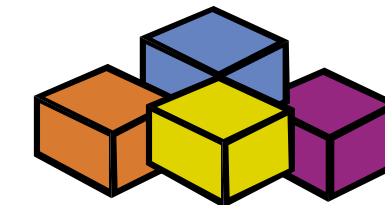
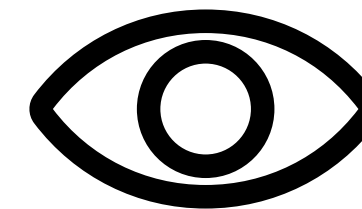


Mathematics and Numeracy



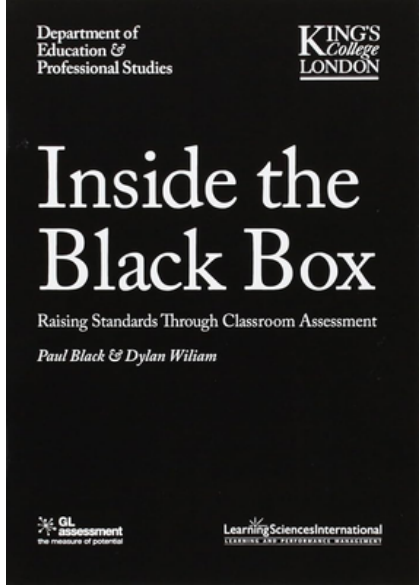
Fractions offers numerous opportunities for assessment for learning.

To support diverse learning needs- To ensure all pupils are engaged within the lesson.

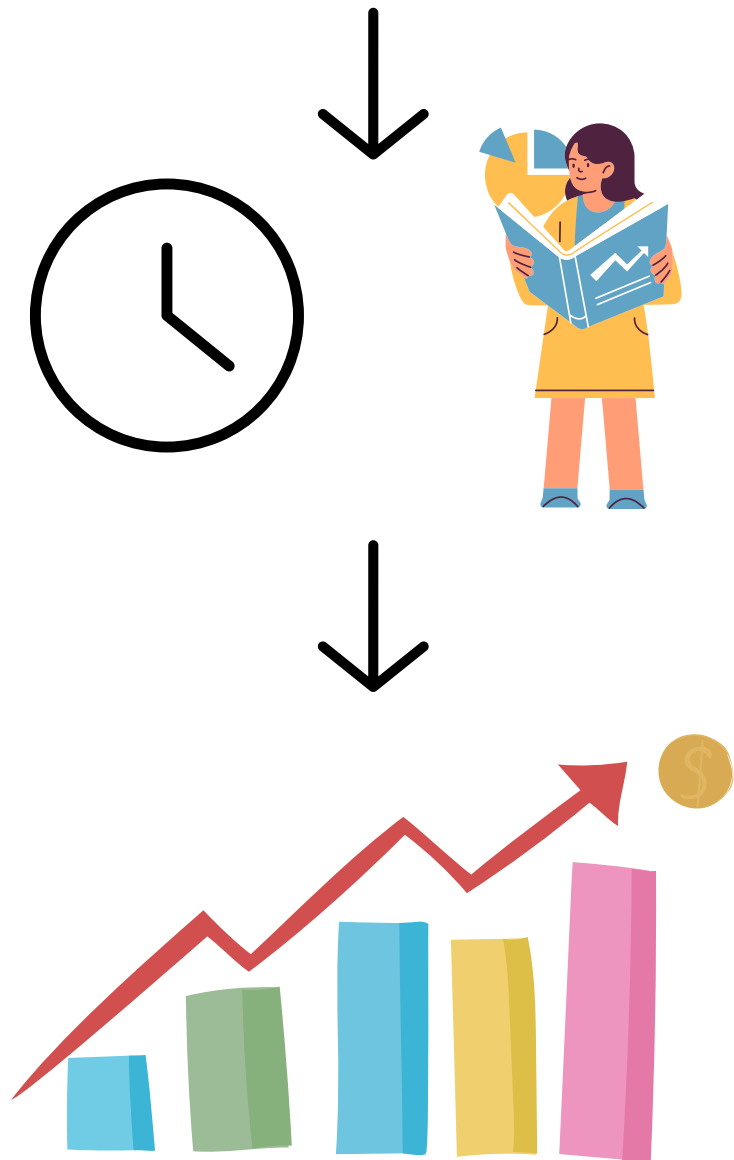


Visual aids, hands on activities and verbal instructions help cater to different abilities which enables participation and encouraging a deeper understanding of mathematical concepts.

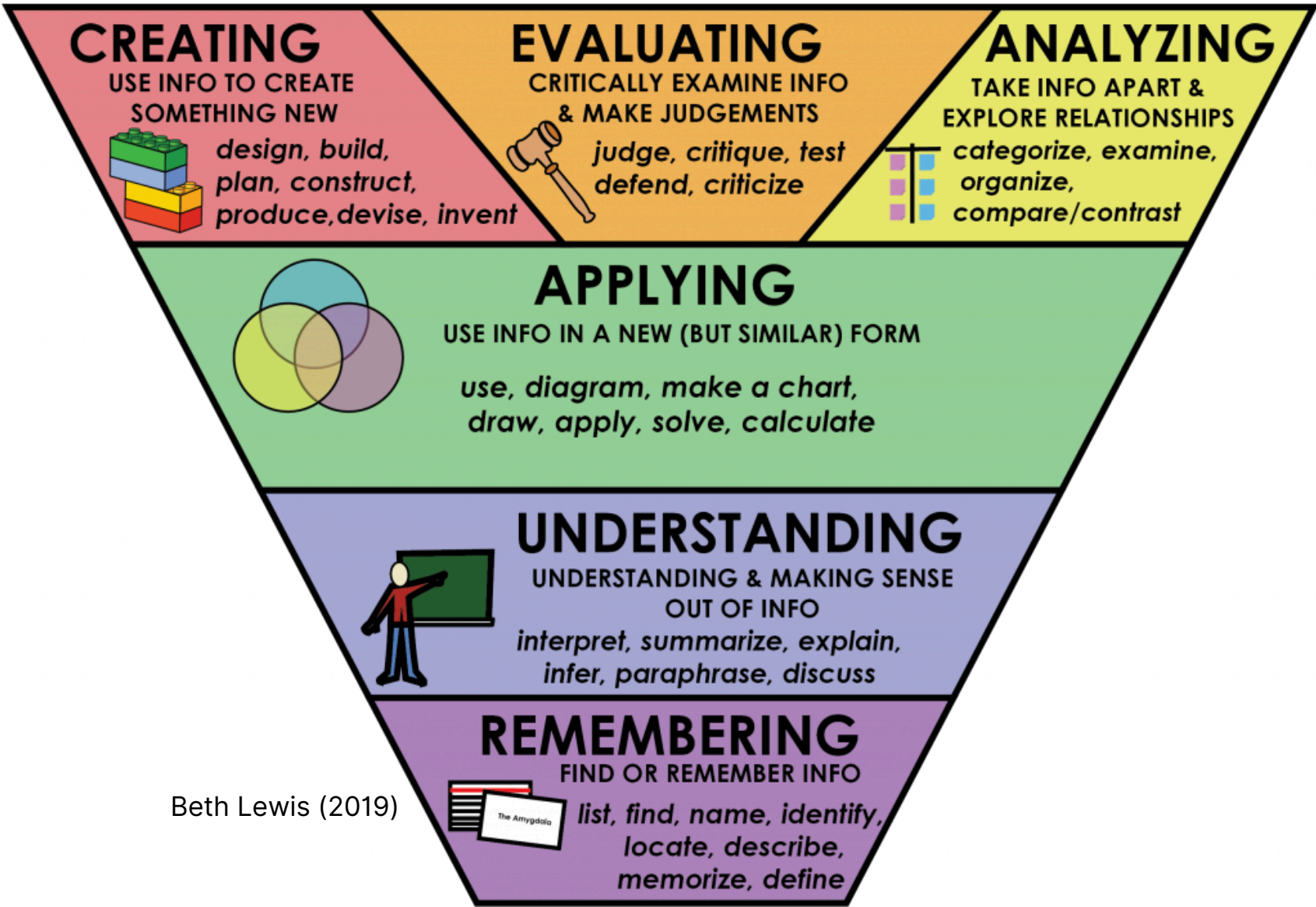
Assessment for learning is an approach to teaching and learning where assessment is used as an ongoing practise to support and enhance pupils' progression. It provides feedback to teachers and pupils to guide adjustment to teaching strategies to ensure pupil potential is reached.



