

# Overview

Thursday, December 12, 2019 11:40 PM

A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress.

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# Assessment For Learning (AFL)

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## AFL Sheets

These peer and group assessment sheets were used to enable the students to give feedback to one another formatively whilst observing another group and their performance piece, providing feedback for improvement. The sheet provided them with areas to focus on as well as terminology to start with.

I chose to do a written sheet for this instead of verbal feedback because drama is such a practical subject, I realise the importance of developing literacy skills, and to have something to refer back to throughout the lesson and the students rehearsal process.

To improve the sheets I could have provided scaffolding and sentence starters. This would help the students fill the sheet in with more detail, this would then allow the person being evaluated to receive more in depth, constructive comments to enable further improvement. I could further add a box for the recipient to respond to the feedback given and show how they have taken their feedback on board and improvement they have made in regards to their performance. I could also, in practice have modelled the scaffolding of the sheets, providing an example of how they can be filled out (showcasing how much detail is expected)

This technique worked because the students did take their feedback on board in order to develop themselves. It was effective practice as they got to perform and become an audience/ critique, also transferable skills across the curriculum and life.

Year 8 mixed ability class, 30 students.

Work theme: Stereotypes

Lesson Focus: Peer and group assessment.

Lesson Set Out: AFL sheets. Groups pairing up and performing in front of one another, giving feedback and then applying feedback. Swapping once these steps have been completed; Utilising feedback to improve performance.

Evidence: a picture of the sheet created for the lesson focus.

## Class Feedback – Structured Sentence Starters

Year 9 mixed ability class, Welsh medium(my lessons are in English but are as bilingual as possible)

Work theme: Nativity

Lesson Focus: retelling the nativity story in different genres, using props.

Focus for AFL: Structure peer feedback after group performance.

Evidence: PowerPoint slide for display during feedback in plenary.

This example of AFL was not the focus of the lesson, but used as part of the lessons plenary, allowing pupils a chance to provide formative feedback to one another, providing opportunity to familiarise themselves with terminology, and bring together the sessions lesson objections with learning outcomes verbally.

This PowerPoint slide was on show during the feedback part of the lesson, it was explained to the students how to use the provided structure and format but also that they are not limited to, allowing free expression. Students volunteered by putting their hands up in order to provide constructive criticism to their peers after their show back of work.

I chose to give them sentence structures during their peer assessment of a performance, because sometimes without any scaffolding, responses can often be monosyllabic, with little room for improvement available for the pupil it is in reference too, also allowing the individual giving feedback to develop their practice linguistically, utilising a transferable skill.

This was a new format and structure for the students, so it did take a little while to work, with redirecting to the board and reminding students that it was there.

Instead of waiting for the more confident students to provide answers putting their hands up, I could have cold called (Doug Lemov) prompting for answers, and asking pupils to expand on their own, as well as other's ideas, using the structure provided so it is accessible to all. to develop this, upon reflection I could have added relevant thematic words as a prompt for the students feedback.

This could also be done as feedback cards, each student could be handed a card with similar sentence structures and prompt words, making sure everyone hands in their card at the end, by providing feedback to their peers. After a couple of lessons using these, it will soon be embedded into their classroom culture, making the cards redundant but the content as relevant as ever.

As a further development, I could have provided further opportunity for bilingual responses to one another, within this lesson the objectives and relevant terminology introduced was bilingual, upon reflection the feedback section should have had the opportunity to be as well.

I am sure that more developments of this technique will come throughout my practice of this method and as pupils become more

familiar with the structure.

**Tell Your Neighbour**

Using this method allowed the students to really think about that they were going to say, an opportunity for them to articulate what they were thinking and put it into a sentence to share with the class. It allows pupils to be part of the conversation.

