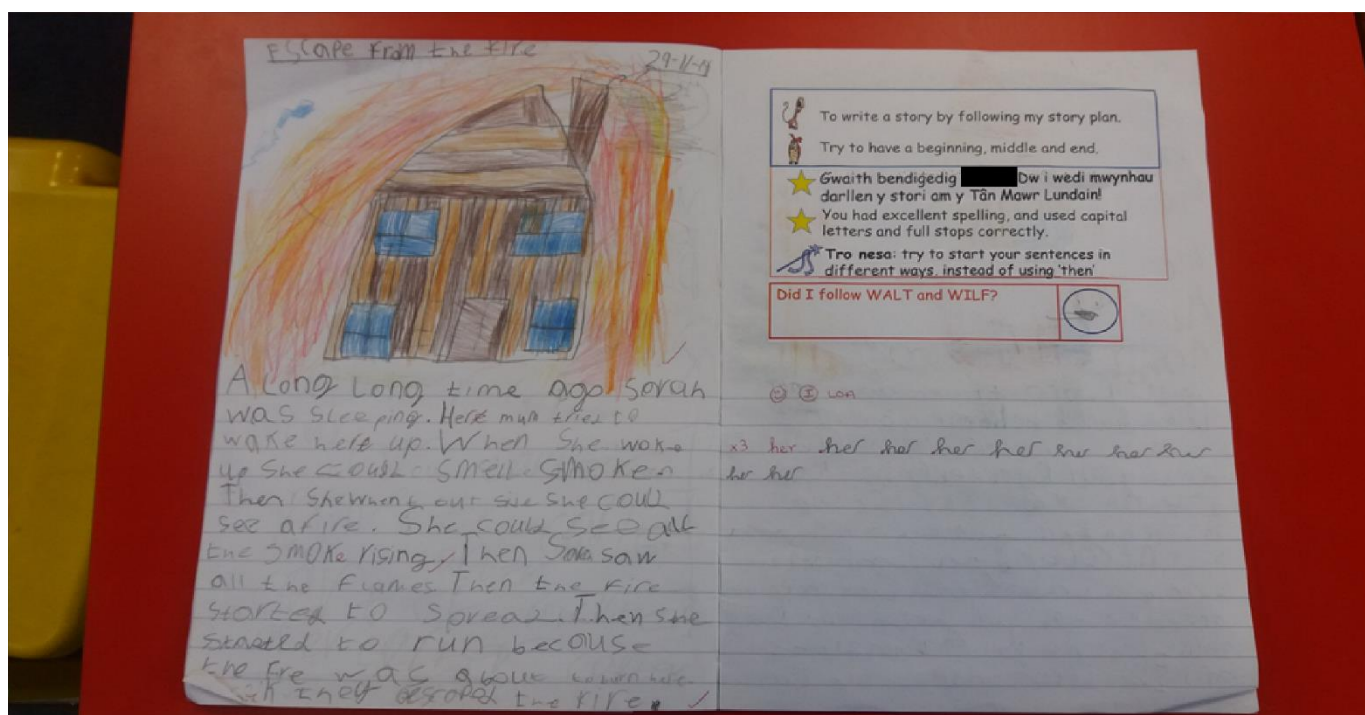


Feedback

I followed the school's marking policy. When making comments on pupils' work, I would strive to use as much Welsh as possible, ensuring that the pupils would understand. Throughout PTE1, I used handouts from my university Welsh classes to help me when writing comments on students' work, and I also found some useful phrases and sentences online to help me. I have included as evidence a sheet that I made with this extra vocabulary.

This is a photograph of a child's book, showing the marking that I did. I have included some more examples from the same task: although I do not have photos of the pupils' books, these are the slips that I printed out to stick in to the books. As can be seen here, I differentiated the amount of Welsh in my comments, in order to ensure that the pupils can understand the feedback.



To write a story by following my story plan.
Try to have a beginning, middle and end.

★ Da iawn [redacted]! Ymdrech dda! Good effort! You started to write a story about the Great Fire of London.

★ You followed your story plan.

Tro nesa: try to use a word mat to help you spell tricky words.

Did I follow WALT and WILF?

To write a story by following my story plan.
Try to have a beginning, middle and end.