Dylan Wiliam and Paul Black (1998)

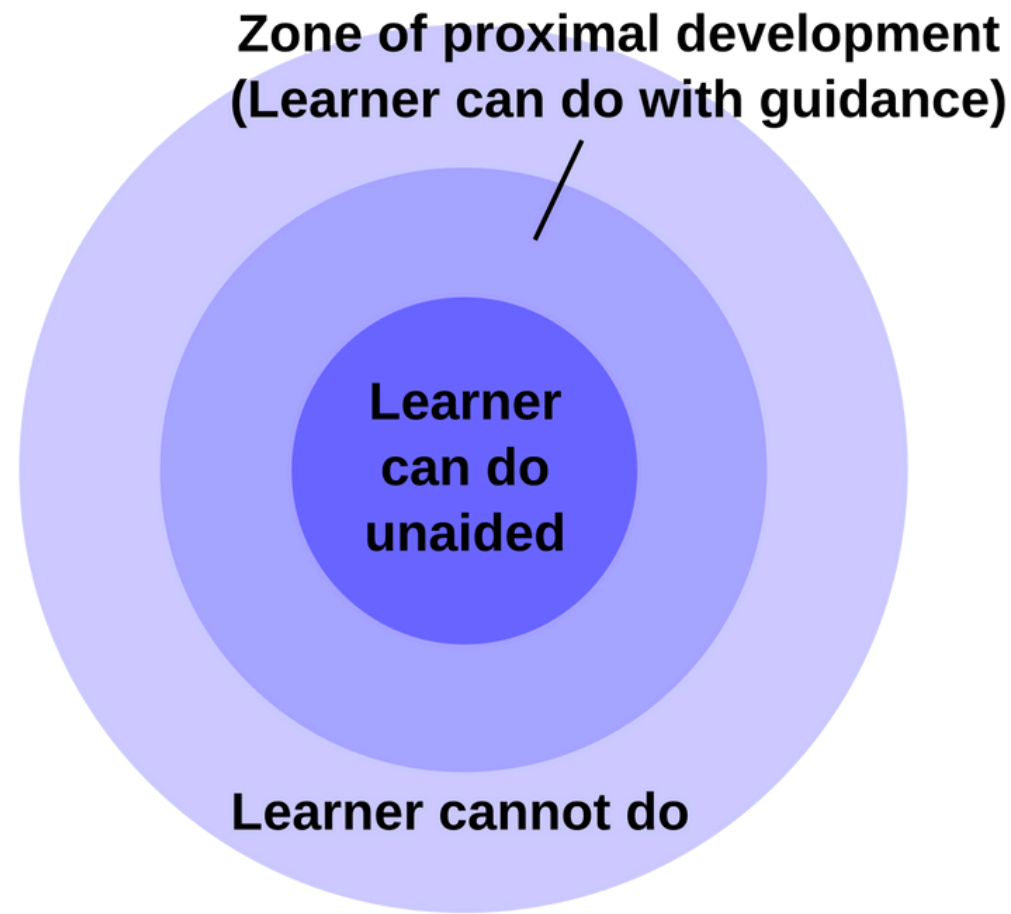
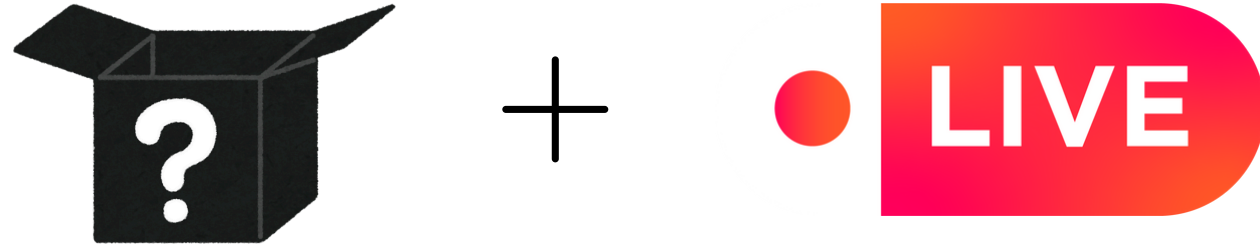


BLOOM'S TAXONOMY



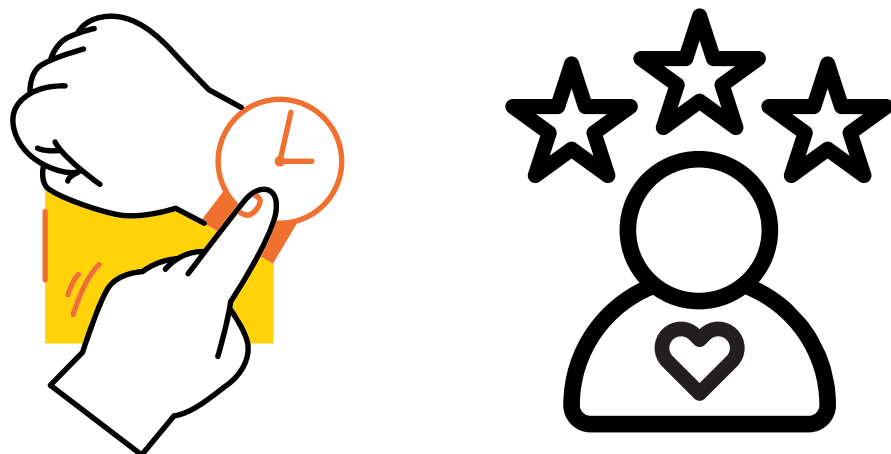
Beth Lewis (2019)

Assessment for learning encourages pupils to develop their higher levels of thinking skills by using strategies such as open ended questions and encouraging peer discussion.



Vygotsky's theory of the Zone of Proximal Development. The theory emphasizes the importance of timely, guided support to help learners progress from what they can do independently to what they can do with assistance.