I chose this exercise in particular as it allows pupils to showcase what they know already, and their ability, confidence and willingness to perform in front of peers as well as seeing how well their particulate their own thoughts. How can they develop other people's ideas? What is their ability to share with the rest of the class? ' Tell Your Neighbour' can be used in many different ways, for example: solving a problem, accessing prior knowledge of subject. Planning wise, I think I could have been more detailed, the questions I prepared to ask during the 2 minute discussion time were really helpful for students and prompted them in the direction of further discussion. I could have provided more.

The students seemed really keen to share their couples ideas back with the group, this was useful and helped the class to understood why the mime exercise was important to their learning and development in the subject.

| 5 mins - Task 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Task 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>The next activity brings in a strong element of mime. The class had already discussed it with the teacher previously so they had a slight knowledge which will be developed in the main body of the lesson.</p> <p>An exercise called 'What are you doing?'</p> <p>Students are to stand in a circle,</p> <p>A= goes centre circle and mimes an action eg. Digging a hole.</p> <p>Person next to them in circle asks: 'what are you doing?'</p> <p>Still miming digging a hole 'A' improvises a random and creative answer. E.g. walking the dog.</p> <p>B: then takes their place in the centre and mimes walking a dog.</p> <p>Game continues in the above pattern.</p> <p>This gets them thinking about the use of mime and its importance when conveying something to an audience, whilst developing their improvisation skills.</p> <p>With the person next to you, ask your neighbour: why did we do that exercise?</p> <ul style="list-style-type: none"><li>- What skills were we using?</li><li>- Can it be linked with something we have already done?</li></ul> <p>(2 mins)</p> <p>Come back as a group and discuss.</p> <p>Explain relevance to mime and improvisation.</p> | <p>The diferentiation in this task comes from the students themselves, it is their opportunity to perform to peirs and also show their ability and understanding of mime so far. The teacher can assess this knowledge during activities like this by observing, and noticing a development throughout the lesson.</p> <p>Students have the opportunity to discuss in pairs, exploring possible answers and preparing one that will then be shared with the class.</p> <p>Listen to one another and articulate own thoughts and feelings. Understanding why we do certain tasks.</p> |

Year 7 mixed ability class, adapted curriculum group.

Work theme: Mime

I taught only the start section of this lesson, it was my first time teaching this group in particular.

Focus for AFL: Tell Your Neighbour

Evidence: screen shot from lesson plan.

# Cross Curricular Responsibilities

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## Numeracy

Warm- up: The class explore physical theatre, this exercise provides opportunity for mental maths, in order to discover the answer and use their bodies to become it physically. This is a starter that was adapted throughout the year groups and matched to their ability. I had spoken to a maths teacher to get mental maths questions that are suitable for the age groups they will be used for. An idea to develop this further would be to ask what topic they are doing in maths and incorporate that instead of just a simple sum, allowing complete cross curricular working and blended areas of learning and experience

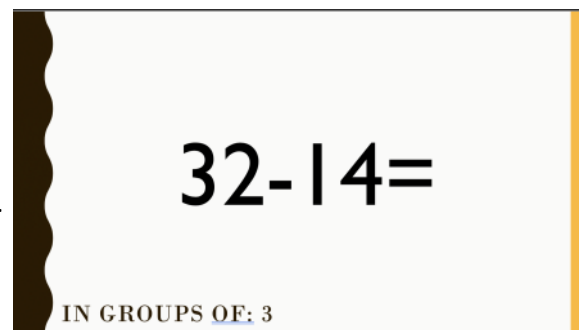
(Donaldson, Successful Futures)

Limitations of this use of numeracy is that it is not a very challenging task in comparison to the physical level used.

Worked well as students were engaged, introducing a level of competition to it. – important to remember although there is elements of numeracy, the sole purpose of this task is to warm up physically. Maybe it is ok just to touch upon subjects like this, and not cover them or use them in great detail, highlighting the relevance across all subjects.

Truthfully, so far in my practice, along with my observations I have found the curriculum link with numeracy to be quite a difficult one to bring into a drama lesson.