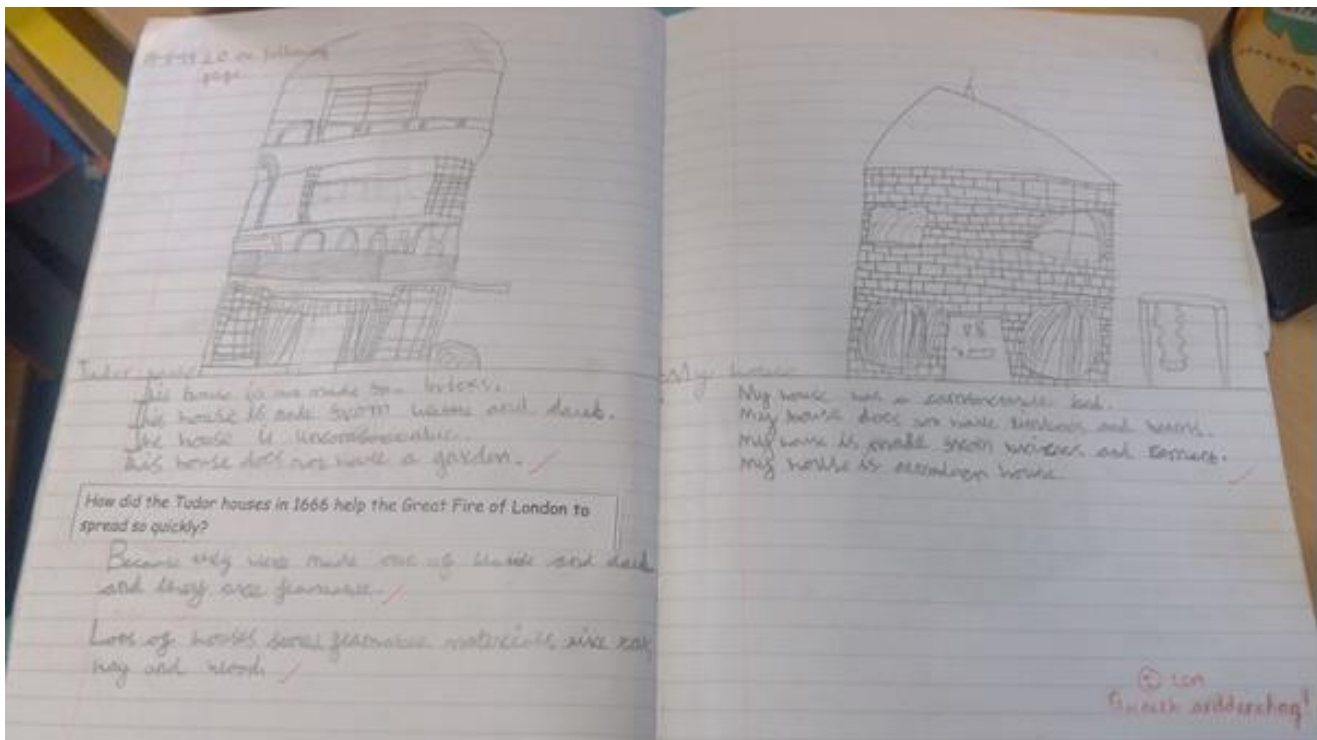
★ Da iawn [redacted]! Stori diddorol iawn am y Tân Mawr Lundain!

★ You had excellent spelling and used capital letters and full stops correctly.

Tro nesa: try to use more interesting words.

Did I follow WALT and WILF?

Another example of a pupil's book, marked with Welsh comments:



Unfortunately, I did not take more photos of pupils' marked work.

In the second half of PTE1, I was placed in a reception class. The school marking policy meant that written work was only marked with a code to state whether the lesson objective was achieved, and the amount of support the pupil needed. Therefore verbal praise and feedback was much more important for reception class. As such, my confidence in speaking increased.

PTE2

Before commencing PTE2, I considered my areas of improvement based on PTE1. While I was happy with my use of incidental Welsh, in terms of praise or commands, I knew that I wanted to increase the amount of incidental Welsh that I was asking the children to use, as well as subject-specific vocabulary. Therefore, I made a sheet to go alongside my lesson planning sheet, detailing the Welsh that I aimed to use in a lesson or over a day. Then I would mark whether I had achieved it. This would allow me to keep track of the Welsh that I was putting into my lessons and measure my progress.

Of course, current circumstances have prevented me from putting this into practice. Therefore, I will carry this forward into my NQT year.