Eun. B (2019)



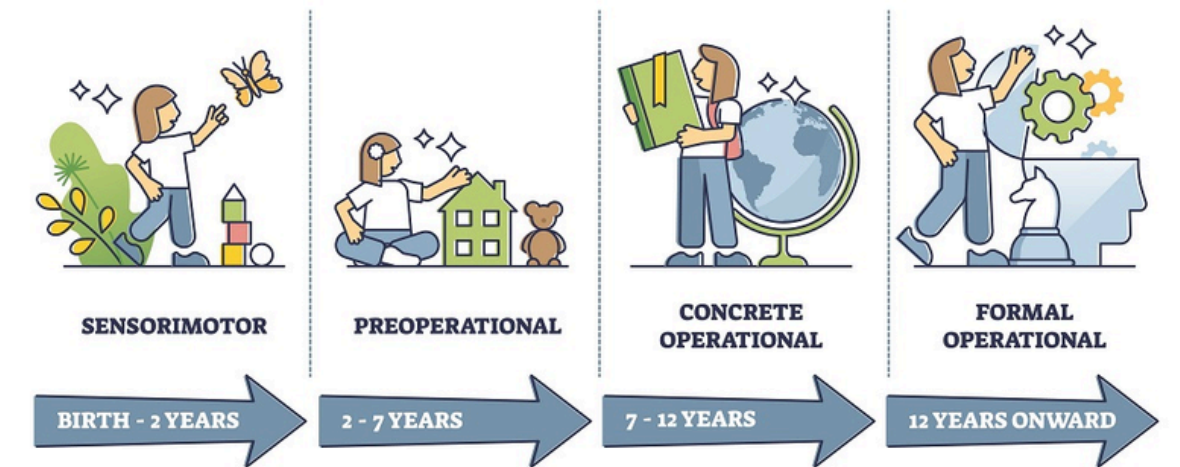
Curriculum for Wales guidance



Curriculum for Wales (2022)

The new Curriculum for Wales (2022) prioritizes learners' needs, feedback, reflection, and personalized progress.

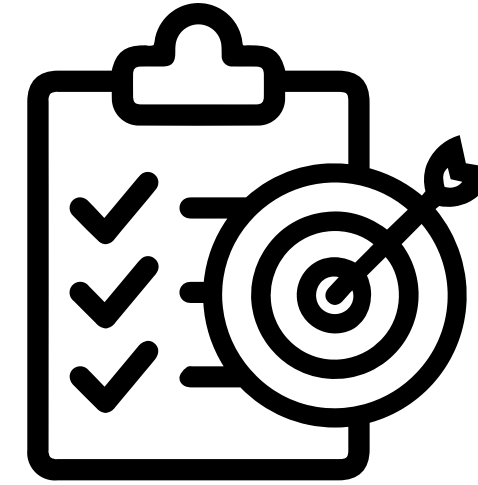
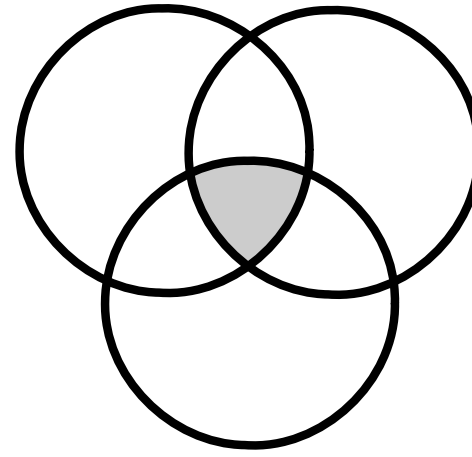
COGNITIVE DEVELOPMENT



Piaget's theory of development emphasises active, experimental learning by encouraging hands-on experiences, exploration and interaction during learning.

De Royce Salder (1989) also highlights the role of clear success criteria and self assessment.





weekly plan	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

John Hattie (2009) carried out research in this area which suggested effective feedback enhances learning outcomes.

By embedding AFL strategies into my lesson plan, I ensure that pupils receive timely, targeted feedback that promotes a deeper understanding. As a result, there is a potential for improved outcomes. This encourages active engagement and reflection during the pupils learning.



Mathematics and Numeracy

AREA OF LEARNING AND EXPERIENCE

Mathematics and Numeracy

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.

Contents

1. [Introduction](#)

2. Statements of what matters

3. [Principles of progression](#)
4. [Descriptions of learning](#)

5. [Designing your curriculum](#)



2. Statements of what matters

[View these statements of what matters in British Sign Language \(BSL\).](#)

 Mandatory

The number system is used to represent and compare relationships between numbers and quantities.

Numbers are the symbol system for describing and comparing quantities. This will be the first [abstract](#) concept that learners meet in mathematics. and it helps to establish the principles of logical reasoning. In

Numeracy is a key aspect in everyday life and is essential for pupils to develop skills that support their future learning and career opportunities.

▼ **The number system is used to represent and compare relationships between numbers and quantities.**

Progression step 1

sequence of numbers in different ways, reciting forwards and backwards, and starting at different points.

I can use my experience of the counting sequence of numbers and of [one-to-one correspondence](#) to count sets reliably. I can count objects that I can touch, and ones that I cannot.

Progression step 2

I can order and sequence numbers, including odd and even numbers, and I can count on and back in step sizes of any [whole number](#) and simple [unit fractions](#).

I am beginning to understand that [unit fractions](#) represent equal parts of a whole and are a way of describing quantities and relationships.

I have experienced fractions in practical situations, using a variety of representations.

I have explored equivalent fractions and understand equivalent fraction relationships.