\*Importance of maths within a classroom, time keeping and getting into groups quickly.

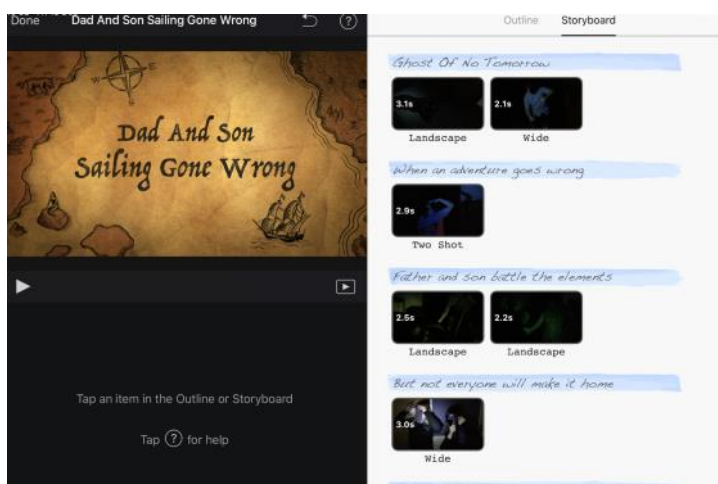


Year 8 Mixed Ability class. 25 students.

Work Theme: Physical Theatre

Exercise Set Out: students walking around the room, when teacher says go, they are to get into groups (number bottom left of screen) and with their bodies, as a group, create what is being displayed on the board (or the answer to questions displayed)

Evidence: a slide from Powerpoint presentation used within the lesson



Year 9 Mixed Ability class. Around 35 pupils.

Work Theme: Lighting Techniques

Exercise Set Out: students are in groups and using lighting techniques previously learnt, are creating iMovie trailers on the iPads.

Evidence: a print screen of one groups work on the iPads. (all relevant forms signed for photo evidence)

## Digital Competency

In this lesson students were in groups of around 5-6 and creating iMovie trailers on the iPad. Utilising their previously learned skills in lighting Colouring a scene. A way of giving students who do not particularly enjoy acting a chance to engage with the lesson. Those that do enjoy performing get to utilise their skills whilst adding upon them with tech skills, an important, practical skill for the performing arts.

This was a good activity for engagement, as pupils have to pull together as a group, the structure of the lesson is clear as the lights need to go off in order for each group to record certain sections and then on again for groups to plan and fill in the sections on the app. So the format is established and understood by all as: plan, practice, record in lights out, lights up, write about it and plan for next slide.

The use of iPads within this classroom is really effective, something the pupils are familiar with, the really useful and transferable skill.

Use of skills previously learnt but in a different way. They aren't focused on the performance skills.

## Literacy

Students were in groups and asked to order the nativity together. This task focuses on sequencing and structure of text. Throughout drama lessons students are in contact with a lot of

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| <b>Opening phase</b><br>(with links to prior learning) | APK – Accessing Prior Knowledge. What do we already know about the nativity? Using pictures as prompts<br><br>Lesson Objectives on the board. – discussed and made sure they are understood.<br><br>Group Game – get students to walk around the space and call out a number, they will get into groups of that number. <b>Numeracy link</b> i.e. get | Expectation of behaviour is expressed verbally but also as a visual reminder on the board.<br><br>Group game – sit down quietly, respectful ready to move on.<br><br>- Pupils will contribute + listen, remaining focused.<br>- work as part of a group<br>-students are reminded to be respectful, as this | Powerpoint Nativity<br>Nativity in wrong order for each group to put together.<br><br>(if this cannot be done before the class enters the room, together and safely move the things to the side of the room.) |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Students were in groups and asked to order the nativity together. This task focuses on sequencing and structure of text. Throughout drama lessons, students are in contact with a lot of literature and texts, usually focusing on the content rather than how it is set out. This task draws attention to that. There is also, a focus on oracy and the analysing of text, as well as interpreting it, allowing students to see the importance of a coherent story.

