

Overview

Monday, December 16, 2019 11:08 AM

Assignment Title: Assignment Prepare a portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

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Link to OneNote assignment: https://uowtsd-my.sharepoint.com/:o/g/personal/1900154_student_uwtsd_ac_uk/EmsYmdGD-LJMiOHoeHuwwUEB7Zt4_LGal9Mbz8bGZz9vWQ?e=wpjAqV

Assessment for Learning

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Appendix A

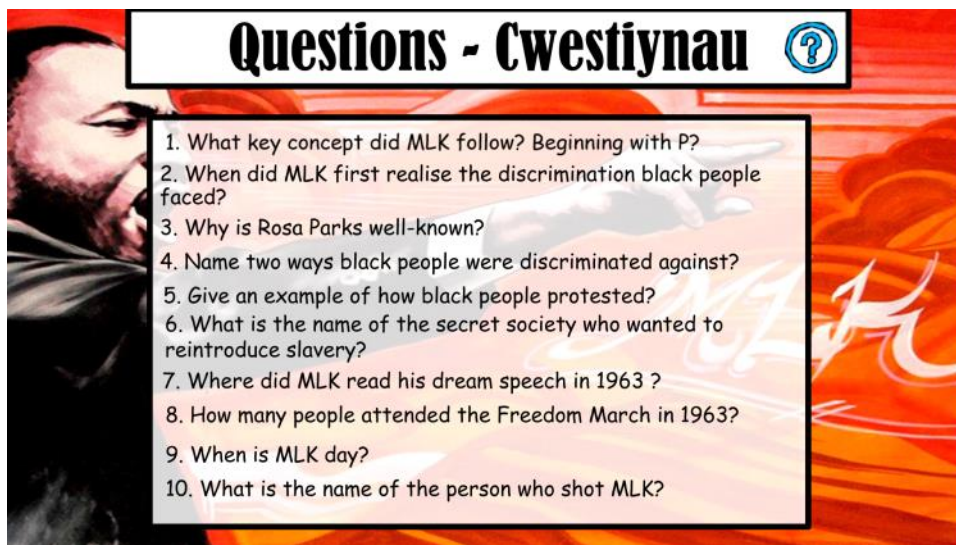
	- Introduce the Question Matrix and encourage use of the higher-order questions - Move around the room reminding pupils of the key terms' definitions - Recap LOs	- Pupils write on Post-Its two questions they would ask Martin Luther King Jr using the question matrix. - Pupils write a sentence defining key words, illustrating an image to accompany each one	
Plenary	- Ask pupils to summarise what they have learnt in the form of a tweet	- Pupils write a tweet in 140 characters about what they have learnt in the lesson.	

Appendix A shows an example of a lesson plan entitled Introduction to Racism, planned for a mixed-ability Year Nine class. The lesson objectives were to describe the term racism, explain different types of racism, and to evaluate how racism might be combated.

The example of Assessment for Learning (AfL) demonstrated by Appendix A is a plenary in which pupils were asked to summarise their learning from the lesson in 140 characters – the length of a Tweet. I chose to incorporate AfL into the plenary of my lesson to gauge the quality of information retained by the pupils in a lesson relatively dense with information. By asking for a summary, I was hoping for a synthesis of the knowledge explored into a short, informed comment about the racism of the United States in the 1950s and 60s. I hoped that using a summary would encourage the pupils to reflect on the learning and articulate it in terms of themes rather than repeat a fact or date from the lesson. The activity, despite being simple and short, did test pupils' ability to summarise dense and relatively complex information.

The plenary was largely successfully implemented – it confirmed that pupils had in fact grasped the socio-political context needed to progress with the unit of work.