Progression step 3

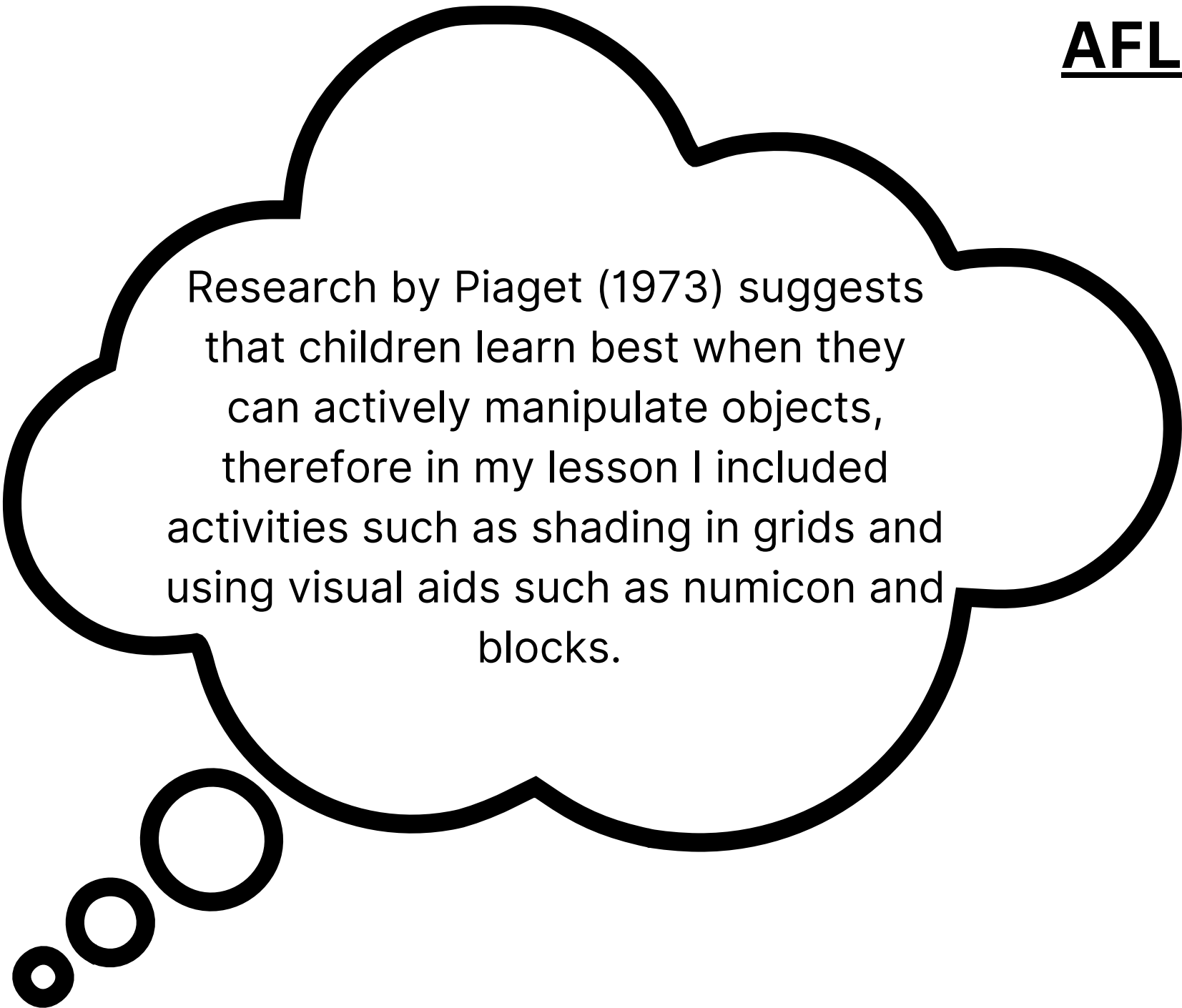
I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages. I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.

I can demonstrate my understanding that a fraction can be used as an [operator](#) or to represent division. I can understand the [inverse](#) relation between the denominator of a fraction and its value.

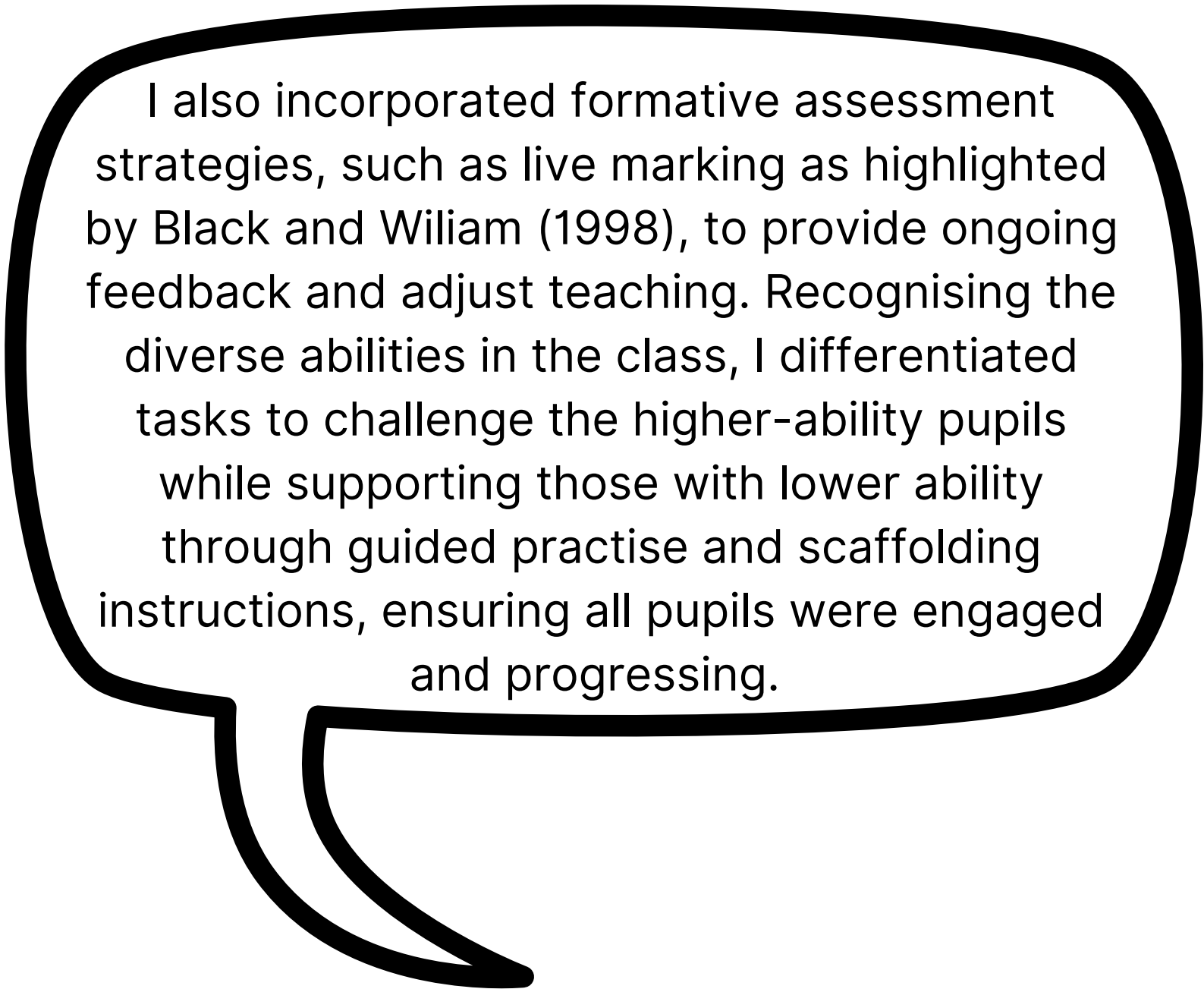


I decided to plan a lesson on fractions as they form the foundation for understanding proportions, ratios and percentages which are essential in everyday life. I referred to the Welsh curriculum including the ‘What Matters’ statements and progression steps to inform my lesson plan. These guided me in determining the expected levels for pupil progress, where they should be working and the appropriate steps for advancing their learning. Given the range of ability levels in the class, I have focused on progression step 2 and 3.

AFL in my lesson



Research by Piaget (1973) suggests that children learn best when they can actively manipulate objects, therefore in my lesson I included activities such as shading in grids and using visual aids such as numicon and blocks.