Students respond well to resources and having something physical in the room to work with. This lesson was done multiple times and adapted until I found a method of delivering the task that worked the best, this being the physical paper copies, in groups, bringing an element of competition into the room.

recognise in current climate, teaching subject specifically, if hearing pupils mispronounce things, it is important to encourage correct grammar patterns, the same should go for spelling. This task and the exploration of literacy could be developed further by introducing punctuation, noticing the errors.

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| <p><b>phase</b><br/>(with links to prior learning)</p> | <p>Lesson Objectives on the board. – discussed and made sure they are understood.</p> <p>Group Game – get students to walk around the space and call out a number, they will get into groups of that number. <b>Numeracy links</b> i.e: get into groups of 7-4, 4x2.</p> <p>Great way to get them in different groups, with people they don't usually work with.</p> <p>Sit down and find a space in groups, (teacher can monitor who students are working with, once happy with groups this is the next step) (10 mins) Students will be given paper faced down, it is the Nativity story they in groups will be asked to put it in order.</p> <p>Competition element – who will be the fastest? This should ensure further engagement and participation from each group.</p> <p>As a group go through order, asking for volunteers to go through the order. This will then be displayed on the board. Links with <b>literacy</b> interpreting text and understanding.</p> | <p>Group game – sit down quietly, respectful ready to move on.</p> <ul style="list-style-type: none"> <li>- Pupils will contribute + listen, remaining focused.</li> <li>- work as part of a group</li> </ul> <p>students are reminded to be respectful, as this is derivative of the bible, this session is not to preach certain religious beliefs in anyway but more so the telling of a story. Used as a basis to develop knowledge and explore a <b>familiar stimuli</b>.</p> | <p>together.</p> <p>(if this cannot be done before the class enters the room, together and safely move the things to the side of the room.)</p> <ul style="list-style-type: none"> <li>- Shoes off and outside of the space with the students belongings.</li> <li>- The space should be as bare as possible. Chairs and tables pushed to the side to avoid hazards.</li> </ul> |
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Year 8 Mixed Ability class. Around 27 pupils  
Welsh medium class.

Work Theme: Nativity

Exercise Set Out: students are in groups and are reordering the nativity story. Working together with their group.

Evidence: a print screen of my lesson plan.

# Build On Previous Knowledge and Experience, as well as engaging interest

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## Using Knowledge of Digital World

Focus on the ability to think on my feet and adapt the lesson to the needs of two pupils who didn't want to perform.

Allowing students to access lesson in a different way, something they are familiar with.

Using iPad and familiar tech to enable engagement.

Upon reflection, maybe they could have directed the scenes, that way they are even closer to the task.

Year 8 Mixed Ability class. 30 students.

Welsh medium

Work Theme: Nativity

Exercise Set Out: students were creating pieces in a group that they were then going to perform to the rest of the class.

Evidence: a picture of the lighting rig in the drama studio, showcasing the facilities the students are engaging with, and developing skills for.



| Time          | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, <u>differentiation</u> strategies and key questions) |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Opening phase | APK – Accessing Prior Knowledge. What do we already know about the nativity? Using pictures as prompts                                       |

Year 9 Mixed Ability class. 30 students.

Work Theme: Nativity

Exercise Set Out: starter activity, to access prior knowledge, students using photo as a prompt will discuss as a group all they know about the nativity.

Evidence: Planning.

## Nativity Lesson Accessing Prior Knowledge

what do we know already? accessing prior knowledge. Linking to previous knowledge and getting into drama frame of mind suitable for lesson. - relevant to life and students experience. Had picture as prompt on whiteboard. - then went on to develop structure of nativity via hand-outs. To develop idea – involve new skill in the discussion, linking theory to the previous knowledge and experience.

