Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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APPENDIX GA36c

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	**Elen Vaughan**	**Student ID number:**	**1803203**
Programme:	**Secondary PGCE**		
Module:	**Principles of Teaching, Learning and Pedagogy in the Secondary Sector**		
Module code:	**ECSP6001**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Alison S Evans**	**Internal Verifier:**	
Assignment Title:	**Part B, (i) and (ii)**	**Word count (or equivalent):**	**(i) = 1,500** **(ii) = 2,000**
Submission deadline:	**26 November 2018**	**Return date of provisional marks & written feedback:**	**17 December 2018**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Part (i)

'The classroom is no longer a place where the teacher ('expert') pours knowledge into passive students, who wait like empty vessels to be filled' (Bada, 2015: 66).

As the above quotation suggests, this discussion and my teaching decisions focus on the significant change that has occurred in the classroom over the past few decades; teachers remain to be the professionals with the pedagogical power, however, learner engagement has been transformed – encouraging pupils to become active participants in the learning process (Bada, 2015). This approach is based on the principles of the constructivist theory of learning. Alike most theories, the constructivist approach continues to be developed and critically considered over time; the decisions in my teaching practice reflect the theory's earliest proponents and more recent scholars who have utilised and deconstructed its key concepts for its most effective use in the ever-changing classroom.

The work of early Constructivist Piaget impacted greatly on teaching methods in education by emphasising how children construct their own understanding of information and the world around them by drawing upon relevant experiences (Piaget, 1952). Thus, according to this approach it is a focus on the *construction* of knowledge rather than the *reproduction* of knowledge that must take precedence in education (Jonassen et al. 1999). I can demonstrate how the variety of chosen tasks in my micro-lesson prove a shift from the traditional to a more constructivist classroom, with each activity providing a meaningful context for learning – an underlying principle of the theory (Wray and Lewis, 2007).

Pritchard describes how engagement is central to the constructivist approach and claims that pupils must gain a 'closeness' with material content to ensure genuine comprehension (Pritchard, 2001). I decided to begin my lesson with an amusing yet informative video as it acts as, in accordance to Reid et al's 1989 five-stage model, the '*engagement*' stage. It allows for the pupils to engage with the material content from the outset while providing them with an experience to refer

to whilst the information is transformed into a format which will help meet learning objectives (Reid et al, 1989). Although hesitant, after research I found that there is great applaud for the use of video in the history classroom if used effectively; Serrato (2016) argues that the key to this is preparation. The teacher must be critical in their choice of video clips and prepare guided notes to consider what are the key learning points of the activity. Furthermore, , the pupils must be made aware of the purpose of watching the video to know where to focus their attention and to ensure that they do not enter 'TV mode' (Serrato, 2016). Other scholars point to the bad practice of videos in the classroom arguing that they are too often used as an 'anaesthetic' to pass time (Haydn et al, 2008: 189). If used, they must have a meaningful purpose which promote the most effective learning and, following the constructivist approach, allowing the learner to become an active member in this process to help in the construction of understanding (Pritchard, 2001).

Primary sources and source work are frequently incorporated into the SOW; Bada (2015) states that the use of a wide variety of materials including that of primary sources is an important distinction between traditional and constructivist classrooms. By Key Stage 3, pupils have developed their inference skills to be able to apply their own understanding and critically use historical sources to construct their own informed opinions and conclusions (National Curriculum for Wales, 2008). As Smith (2001) argues, pupils need to be able to visualise events and conditions of the past before they can construct their own understandings of them. Difficulty arises as sources are very often hard to understand, especially for lower ability KS3 students (Smith, 2011). Musbach (2001) states that it is with this obscure and unfamiliar language that the joy in working with primary sources is lost – the text must be readily accessible for the pupils (Musbach, 2001). However, this confusion caused by unfamiliar language is also argued to be a good starting point in achieving engagement. By allowing pupils to interpret the source in its original form they can subsequently construct their own understanding of its contents – becoming more active learners (Smith, 2001). It was Smith's advice that I decided to follow here; I introduced pupils to the old English language in Thresham's letter, asking them to decipher its meaning before revealing a more modern translation. With this, two

types of prior knowledge were put into practice – pupil's literacy skills and their contextual knowledge from previous lessons in the SOW and this lesson (Smith, 2001). Usefulness and reliability of sources is worked into the SOW and this was informed by LeCocq's exhaustive experiment using her year 7 class; I integrated her steps of understanding, questioning and then reconsidering what the source is telling you to model inference for the pupils and encourage higher-order thinking (LeCocq, 2000). I decided to do this as a class discussion to allow the pupils to feel a part of the transformation of sources that were initially incomprehensible to a set of new ideas and engaging questions.