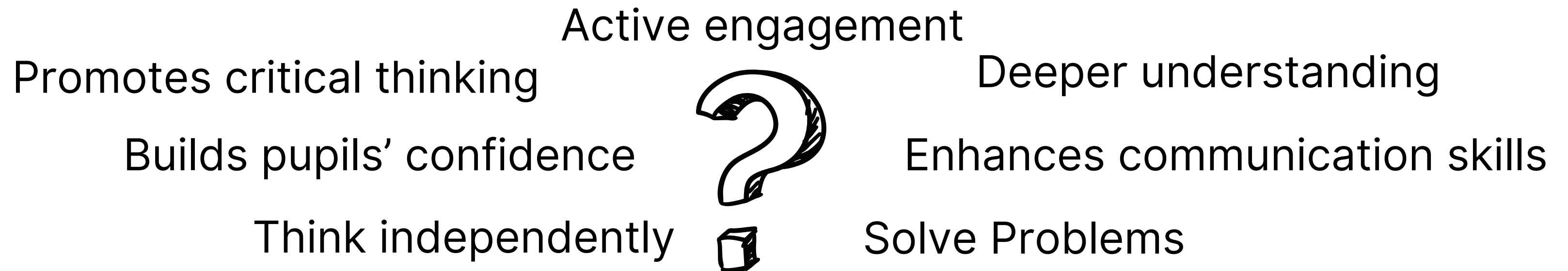
I also incorporated formative assessment strategies, such as live marking as highlighted by Black and Wiliam (1998), to provide ongoing feedback and adjust teaching. Recognising the diverse abilities in the class, I differentiated tasks to challenge the higher-ability pupils while supporting those with lower ability through guided practise and scaffolding instructions, ensuring all pupils were engaged and progressing.

Quality of Questioning.



- Engaging questions to introduce new concepts.
- Allowing the children to critically think about their answer.
- Acknowledging wait time during questioning is important as it gives time for the child to think, process information and formulate thoughtful responses, fostering a deeper understanding and engagement.

0.9 seconds!!!!



Important that questions should be inclusive with different learning needs or abilities in the class.

One theorist who expresses reservations for questioning pupils' during learning is John Holt. In his book 'How Children Fail' (1964), he argues that excessing questioning can create fear and anxiety. He also states that the children will focus on giving the 'right' answer, rather than their understanding or curiosity.

Questions (Fractions)

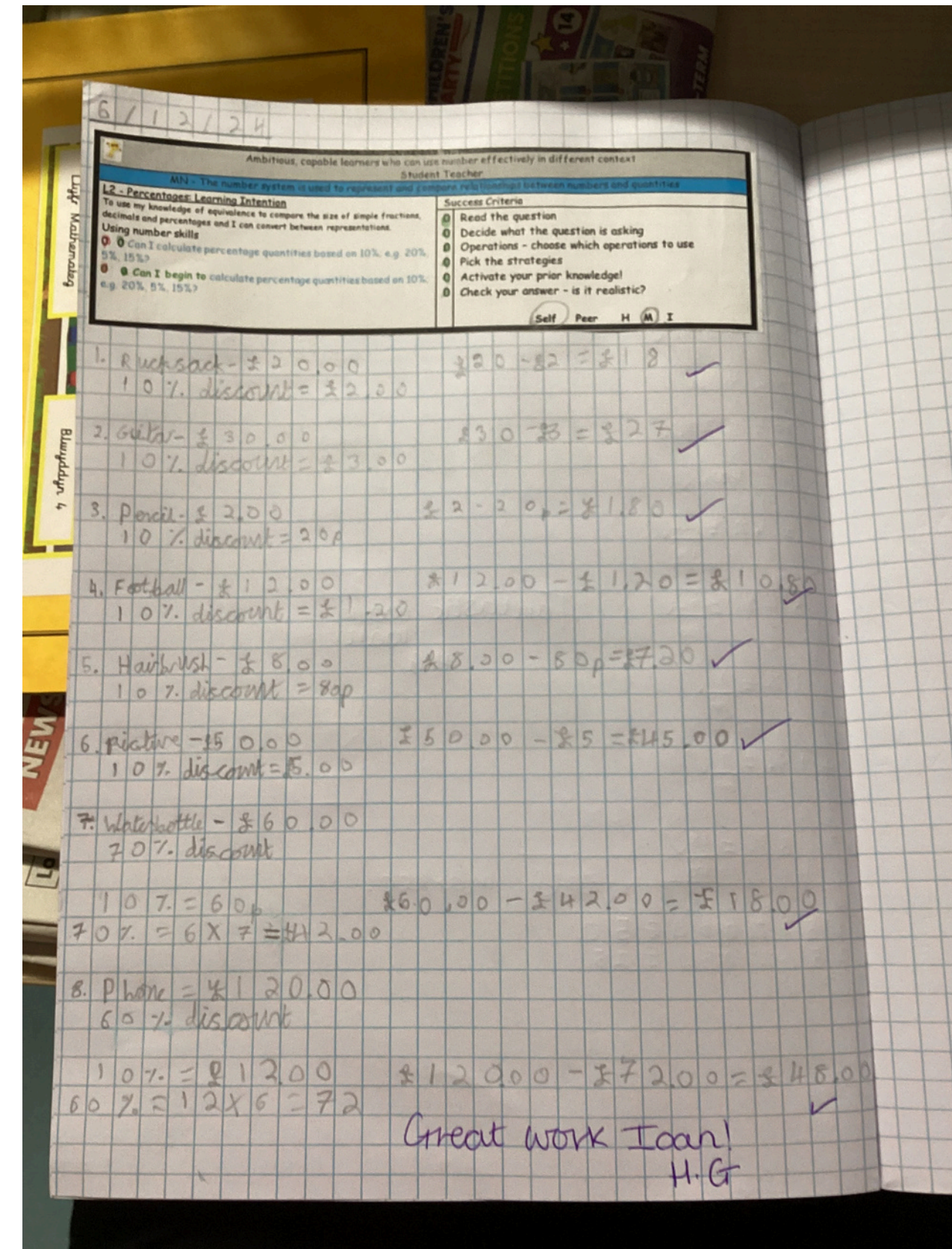
1. What does the numerator and denominator tell us in a fraction?
2. Show me $\frac{1}{2}$ of this shape. How do you know it is half?
3. If a pizza is cut into 8 slices and you eat 3 slices, what fraction of the pizza have you eaten?
4. I have 10 apples, and $\frac{2}{5}$ of them are red. How many apples are red?
5. Look at this shape. Can you shade $\frac{3}{4}$ of it?
6. Can a fraction ever have the same numerator and denominator? What does it mean?
7. Using these objects, can you show me $\frac{2}{3}$ of the group?
8. What is a fraction? Can you explain it in your own words?
9. I have 10 sweets. If I give you $\frac{1}{2}$ of them, how many will you have?
10. If you cut a rope into 3 equal parts, what fraction is each part?