### Stereotype lesson

Topic of this lesson was stereotypes, relevant to students lives and things they see on tv.

To develop further could make link to Curriculum Cymreig, linking with familiar welsh stereotypes

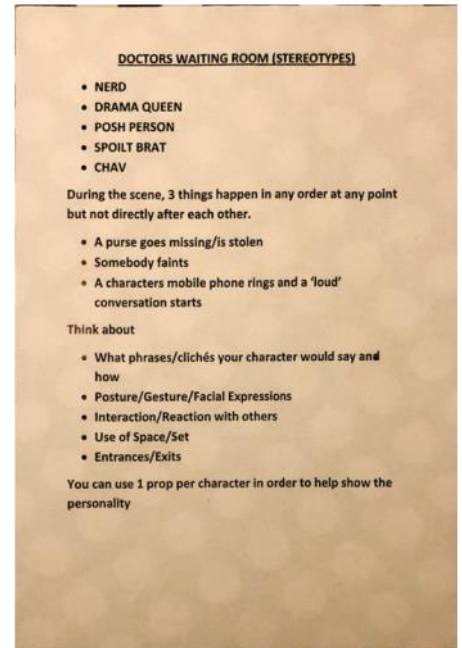
alternatively important to explore different places.

Year 8 Mixed Ability class. 25 students.

Work Theme: Stereotypes

Exercise Set Out: students are given stereotypes, they must get into groups and create a performance using all contrasting stereotype characters.

Evidence: sheet given to the students.



# Critical Reflection

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Adhering to the British Educational Research Association's Ethical Guidelines report (*BERA, 2018, Pg. 21*), all information in reference to my Professional Teaching Experience (PTE) that I shall use within this writing shall be anonymous in the ethical interest and protection of both the school and pupils involved; keeping all examples unrecognisable. For my PTE, I am placed in a mixed ability, bilingual, comprehensive school ages 11-18. My experience in this school so far has allowed me to observe others and their practice whilst beginning able to begin forming my own practice as a teacher. During studies, Donaldson's 12 Pedagogical Principles -- highlighted in his report *Successful Futures* -- has been a hugely influential reference point for the classroom. These principles underpin the importance throughout the report and help form the basis of the new curriculum in Wales. These principles are the combination of practice, theory and knowledge to ensure effective teaching within our classrooms (*Donaldson, 2015, Pg.63*). In this report I shall focus on my use of, implementing Assessment for Learning (AFL) principles, reinforcing Cross-curricular responsibilities whilst providing opportunities to practise them as well as a focus on Prior Knowledge and Engagement (*Donaldson, 2015, Pg. 64-70*). Whilst recognising that my teaching is still in practice, I shall put forward ideals for effective improvement for myself through the use of literature and relevant sources.