As part of the new Welsh curriculum, informed by Donaldson's *Successful Futures*¸ history has been placed in the humanities Area of Learning and Experience (AoLE). An objective which is defined in the 'What Matters' approach explains that 'through understanding and respecting different beliefs and understanding how to exercise their democratic rights and responsibilities, pupils will become ethical and informed citizens' (Welsh Government, 2018: 4). This informed my decision to introduce 'bigger concepts' throughout my SOW; for example, in my micro-lesson there was an exposition on majorities and minorities within societies but most specifically I included a group discussion on democracy and its principles. This was informed by claims that learning intentions should be separated from the context of the learning, arguing that teachers should be more interested in allowing pupils to apply information to a range of different contexts rather than merely that in which it is taught (Wiliam, 2011). Thus, in this lesson, the aim to develop comprehension on democracy and its purpose was made a standalone learning objective rather than solely in the context of a potential cause of the Gunpowder Plot. Constructivist Duncan (2012) believes that each subject in school should set aside time in the curriculum, time he refers to as a 'sandbox', to allow students to 'take apart and reassemble concepts, and find new and creative ways to anchor their learning' (Duncan, 2012). Differentiation also occurs when such tasks and discussions are introduced – expecting all pupils to apply their own informed understandings to similar contexts but challenging others to see where and how it can be applied elsewhere (Wiliam, 2011). Activities

which adopt learning objectives that transcend the boundaries of a specific subject or lesson are integral in allowing pupils to become more informed citizens. I believe that history teachers have an immense part to play in achieving this objective and in encouraging the AoLE to share ideas and learning intentions to allow Humanities to develop as a more integrated entity.

Whilst Bereiter and Scardmalia (1987) argue that an independent writing process termed 'knowledge transformation' is most effective in the reconstruction of information, others argue that becoming part of a dialogic learning is a powerful tool in the creation of meaning (Elboj and Puigvert, 2004). With this, much group work is incorporated throughout my SOW. There has been a shift from the interaction between teacher and pupil to that between pupils; with this, pupils are offered much more freedom in their thinking by being introduced to many more possibilities and standpoints whilst learning how to critically decipher and compare them (De Mello, 2012). By being introduced to new understandings of the world, young people are encouraged to reflect on their own way of life and their own way of thinking while building a respect for those different to theirs – a point which is intrinsically linked to the *Successful Futures* objective outlined above (Giddens, 1995). De Mello's experiment concluded that interactive group work accelerated student learning and, most importantly, highlighted how learning becomes a responsibility of the group; those that would usually be left behind are able to 'engage in the same learning processes as higher achievers do and end up reaching the same curricular objectives' (De Mello, 2012: 143). Engaging in dialogue with peers is vital in allowing individual pupils to deeply engage with the content material, constructing their own understanding to be confidently transferred into a writing process.

Counterfactual analysis is a strategy of engagement I have incorporated based on research into its benefits; Roberts (2011) argues that counterfactual history is a perfect example of a hands-on approach which allows pupils to become actively involved in 'doing history' (Roberts, 2011: 119). As Cowley (2001) argues, such practices expose the stark reality of single decisions in history and how certain events were such turning points to the world as we know it. With this, history becomes

more accessible and engaging to school pupils by encouraging them to ask more 'what if?' questions while comprehending the importance of the event in focus at a much deeper level (Cowley, 2001). The strategy must be effectively controlled to ensure that it does not undermine this focus but successfully builds onto the individuals' comprehension – thus, I made sure to keep the task as focused and relevant as possible (Scott, 2011).