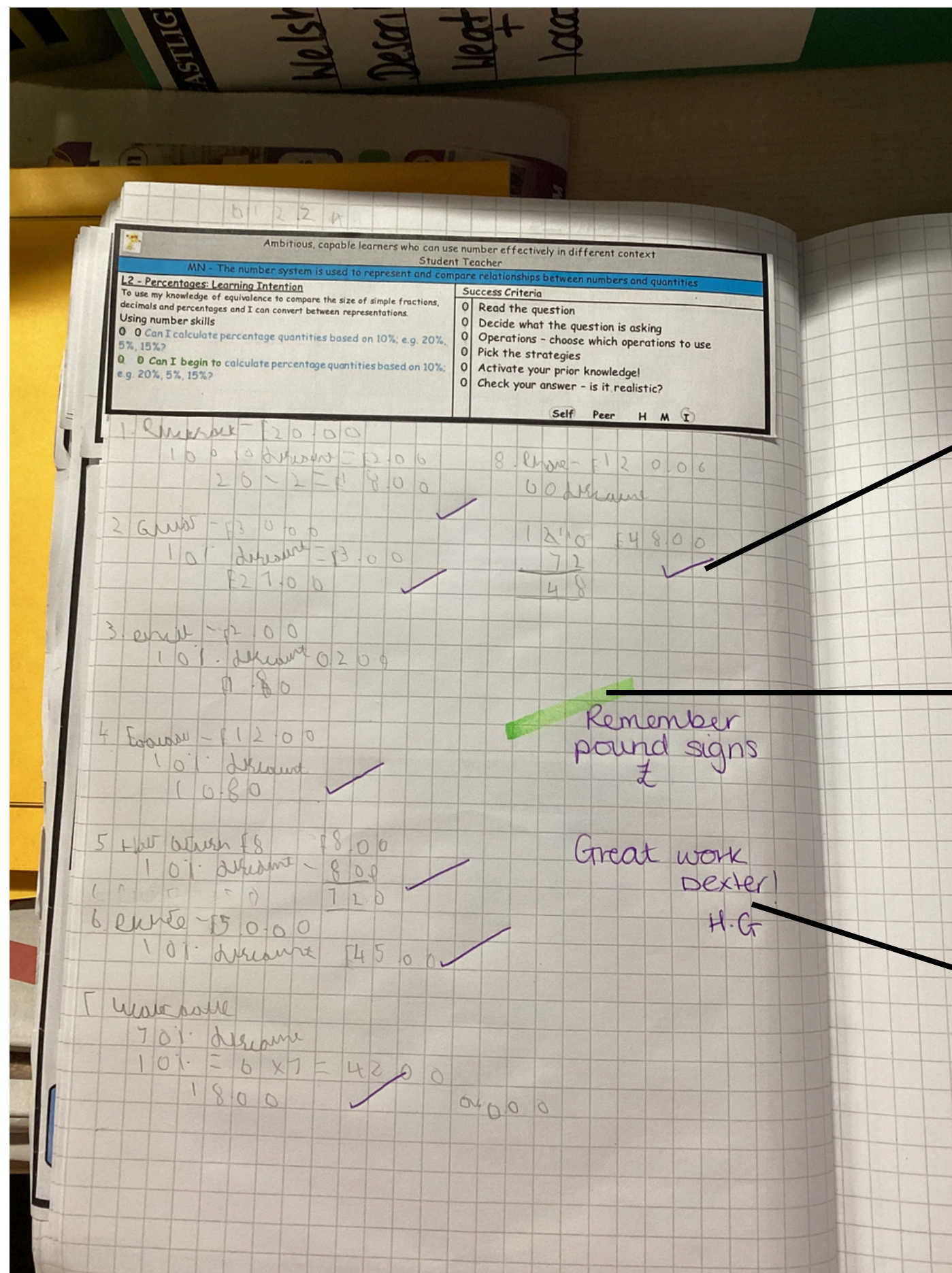
Live Marking.



Live marking enables instant feedback, immediate corrections, addressed misconceptions promptly and fostered pupil engagement, which supported their understanding and progress throughout the task. I found that live marking helped pupils stay on track by identifying errors early and encouraging ownership of their learning as they corrected mistakes on the spot.

Additionally, some children relied heavily on instant feedback instead of reflecting independently on their work. Despite this, live marking significantly supported individual progress, ensured immediate guidance and built a sense of achievement as pupils saw their effort recognised. It reinforced the importance of balance between timely feedback and fostering independent learning skills to achieve meaningful outcomes.





Simple tick to show that the answer/work is correct.

'Green for growth' - Short sentence to identify where the pupil could improve next time.

'Tickle pink'- An answer is highlighted pink to demonstrate the answer need to be changed and improvements are needed.

Praise given to show how well they have worked.

Exit tickets



Name: _____

Exit Ticket-Fractions

1. What does $\frac{1}{2}$ mean when sharing a pizza?

2. Lara has a chocolate bar. She divides it into 4 equal pieces. She eats 1. What fraction is left?

3. How do you feel about your learning today?



Exit tickets allowed me to quickly evaluate individual and overall progress. The exit tickets provided me with immediate feedback on who had grasped the concept and who needed additional support.

By analysing the responses, I was able to identify common misconceptions and inform my planning for the next lesson.

Although exit tickets were effective in my lesson, I recognised there are potential limitations. Time constraints could cause pupils to provide rushed responses and that the format may not accommodate diverse learning styles or disabilities. To address this I ensured that the questions given catered to the varying learning needs within the class, offering a range of difficulty from easy to challenging. This allowed every pupil to engage meaningfully and demonstrate their understanding. This approach helped create a more inclusive and effective learning environment for all.

Questions that all pupils will be able to answer confidently.

Challenging question for those who may find the topic difficult.

The pupils can show me how they feel about their learning within the lesson.



Student-teacher:	Miss Greenwood	Class / Group:	Year 4
AoLE or Subject:	Mathematics and Numeracy	Date (please note that this may be a continuous session):	5.12.24
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	WMS1- The number system is used to represent and compare relationships between numbers and quantities. PS2- I can order and sequence numbers, including odd and even numbers and I can count on and back in step sizes of any whole number and simple unit fraction. PS3- I can use a range of representations to extend my understanding of the number system to include negative values, decimals, and fractions. I can accurately place integers, decimals, and fractional quantities on a number line. I can apply my understanding of number values to round and approximate appropriately. Four purposes- Ambitious, capable learners: Ambitious capable Anwen. 1. I can learn from mistakes, be resilient, be persistent, aim high, have a growth mindset and be a problem solver. (Maintains a consistent focus on the overall purposes of the curriculum.)		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	LNF- Numeracy PS3- - I can use understanding of a simple fraction - I can simplify a calculation by using fractions in their simplest terms. PS2- - I can recall 2,3,4,5, 10 multiplication tables to solve multiplication and division problems.		

	Education for Wales DCF- PS3- ○ I can find fractional quantities linked to known multiplication facts. ○ I can use keyboard commands such as shortcuts. ○ I can search for specific files.
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) ○ Four purposes- To include the four purposes in lesson plans and discuss the dispositions with the learners. ○ Managing the learning environment- To develop whole class teaching and plan for whole class rotations and transitions. ○ Leadership- Take on more responsibilities beyond the classroom. Seek opportunities to develop leadership with the staff in school.	
Learning Intention 'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and Mcdaid, A. 2016 p. 196)	
○ To understand fractions as part of a whole. ○ To apply fractions to solve problems. ○ To identify, compare and order fractions. PS2- ○ I am beginning to understand that unit fractions represent equal parts of a whole and are a way of describing quantities and relationships. ○ I have experienced fractions in practical situations, using a variety of representations. ○ I have explored equivalent fractions and understand equivalent fraction relationships. PS3-	



- I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages. I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.

- I can demonstrate my understanding that a fraction can be used as an operator or to represent division. I can understand the inverse relation between the denominator of a fraction and its value.

PS4-

- I can use my knowledge of the equivalence of fractions, decimals, and percentages to understand that numbers or proportions may be represented in different ways.

Success Criteria

What the pupils need to demonstrate to successfully meet the Learning Intention.