Assessment for learning (AFL) is the focus of how students use both feedback and assessment, that is conveyed in different forms e.g. written/verbal, formal/informal, to develop their own learning. Therefore, it is an invaluable reference point in effective teaching and learning (Stobart, 2018). For my Year 8 classes exploring stereotypes, I created an AFL sheet with questions and subject specific language, enabling students to give formal written feedback to one another whilst observing other groups. I chose to design a written activity because drama is such a practical subject, it could be easy to neglect the literacy elements that could be developed throughout the lesson quite simply. The activity provided students with focus areas as well as terminology to help them, giving them more responsibility within the classroom as students understand that their work is not just for them, but for the benefit of the peer they are assessing. It is also effective practice as students have time to implement change, developing their skills. Wiliam (2014) discusses the importance of peer assessment in the formative form, utilising students as teaching resources for each other, they are able to use the success criteria and implement it to comment on others, less emotionally than they would do assessing themselves. However, many practitioners before Wiliam explored the idea of students assessing each other's work to be less effective, due to overmarking (*Das, Mpofu, Dunn & Lanphear, 1998, Pg. 412*). However, in my practice, this form of peer assessment was really effective. The structure of the lesson gave students time to sit and implement the change to their performance, based on their peers' comments. Although overmarking seems to be flagged as a worldwide limitation of peer assessment, I do not think that is as relevant in a drama classroom; pupils who overmark, tend to praise the student's skill, or ability and confidence to perform in front of others. This is a transferable skill and one that, in the authors opinion, students should not stop being shown appreciation for, especially from their peers. During this AFL task, students can take on different roles, this is a similar practice to Heathcotes' Mantle Of The Expert, treating children as responsible people, giving them control and allowing them to explore interactively, taking their findings and implementing them into real life and authentic contexts (*2002, Pg. 7*). The task completed by my students allowed the class to play the role of: performer, audience and critique. Using invaluable, transferable, life-long skills, relevant to Donaldson's four purposes and the AFL pedagogical principle (*Donaldson, 2015, Pg. 29, 67*). Although this task worked well, there is always room to develop practice. To improve I could have used more sentence starters and scaffolding. Scaffolding presents an analytical nature that can help develop and gain understanding of both teaching and learning (*Maybin, J., Mercer, N, 1992, Pg. 194*). This would ensure more detail is included on the form, giving the students a starting point and understanding of what is expected of them. This cognitive apprenticeship is a gradual step towards the learner achieving this skill independently (*Rosenshine, 2012, Pg. 18*). When students reach the level of detail expected, the

scaffolding model can be reduced. Truthfully, I spent too much time making sure pupils understood the activity, being the first lesson it had been created for, I was not sure they would work.

I have come to realise the importance of AFL within a classroom, not just making it the main focus of the lesson, but embedding it within the classroom culture, for example having peer and self-assessment as part of the plenary. This lends itself quite well to a drama lesson, as once work is showcased to the class, it is usually commented upon, and provided feedback from both teacher and other pupils. During this section of my lesson, I provided the class with a PowerPoint slide containing questions and sentence structures; a scaffolding in order to provide feedback to one another. It seemed to work well, but as it was a plenary, there was little time to do anything with the comments given. In order to improve this method, I could set aside time for pupils to take onboard their constructive criticism and utilise it, something Bloom (1968) coined as correctives, he believed that significant improvement could be made with both feedback and correctives working together (*Guskey, T.R., 2007, Pg.18*). Allowing students reflection time with a discussion on how they could improve their individual performance is imperative, giving them opportunity to take suggestions onboard for future lessons. I could also have provided individual feedback cards, the entire class will have to provide feedback using the structure on the card before the end of the session, similar premise to an exit card, an effective method to clarify students understanding of their learning (Leigh, 2012, Pg, 190), but throughout the lesson. Using this method ensures the participation of all students, without running into the issues William expresses with hands up. The achievement gap within a classroom grows if pupils are allowed to volunteer to participate by putting their hands up (*William, D., 2010*). Lemov tackles this same problem with his Cold Calling method, choosing pupils at random for an answer. This encourages the expectation of engagement and participation, regardless of if the student is volunteering an answer (*Lemov, D., 2015, Pg,112*). Cold Calling could be incorporated with the feedback cards, the students will have the scaffolding in front of them to be able to provide effective feedback to peers and this method should keep them constantly analysing one another throughout the lesson so that they are ready to use their card when chosen by the teacher.

Throughout my studies I have so frequently been asked to discuss with a partner, not realising the huge importance this simple technique has, It allows pupils to articulate thoughts they are having with the comfortability and familiarity of a peer; once the thought is fully formulated, they can then express this as part of the group discussion (WAG, 2010, Pg. 7). It also allows pupils who aren't so confident to share their thoughts. I have seen the benefit of this first-hand and shall implement it within my classroom more often than I have done thus far. To develop my use of this technique I will use it to allow the students to access their prior knowledge, asking them to discuss everything they already know about a topic, and revisiting this at the end of the session, allowing the students to see how much the responses differ. Ausubel (1968) explains the sole importance in regards to learning, is what the learner already knows, once this is discovered, the student can be taught in a way that develops this (*Hattie, 2012, Pg.37*). Although, in reference to AFL, this point of view links directly to another pedagogical principle -- engaging the interest of a child by building on previous knowledge; Allowing them to remember something, by linking it with something they know already (2015, Pg. 3).