Appendix B



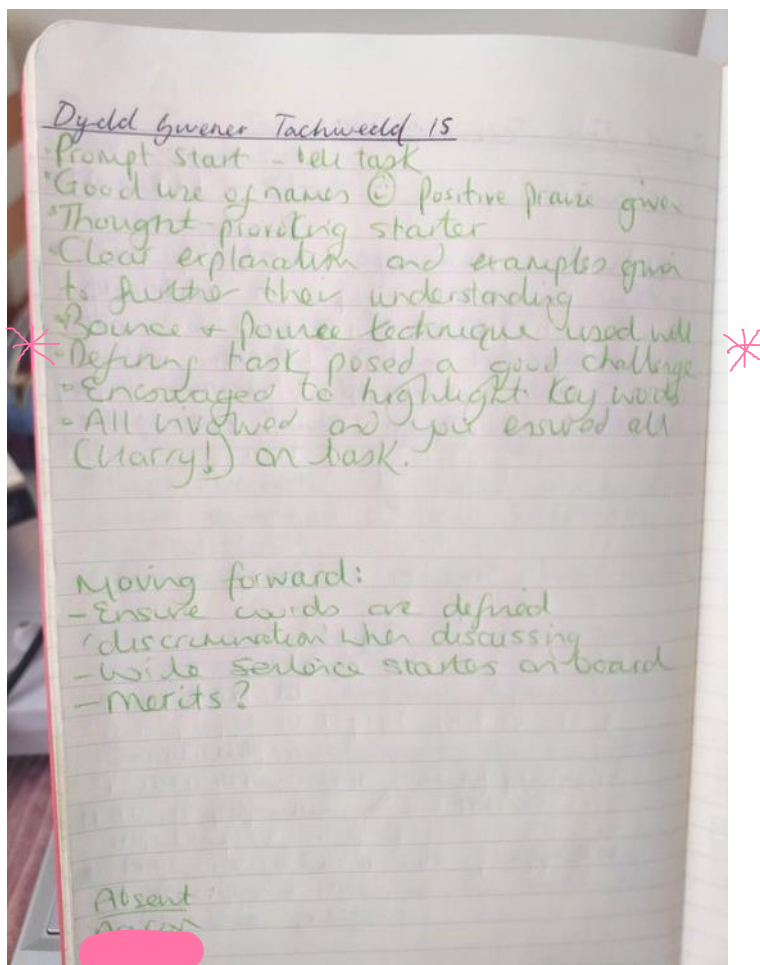
Questions - Cwestiynau

1. What key concept did MLK follow? Beginning with P?
2. When did MLK first realise the discrimination black people faced?
3. Why is Rosa Parks well-known?
4. Name two ways black people were discriminated against?
5. Give an example of how black people protested?
6. What is the name of the secret society who wanted to reintroduce slavery?
7. Where did MLK read his dream speech in 1963 ?
8. How many people attended the Freedom March in 1963?
9. When is MLK day?
10. What is the name of the person who shot MLK?

Appendix B shows a slide from a PowerPoint created for a Year Nine lesson entitled *The Death of Dr. Martin Luther King Jr.* The starter (or 'Bell Task') was a recap quiz on the life of Dr. King, to assess pupil's knowledge on the topic from the previous lesson. Once I knew what the pupils had retained, I would know whether I needed to re-familiarize the pupils with the key events of Dr. King's life or whether they were ready to move on to the main timeline task of the lesson. In this way, it dictated what the shape of the lesson was to be. The quiz worked well as a way to test knowledge because the questions were specific enough to allow me to know precisely where the information had not been grasped. For example, in the case of the first Year Nine lesson taught, pupils were able to answer the questions on segregation and discrimination, but struggled with providing the word 'pacifism' for Question One. I therefore took the opportunity to re-visit Dr King's non-violence and pacifism.

Despite this, the quiz was somewhat time-consuming and the misconceptions it addressed might have been more succinctly dealt with via discussion.

Appendix C



(Reads "Bounce + Pounce technique used well")

Appendix C shows a comment from my Learning Journal on my effective use of the 'Pose, Pause, Pounce, Bounce' questioning technique. This comment is on the Year Nine lesson referenced in Appendix A: *Introduction to Racism*. The comment highlights my efforts to deepen pupil responses, in this case by asking other pupils whether they agreed or disagreed with the pupil's statement. The technique was used when defining key words such as 'discrimination,' 'racism,' and 'segregation.' When a pupil would provide an answer, for example, that segregation is when "people use different things", I would ask another pupil if they agreed and if they would like to add anything to the definition. This encouraged deeper thinking on the pupil's part, as well as making the creation of the definition a collaborative effort in the classroom.

The technique is also effective because it allows the correct or more complete answer to be reached without undue attention being drawn to mistakes – the correction comes from another pupil, and we agree together as a class on the correct answer.