- I can explain what a fraction represents.
- I can identify and represent fractions using diagrams and numbers.
- I can solve problems involving fractions.

Planning for misconceptions:

Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.

AM, JK, IS, IS, RT, MA-

1. Confusing the numerator with the denominator- I will use visual aids such as fraction circles and bars to clearly show what each one represents.
2. Struggling to understand fractions as part of a whole number- I will use real life examples such as cutting a pizza or sharing a chocolate bar. I will emphasise equal parts using real life examples.

Strategies to support learners' Welsh language development

Incidental Welsh- "Bore Da, barod, da iawn, gwrandewch, edrych arna I, gwrandewch".

Numbers in Welsh- Un, Dau, Tri, Pedwar, Pump, Chwech, Saith, Wyth, Naw, Deg

Use Welsh phrases in my powerpoint introduction and worksheets.

SEQUENCE OF TEACHING & LEARNING (Add or remove rows below as appropriate) (Pedological principles) (AFL strategies)				
Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account.</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
Introduction (10 minutes) Whole class	- The student teacher (<u>myself</u>) will begin by retrieval of prior knowledge. I will write a question on the board to see if the children can answer using prior knowledge. (Sets tasks and selects resources that build on previous knowledge and experience and engage interest.) - I will engage the children by going through what fraction are and how we can use and find them in real life situations. I will be sure to model questions so they	- During this time the children will be able to myself their knowledge from previous learning. They will use their whiteboards to show me their answers. (Means employing assessment for learning principles.) - The pupils will be able to engage with the start activity by answering the questions from the interactive whiteboard set by the teacher. - The children will be able to answer questions and understand how fractions are used in day-to-day life through engaging, real-world examples and practical activities	- I will use tiered questions for the whole class to answer. - I will use visuals and manipulations such as fraction bars and circles to encourage the learners visually. - I will provide open ended questions, so the children have time to think about the answer by working it out.	AFL strategies I will use during the introduction- - Questioning the children's prior knowledge, this will help me identify those children who will need more support. - Think pair share. The children will be able to work with peers and magpie ideas of others in the class. This allows the

	children are learning how to work out the question accurately. (Means employing a blend of approaches including direct teaching and creates authentic contexts for learning and encourages collaboration.) Before the children go off into their rotation groups, I will check their understanding, so all pupils are ready to be on task.	such as cutting a pizza or sharing chocolate. - A question will be asked for the children to think about during the lesson. The children have 60 minutes (individually) during the lesson to think of an answer to share at the end of the lesson. - I will make sure to give the children resources on the table such as fractions bars and circles for them to active their learning during this start task. (Encourages learners to take increasing responsibility for their own learning)		children to see other methods of learning.
Main Activity (3x 20-minute rotations)	<u>Group 1-</u> I will begin by introducing how fractions are shown and different methods of working out a question using fractions.	<u>Group 1-</u> The children will be using their books to answer their questions. I will provide them with differentiated questions that range from easy to hard. These questions	<u>Group 1-</u> I will be sure to use clear modelling, so the children understand the methods of using fractions.	Group 1- Live marking- I will use the school coded method of marking to go around and mark each child's book

	○ I will begin using guided practise. This allows the children to understand how the question is answered. I will give the children one question from each colour stage. As a group we will work out each question together. ○ During this time, I will be using questioning to ask the children how they got their answer. I will make sure to always evaluate their answer, so they understand how they got the answer. This also helps if the child has got the answer incorrect, we can look step by step how to correct their answer and get it right next time. ○ I will be working with each group to help and support them when they do the independent task.	are coloured coded for the children to see where their learning is. ○ The children will be able to identify how a fraction is used and how do we work out questions that involve fractions. I will make sure that each learner has the chance to answer questions that is tailored for their learning. ○ The children are allowed to use their whiteboards to work out questions, however, it is encouraged for them to use their books. Therefore, when I am marking, I can see how the children have got their answer. ○ Once the guided practise has finished (about 5/10 minutes) the children will then get to choose their colour coded activity depending on their ability level. The independent task allows the children to use their knowledge to answer the questions independently. ○ During this time, I will be live marking their work. The children will get instant feedback so they can change or carry on with their work.	○ Use visual support such as fraction bars and circles. This will be helpful for those learners who need extra support. ○ Group collaboration is a good opportunity for the children to share their ideas and methods of learning. It gathers more ways of learning and will support those children that need more help. (Encourages collaboration)	during their learning. I will use a green highlighter to show the children that there is room for improvement (Green for growth). When the child has corrected or shown that they have improved, I will use a pink highlighter to show improvement has been made. I will use a purple pen to mark the answers that are correct. ○ Pitstops- During the lesson, if I can see that the children are struggling or are no understanding some part of the lesson. I will stop the group and re teach the part they are stuck on.
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				○ It is a good opportunity to re teach other methods so the children can fully understand the work given. (Encourages learners to take increasing responsibility for their own learning)
Main Activity (3x 20-minute rotations)	Group 2- ○ The LSA will recap fractions to the group and use questioning to ask the children specific questions about the introduction that they have learned so far about fractions. The LSA will use clear and precise questions that each student will be able to answer. ○ The LSA will give the children a task of identifying how many equal parts make the whole and how many parts are shaded. ○ They will use fraction grids to visually see how fractions are used and how they work.	Group 2- ○ Each child will be given fractions grids to shade and answer. The questions will be differentiated to the children working level. ○ The pupil will be able to pick their own learning level. They will know which one to pick as the question get harder the higher the colour. ○ The LSA will be sat next to those children who will need a bit more support during their activity. ○ The LSA will be using some examples on the whiteboard, so the pupils know what to do. ○ During this time, the LSA will be live marking their work. The children will get instant feedback	Group 2- ○ Use visual support such as fraction bars and circles. This will be helpful for those learners who need extra support. WAGOLLS will be provided to show the children what a correct one looks like. ○ The LSA will use open-ended and guiding questions for the pupils to think about their learning and how	Group 2- 1. Live marking- The LSA will use the school coded method of marking to go around and mark each child's book during their learning. They will use a green highlighter to show the children that there is room for improvement (Green for growth). When the child has corrected or shown that they