With a curriculum reform in Wales, a huge part of this is the emphasis of Curriculum Cymreig. The purpose is to celebrate how diverse Wales is and to take pride in belonging to that community; to enable students to articulate thoughts and feelings appropriately, as a gateway into the community (ACCAC, 2003, Pg. 4). A drama classroom could provide the ability to express these in a safe environment. This is something, as my practice develops, I would like to build into my lessons more frequently. With my Year 8 mixed ability classes, we have been studying stereotypes, with particular explorational focus on physicality and vocal qualities. This topic lends itself completely to explore the Welsh culture and delve deeper into the Welsh stereotype and how different parts of Wales are portrayed. Obviously, sensitivities are addressed and understood by all when it comes to areas of learning such as this. It is extremely Important to make lessons relevant to students and their lives,

rather than seeing the subject and its topics in isolation. Students are able to see certain skills they can learn and then utilise them in other ways, adhering to Donaldson's four purposes (*Donaldson, G., 2015, Pg. 29*). In contrast to this, it is also important for students to explore other worlds within the safety of a classroom. In drama we create an imaginary space linking our personal experiences with assumptions of the unknown, a differing social context, exploring these different perspectives, allows the learners to broaden their knowledge (*Henry, 1999, Pg, 56*). So both linking the topic with Curriculum Cymreig and exploring other contexts, has the potential to allow the student to expand their knowledge and learning, finding a healthy balance of this for my classroom is key.

In the lead up to Christmas I planned lessons centred around the Nativity scene. As a class we briefly discussed what we already knew about the story, accessing prior knowledge. I used a picture of the Nativity scene as a visual aid and prompt on the board. This was helpful as it kept the students focussed, and allowed them to explore in more detail than they may recall on their own. This lesson was approached from the narrative perspective not the religious perspective, allowing students from all backgrounds to access the lesson and its content. When learners apply their previous knowledge, it improves their ability to retain new information, their memory assists gaining the new knowledge (Bransford, Brown, & Cocking, 2000, Pg. 53). To focus the lesson on something the students have an understanding of already should help their retention of the new learning taking place; the knowledge cognitively links to the understanding that exists previously. This is an important strategy that is a useful tool as I develop my practice, I will be implementing accessing prior knowledge as a starting activity to each lesson so that students see a connection between the lessons and will be able to retain linking pieces of information.

Whilst teaching the Nativity, two pupils who were disengaged, asserting that they were frightened at the prospect of performing in front of the class – this is something that I will actively work on in future lessons, ensuring that the whole class adopt a safe environment to perform confidently; however, to be ingrained fully will take longer than a single lesson. To allow the two students to engage in the lesson, in a way they were comfortable with, I asked the students to get an iPad, to provide the music and to use the lighting rig for their group. Engaging the students with familiar technology whilst providing opportunity to access the lesson in a different way, this also taking a particular interest in a cross curricular responsibility: digital competency. Estyn (2018) highlights the benefits of this, expressing that students quickly develop the understanding of when to utilise digital resources in order to aid further learning, with the digital world also aiding both numeracy and literacy skills (*Estyn, 2018*).