The constructivist approach undoubtedly shaped my micro-lesson and SOW and will continue to influence my teaching practice. The 2017 Estyn report for Wales praised the strengths of Humanities lessons and claimed that this was because of 'teachers who skilfully blend the development of subject knowledge and skills' (Estyn, 2017). I believe my decisions reflect this skilful blend and demonstrate a capability in the creation of successful history lessons.

Part (ii)

Following a discussion on the theory, academic discussions and studies which underpinned my micro-teach, I will proceed to reflect upon the session in light of my first professional teaching experience (PTE). Additionally, I will refer to feedback provided by the university tutor, peers from the teaching session and later feedback provided by my school-based mentors. Points that are discussed in this reflection are underpinned by various QTS standards that have been put into practice and are in development during my first PTE.

Firstly, timing is an integral aspect which would need serious consideration if this lesson was delivered to a Year 8 class of up to 30 pupils. Upon reflection, I am unsure as to whether all tasks would be able to be completed to the most effective standard within a one-hour lesson and therefore I would consider shortening one task considerably (this will be discussed). Following my first professional teaching experience, I have noticed how much lesson time is taken by: pupils reaching the lesson, taking the register, ensuring that all pupils have their books and the writing title, date and learning objectives. This can sometimes take up to 5 to 10 minutes, which is the equivalent to some tasks included. Furthermore, due to class size, pupil contributions and discussion time prior or following a task is much more extended than what was expected. Although I hold control over this time, I feel it is very beneficial in allowing students to ask questions, expose apprehensions, correct misconceptions and for some to demonstrate their extended thinking and thus helping the rest of the class to engage further with the content.

Due to timing, I do not feel sufficient time was given to explain the relevance of the Gunpowder Plot to current times (Bonfire Night etc); I was so focused on ensuring that I started the plenary task with enough time that I skimmed very quickly over the slide. By ensuring that all pupils understand the significance of, for example, putting Guy Fawkes on the bonfire even in the present day, it may make the information more relatable and therefore allowing them to refer back to their own memories and experiences of bonfire night to construct a meaning on the persecution of the Catholics during the 16th century.

The freeze frame plenary would have taken much longer with a standard year 8 class of up to 30 pupils; for the most effective learning outcomes this task should have been given around 10 minutes to be able to give time for detailed consideration and discuss every groups decisions whilst highlighting important points drawn from the learning outcomes. Nonetheless, the task was praised by both the university mentor and peers to have 'worked well' and as a 'great plenary'. I feel this task would be very effective in the classroom setting if controlled carefully – it allows learners to 'put into practice' what they have learnt in the lesson and allows for the more practical and visual learners to construct their own understanding.

Prior to my early teaching experience, I would not have realised quite how clear and simplified instructions for tasks must be presented. When lower KS3 classes, especially those of lower ability, are presented with an activity they must be provided with an almost step-by-step guide of how to begin and complete the task. It must be remembered that what we consider obvious is not always to the pupils. Therefore, I would spend much more time talking through what was expected in the cause and consequence table, talking through and modelling some ideas with the class before expecting them to be able to complete it individually. Being able to give clear and coherent instructions and differentiate this for different classes is a target that I have discussed with my school mentor; I have shown development in my early teaching experience however this is an aspect which still needs focusing on – especially when teaching in welsh and when nervous. Further to this, I was ambiguous in stating when the worksheet should be filled in – in reflection, KS3 pupils will not presume they need to start a task, the teacher must promptly state when to begin. This aspect is intrinsically linked to behaviour management – it must be ensured that all pupils are quiet and focused whilst giving instructions so that all know exactly what they need and are expected to do.

In my mentor feedback from the microteach, I was praised for having an 'excellent teacher presence' and peer feedback said that I came across 'confident, engaging with a good classroom

presence'. These comments were extremely reassuring for my first lesson and were a boost of confidence to take into my PTE. Nevertheless, although praised for a good presence and the skill of creating a great connection with classes from first lessons in my PTE, behaviour management is an area which continues to develop. Targets have been set to ensure that I don't allow pupils to talk over me or anyone else and to ensure that I target those who demonstrate disruptive behaviour and follow through on warnings of consequences. I have proven significant development of this by moving pupils and giving red notes, however I intend to determine my own strategies to stop class disruptiveness escalating to this point – this is an area which I am confident will develop with further experience.