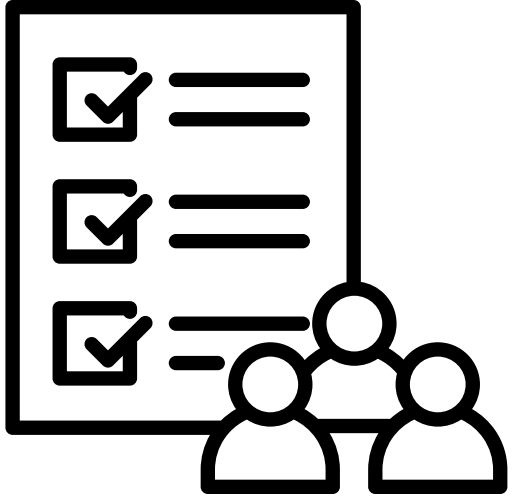


	○ The LSA will model the process alongside.	so they can change or carry on with their work.	they got their answer.	have improved, they will use a pink highlighter to show improvement has been made. They will also use a purple pen to mark the answers that are correct. (Encourages learners to take increasing responsibility for their own learning) ○ Pitstops- During the lesson, if the LSA can see that the children are struggling or are no understanding some part of the lesson. The LSA will stop the group and re teach the part they are stuck on. ○ It is a good opportunity to re teach other methods so the children can fully
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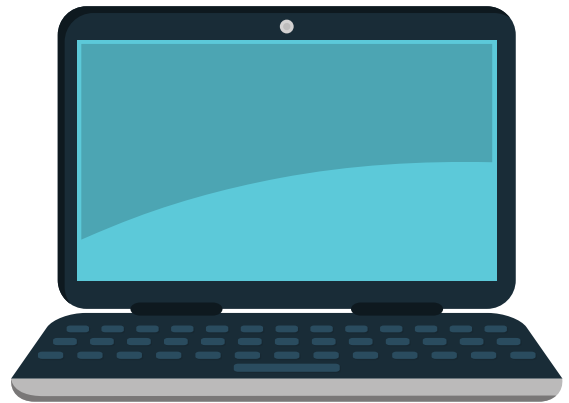
				understand the work given.
Main Activity (3x 20-minute rotations)	Group 3- - This group is an independent group. Before the children go off into their groups. I will explain what the children are doing and what devices they need to be on. - I will be clear of what games they can play and why I have picked those games. - I will also tell the children to use the devices responsibly and they are responsible for their learning. - Before they start, I will quickly run over the class rules for online safety and how they need to keep passwords safe etc. (Means employing a blend of approaches including those that promote problem-solving, creative, and critical thinking) (encourages learners to take increasing responsibility for their own learning)	Group 3- - The purpose of independent learning is for the children to engage with the learning hands on and use purposeful practise using the DCF. - The pupils will be on maths games such as top marks, <u>JIT</u> or Ka hoot. Each game is customised to the topic the children are learning (fractions). - Top marks <u>is</u> an online resource that children can use to build up their knowledge of the maths topic. During the lesson they get to build up levels according to their progression. - J2E is an online source that Pupils can use the drawing and shape tools to create diagrams, such as fraction walls, bar models, or number lines, to visualize mathematical problems. It is a great source to use as tasks can be tailored to varying ability levels, with scaffolding and extensions included.	Group 3- - I will provide a clear demonstration before starting. I will demonstrate how to play the game on the interactive whiteboard or a shared iPad. I will then talk through each step, explaining what they need to do and why (e.g., "We tap the number line here to find the missing number"). - I will pair the pupil with a buddy who is confident with the game but also patient and willing to help. The peer can guide them by explaining strategies or	Group 3- Quizzes- Quizzes help both <u>myself</u> and pupils gauge understanding in an engaging, immediate, and interactive way. I will be able to clearly see the progress of the children learning by the outcome of the quiz. Peer assessment is a powerful tool that enhances children's learning in multiple ways. By involving pupils in assessing each other's work, it fosters critical thinking, collaboration, and a deeper understanding of

		Kahoot is a quiz that allows the children to make their own quizzes (fraction quiz) and test each other or they can use the Fractions quiz I made for them to use. Quizzes are great when seeing if the pupils have progressed or understand the work. (Regularly reinforces the cross-curricular skills of literacy, numeracy, and digital competence, and provides opportunities to practise them)	showing how to solve problems during gameplay. Peer assessment is vital in this instance.	the topic of maths that week.
Plenary (5 minutes)	- The class will gather back together at the end of the lesson. - I will ask the same question I asked at the start of the lesson. Throughout the lesson the children should have come up with one answer each to give to the class. The question was "In real life where do we use fractions?". Hopefully during the lesson, they would have been listening to myself or the LSA as we would have given them some ideas. - At the end of the lesson, I will give each child a 'Exit Ticket'. This shows what the children have learned during	- The children will silently think of their answer from the question I had given them. This shows me who has been fully engaged in the lesson. - After this, the children will fill in their exit tickets. Each child will answer "What does $\frac{1}{2}$ mean when sharing a pizza? And "Lara has a chocolate bar. She divides it into 4 equal pieces. She eats one piece. What fraction of the chocolate bar is left?". I have made sure to vary the questions so each child can answer them. At the end the pupils will answer "One thing you would like to learn more about fractions". The exit tickets will allow me to identify those children who have understood the lesson and	- For the lower ability children, I will provide Sentence Starters such <u>as</u>: "I would like to know..... about fractions". - I will break down the question further into smaller parts or ask prompting questions before they answer the exit ticket. - I will also offer a model answer. Seeing an example helps clarify expectations and	Exit tickets- Exit tickets are an excellent AfL strategy because they provide valuable insights into students understanding. I will be able to use the information they need to adjust instruction, provide timely interventions, and enhance the overall learning experience. Additionally, they encourage student self-reflection and participation, making them an effective tool for continuous learning and improvement.

	the lesson and what would be useful to know next time.	those who need more help. It will also guide me in planning the lesson ahead. (Means employing assessment for learning principles)	gives the child a model to follow.	
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AFL strategies such as questioning, live marking and exit tickets have proven to be effective tools in enhancing pupil engagement and understanding in the classroom. These strategies foster a more dynamic and responsive learning environment, allowing teachers to gather valuable feedback and adjust their teaching in real time.



Questioning-

- Active pupil participation
- Allows teachers to gauge the depth of pupil understanding.

Live marking-

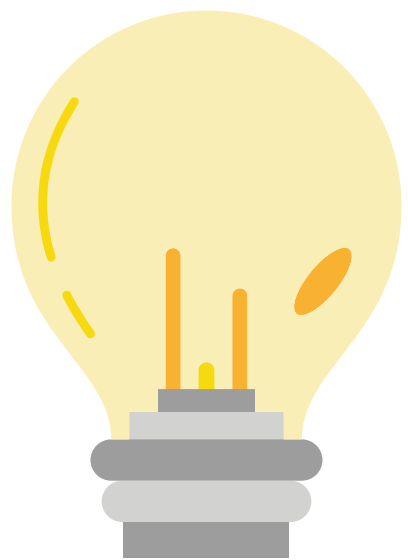
- Provides immediate feedback
- Guide pupil progress.

Exit tickets-

- Allows teachers to quickly collect quick insights to pupils' understanding.
- Immediate data on what the children have grasped and where they need further support.



Potential areas for further research in AFL strategies include exploring how these techniques can be adapted for diverse classrooms, including pupils with disabilities and different learning styles. Additionally, examining the impact of digital tools on AFL strategies could offer insight into how technology enhances real-time feedback.



Moving forward, I would recommend the continued integration of these strategies across the school, ensuring they are adapted to suit the needs of all children. This could involve professional development for staff to refine their questioning techniques, provide effective live feedback and utilise exit tickets more meaningfully across various subjects.

Consent form for taking photographs and filming

Statement

Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Hannah Greenwood as a representative of the APLA, to:

(Tick accordingly)

Take photographs

Film

Record

Name of Head teacher/ Senior Mentor: Kate Clarke

Signature:

Name of School:

Kate Clarke

K. E. Clarke

Pembroke Dock Community School

To be completed by student-teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher : Hannah Greenwood

Signature:

Student no.:

Hannah Greenwood

2300338

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): BA Ed

Date: 12/11/24

Thank you for your co-operation.

September 2023

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