Successful Futures highlights that the aim for cross curricular responsibilities is that they become an authentic part of teaching and learning, not add on (*Donaldson, G., 2015, Pg. 26*). Truthfully, Numeracy within a Drama classroom, can seem like it was added in just to tick a box, this is obviously not how it should be presented authentically. Numeracy within a Drama lesson seems to fall under prejudices, as in maths there are definitive right or wrong answers and in Drama, it is completely open to interpretation, this being the main issue students run into, understanding and adapting to working in this way. During my physical theatre starter, students get themselves quickly into groups and use their bodies to become the images on the board physically. To add numeracy, there are mental maths questions suitable to the classes, this was a simple way to use mathematics in the lesson, engaging the brain and body alike. The limitations of this is that the numeracy being used is quick mental maths, it does not focus entirely on the numeracy nor does it push their ability within the subject. To develop this idea, the topic the students are studying within their numeracy classes could be incorporated, working across Donaldson's Areas of Learning and Experiences. However, it did seem to work quite well, students were engaged and with a healthy level of competition, students really threw themselves into it. This task highlighted to me the importance of touching upon these subjects, showcasing their relevance across all subjects. Numeracy plays a great part within the Drama classroom in regard to time management from both the students and teacher, and getting into groups of certain numbers that work with the amount of people in that classroom. David Didau (2019) offers the importance of mathematical thinking in a classroom to express and organise ideas, exploring how this is not just about the use of numbers.

Literacy lends itself to the Drama classroom the most naturally of all the cross curricular responsibilities, the element of discussion, utilising the speaking and listening skills is an invaluable tool to help students learn from each other as well as collaborate to create working ideas. Students are also presented with a lot of texts in the Drama classroom, how they interpret these will decipher their practical skills. Along with interpreting texts, they also have opportunity to focus on sequencing and the structure of a piece of writing. For example, during my starter activity, students were presented with a jumbled-up version of the Nativity and asked to put it in chronological order. Like any group work activities, discussion is key, sharing the responsibility and importance of a coherent story.

This task worked really well to have physical resources for the students to use. This lesson was delivered multiple times and adapted until I found the practical application that worked the best, this being the physical paper copies in groups, bringing an element of competition into the room. To develop my practice further, the introduction of punctuation and noticing errors within the text could be implemented. The skills for reading should be embedded within all lessons as part of the three key elements highlighted by Donaldson (2015), this skill according to Scarborough's Reading Rope, has many strands that weave together to form the skill of reading. Language comprehension and word recognition being the main two strands. These skills are at constant work for the students and to develop my practice I shall attempt to continue developing these skills by having small reading tasks during each lesson, or using resources such as Frayer's Reading Model, to enable further engagement with vocabulary. This model allows the students to understand new words by defining them, explaining the main characteristics and then providing both examples and non-examples of the new word (NBSS, 2012, Pg. 3), this being a model I intend to use within workbooks and task sheets as my practice develops.

I think it is important to recognise that in the current climate, teaching subject specifically, if pupils mispronounce things, it is important to encourage correct grammar patterns, the same should go for spelling and reading. Lemov highlights this in *Teach Like A Champion*, it is important to ensure that students are aware of the benefits of a broader sociological discourse in regards to dialect, in preparing them for jobs or college (Lemov, D, 2015, Pg.47). The importance of studying differing variations of dialect has no better place than a Drama classroom and should be mutually understood by all, and experimented with in class.

Black and Atkin (1996) explain that the improvement of formative assessment can not be immediate, the benefits of such can be great but needs nurturing in order to get that way, with the teacher then developing ways to incorporate this into their own classroom practice (Black, P Et Al, 2005, Pg, 10). This, in the authors opinion, is just like all the pedagogical principles discussed within this writing, they can not just be used once, and then discarded. Nor can they develop over night, methods need to be worked upon and involved in a continuous flow of development, adapting as time progresses. Although I feel that my teaching practice so far has come a long way, I am completely aware that there is room for improvement, having utilised this piece of writing to highlight where improvements could be made. Moving forward I shall attempt to take the next steps highlighted within this writing, experiment using discussed techniques and methods in order to make sure that effective teaching and learning takes place in my classroom and is being developed constantly.

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