When using sources in my lessons, in reflection of recent observations and my own practice there are a few changes I would make to both my own questioning and resources. Firstly, I would adapt the source worksheet as it did not encourage the most effective learning. I would now provide an inference worksheet and ask the pupils to work in pairs to decipher and take notes of what they can see, then show them the translation and ask them to try and decipher the meaning of this. Instead of asking them to write down why this is useful I would instead turn this into a group discussion. Further to this, discussing the reliability of the source is an area I would take much more caution and care with. In reflection, Year 8 pupils will not have done much on the reliability of sources and therefore more effective scaffolded questioning would be necessary, for example: 'when we consider who is the person who wrote this, do you think they would have any reason to lie, omit the truth, try and paint another picture and why is this important to consider when looking at a source?' With this, a more focused discussion would be held which would promote more relevant high-order thinking. However, it must be remembered that Year 8 pupils have creative yet impulsive minds; I would be very cautious in talking about the reliability of sources and ensuring that they don't begin to disregard the usefulness of all sources because they may be unreliable. Thus, although it is important to ask questions which encourage them to think further than the obvious, it is also important to control just how far they go – discussion must remain plausible and relevant.

The complexity of content material is an area I would reconsider; after working with my 4 Year 8 classes on my PTE, I have recognised the wide range of abilities and understanding amongst them. From this, I believe that the principles of different religions would be very difficult to grasp for many pupils; today, religion may not be an overly significant element of young people's lives and therefore comprehending the significance of changing or clashing religions would have to be simplified to an accessible level. Although a lesson has covered the main differences between Catholicism and Protestantism, I would add to the starter recap Q&A by providing a visual to demonstrate the differences and why this is significant to the current lesson. I feel this simple addition would be extremely effective in allowing the pupils to guide themselves through the tasks of the lesson.

As pointed out in part (i), the discussion on democracy was incorporated to develop pupils' comprehension of wider concepts in line with the objectives of the new Welsh curriculum and, evidenced by feedback, the stop-and-discuss strategy worked effectively in allowing pupils to vocalise and engage with others' perspectives. However, as pointed out by the university tutor, this should have been more effectively time constrained; the group discussion should have been given less time, but most importantly, my exposition on the concept and its relevance to this topic should have been briefer. The fear with this is that it could have created the wrong impression of what was the main aim of the plotters – although Fawkes is evidenced in saying that the success of the plot would have allowed the people to choose a leader, the main cause was to create a Catholic uprising. With rather complex content, I would take greater care in ensuring that my teaching does not distract or confuse pupils from the main learning objectives.

The use of video was effective in encouraging learning during my micro-lesson, I successfully gave clear instructions of what to note which allowed pupils a head-start in understanding the content of the lesson. I observed a few lessons which used videos unproductively; as discussed in part (i), no instruction was given as to what pupils should be taking from the video and therefore

very little would be able to be recalled from its content. Nonetheless, there was a technical malfunction which made my video judder on the day. Facing problems with technology is something which is ever-present during my PTE and I have developed strategies to deal with such difficulties without panic and without letting it impair on the quality of my teaching and the learning of pupils.

I believe the differentiation technique (differentiated worksheets handed out inconspicuously) that was used in my microteach would work well in the classroom and would not allow any pupils to feel singled out. Further to this, I also ensured to ask specific pupils specific questions to monitor comprehension from both the previous lesson and throughout this lesson. I would also have 'diamond 9' worksheets at hand for anyone who has finished the task – asking them to arrange the causes of the plot in order of importance. Differentiation and how to ensure that it is accomplished with best effect in each lesson is an area of apprehension in my early teaching practice. Nonetheless, I have been reassured by experienced teachers that strategies do not have to be obvious each lesson; group work, effective scaffolded questioning and providing additional support to those of lower ability are all demonstrations of differentiating by outcome which are equally as effective in ensuring that all pupils in the class show progress.

Regarding Y Cwricwlwm Cymreig, I found it very difficult to incorporate welsh history into my lesson on the Gunpowder Plot as there are no links to Wales. However, my PTE has allowed me to recognise that it is not possible to incorporate it into all history lessons, for example, Battle of Hastings. It is important that each scheme of work demonstrates significant links to Wales, however this may only be possible in a few lessons. For example, my scheme of work on James I involves a lesson on how his decisions on religion may have impacted the people of Wales. Taking into consideration how external developments and events may have affected or contrasted to that in Wales is integral in making the content material more relatable for pupils.

Therefore, my early teaching experiences have informed my understanding of what would be successful in my micro-lesson and what would need alteration to achieve the most effective learning in a real-life Year 8 classroom. Undoubtedly, I have become much more aware of the QTS standards during my first few weeks of PTE 1 and will continue to utilise them carefully whilst planning future lessons and learning outcomes.

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ACTION PLAN - Objectives and programme for Term

OBJECTIVES (relate to QTS Standards where appropriate).	ACTIONS TO BE TAKEN	SUCCESS CRITERIA	TARGET DATE
To establish classroom discipline and authority (S.3.3.9)	1) Develop confidence in the classroom. 2) Become aware of school policy on discipline. 3) Establish rules and consequences with each class. 4) Develop a strategy/sequence of warnings and consequence for disruptive behaviour and reward procedures.	- An effective presence in the classroom with clear authority established. - Disruptive behaviour is at minimum and therefore learning environment has been achieved. - All pupils are made aware of the rules and abide by them.	End of term.
To understand the diverse learning needs of all learners to provide them with the best possible education (S1.1 & S3.3.4)	1) Observe effective practice and ask for advice on effective strategies. 2) Gather SIMS data for all classes to identify learning needs (SEN and MAT). 3) Develop effective strategies that meet the needs of all learners and implement these.	- Practice of effective differentiation in every lesson. - Every learner has been supported and/or challenged in each lesson. - Strategies are effective but not time consuming in preparation time.	End of term.
Demonstrate a sound subject and curriculum knowledge. (S2.1c)	1) Take responsibility to read and be knowledgeable on the National Curriculum and literacy and numeracy framework. 2) Keep this a focus of observations. 3) Use research to plan lessons. 4) Ensure that a secure knowledge of each topic is gained before teaching.	- Confidence in subject and curriculum knowledge is improved. - This is used effectively to plan and teach lessons which use a variety of strategies and resources to promote pupil progress. - Enthusiasm for subject content is demonstrated in lessons and therefore increasing pupil engagement.	End of term.
Manage time during ITT year effectively. (S3.3.7)	1) Develop a clear outline of everything that needs to be done each week. 2) Make sure that all tasks are completed by allotted time. 3) Keep the OFT up to date at all times.	- Time is used as productively as possible to be able to achieve a work/life balance. - All tasks are done to the best possible standard. - Workload does not become overwhelming.	End of term.

To ensure that learners reflect, evaluate and improve on their performance. (S3.2.2)	1) Introduce an extended literacy task, provided with a success criteria. 2) Carry out a peer assessment lesson and get pupils to respond to comments to develop work. 3) Use peer assessment comments to guide my marking.	- Pupils' comprehension of success criteria are improved. - Pupils demonstrate development from the feedback. - Work is accurately marked using the success criteria as guidance.	End of term.
To improve on pupil questioning and extending on responses.	1) Research and develop my own understanding of effective questioning. 2) Prepare scaffolded questioning before each lesson and consider potential responses. 3) Monitor progress on skill and request mentor feedback.	- Pupils are encouraged to demonstrate higher-order thinking with effective questioning. - Teacher responses extend on point coherently. - To develop strategies that are implemented naturally each lesson. - Pupils answered are better - Mentor recognised improvement.	End of term.
To give clear instructions in every lesson and differentiate this for varied learners.	1) Familiarise myself with the task before each lesson and consider this in relation to the learning group. 2) Practice speaking through instructions. 3) Ensure silence in the classroom so that all pupils can hear and engage with instruction.	- All students have a clear understanding of the task and its expectations. - No time is wasted due to unclarity of instructions. - Pupil productivity is increased. - Positive feedback off mentor.	End of term.
To communicate with TA/LSA to develop an effective cooperation to support learning. (S1.6)	1) Identify classes with teaching assistants. 2) Seek advice from mentor about working with TAs effectively and how to structure discussion/support before class. 3) Discuss with TAs before every lesson and ask for feedback on support strength – develop on feedback.	- All LSA feel their contributions are recognised and appreciated. - All LSA are informed on the content of the lesson and where to focus their attention. - Teacher and LSA working together effectively towards learning outcomes.	End of term.
To develop strategies which help to monitor student progress. (S3.2.6)	1) To mark work/books of a class more than once and evidence grades into a developed system. 2) Assess progress of each individual and make record of this. 3) Inform pupils of progress/lack of progress and devise strategies together to respond to this.	- All pupils' progress is being monitored carefully. - Accurate marking following a mark scheme. - Pupils' progress can be easily accessed for referral. - By using monitored progress, pupils and teacher use this to inform planning successfully.	End of term.
To improve the quality of my Welsh language and develop confidence when speaking in welsh.	1) Teach through the medium of welsh (in bilingual school). 2) Use language mentor meetings to set targets and recognise flaws in language.	- Confident, easy welsh being used both formally and informally. - Sound knowledge of welsh grammar. - Very few mistakes in welsh.	End of term.

	3) Focus on one target per week and implement strategies.	- Effective and accurate support provided in aiding the language skills of pupils.	
To improve pupil's literacy skills. (S2.1c)	1) Research into improving pupil literacy skills in history lessons and become knowledgeable of expectations of all year groups in relation to the national literacy framework. 2) Implement and trial strategies and ask for feedback on their usefulness/benefits. 3) Monitor progress of a class to assess whether strategies are working. 4) Develop literacy support sheets which are easily adaptable for different tasks and classes. 5) Get pupils to respond to feedback by second drafting areas of work to improve literacy.	- Pupils experience greater support for literacy development. - Pupils are made aware of their areas for improvement. - Pupils actively work on this with the support of teacher and LSA to promote development. - Pupils demonstrate progress in literacy skills and capability.	End of term.
To improve strategies to develop pupils' numeracy skills in lessons. (S2.1c)	1) Research into improving pupil numeracy skills in history lessons and become knowledgeable of expectations of all year groups in relation to the national numeracy framework. 2) Seek advice to find strategies of how to incorporate into lessons – trial strategies. 3) Monitor success/failures and adapt for next lesson if unsuccessful. 4) Target focus on those with lower numeracy ability.	- Numeracy is introduced into each scheme of work. - It is relevant to the content material and helps in the achievement of learning objectives. - Pupils can adapt numeracy skills used in history classroom to other contexts.	End of term.
To develop pupil engagement and interest in the subject of history	1) Discuss with pupils what they enjoy learning/doing in history. 2) Develop strategies which are more accessible and engaging to young people yet still reaching the learning objective. 3) Monitor success of strategies and adapt for appropriate lessons.	- Pupils show an increased level of engagement for and in lessons. - Pupils engagement proves progress. - With Year 9 classes, engagement is proven in a higher GCSE intake.	End of term.
Plan and complete well-structured lessons. (S3.3.3)	1) Become aware of the schemes of work used in the school. 2) Develop a bank of effective starters, plenaries and adaptable activities. 3) Use effective learning objectives to shape each lesson and extend from past lessons. 4) Trial a wide range of activities and monitor their success/failures.	- A range of different activities which engage and motivate pupils and help to encourage progress. - To teach a sequence of lessons which reflect progress and are planned accordingly. - Homework setting is well planned within each sequence of work.	End of term.

To accomplish wider professional responsibilities. (S1.7)	1) Develop positive professional relationships with colleagues, pupils and parents. 2) Draw and seek advice from colleagues and use advice to set targets and develop own professional development. 3) Take responsibility to develop own teaching by using school's professional development sessions. 4) Get involved with an extra-curricular activity.	- Support staff and colleagues are deployed effectively to provide the best education for pupils. - Feedback and advice are used to set and achieve targets. - Positive contribution has been made to help pupils' development in extra-curricular activities.	