Questioning in this way encourages higher-order thinking, as pupils are asked to consider that there may not be a single 'correct' answer, but that they are able to disagree with or collaborate with their peers' responses.

Cross-curricular Responsibilities

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Appendix D

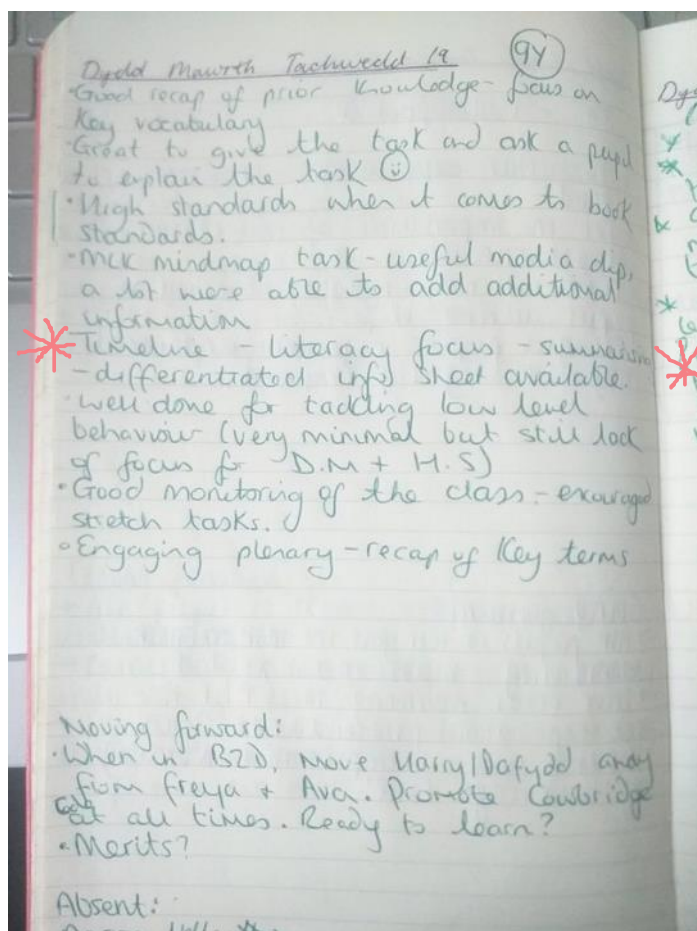
Power of three	Include lists of 3 items/reasons in your writing.			
Emotive language	Words, phrases and imagery that arouse an emotional response.			
Rhetorical questions	Questions to get your audience thinking – they don't require an answer.			
Say it again	Repeating the same word, phrase or idea more than once for emphasis.			
Undermine opposing views	Destroy or criticize opposing arguments (other potential samaritans).			
Anecdote	Include a little story to illustrate a point.			
Direct address	Involve your audience by speaking to them directly using personal pronouns and shared experiences.			
Exaggeration	Being over the top to get a point across.			

Appendix D is a slide from a PowerPoint for a Year Nine lesson entitled *My Modern-Day Good Samaritan*. The focus of the lesson was for pupils to produce an extended writing piece on a modern person who they felt embodied the qualities of a Good Samaritan. The emphasis of this particular slide is the cross-curricular responsibility of promoting literacy. The lesson was structured around using this P.E.R.S.U.A.D.E. table to plan the stylistic features to include in their writing. The table included devices such as direct address, exaggeration, and rhetorical questions. Pupils would plan, for example, what anecdote to include about their Samaritan, and the following lesson would incorporate that into their final draft.

An issue arose with the table, namely that one pupil misunderstood the purpose of the table and instead of using it to plan their own work, planned how they might demonstrate that their chosen figure had used them in their work. This confusion was clearly due to my own lack of clarity rather than a reflection on the utility of the exercise. Once corrected the pupil planned as intended and made good use of the table.

I felt as though the table was an appropriate way to develop literacy skills while also advancing pupils' religious knowledge. An effective marrying of the two spheres is necessary for cross-curricular themes to fit fluidly into a scheme of work.

Appendix E



(Reads "Timeline – literacy focus – summarising...")

Appendix E is an excerpt from my Learning Journal highlighting the emphasis within the lesson. The lesson was a Year Nine lesson entitled *The Life of Dr. Martin Luther King Jr.* The lesson involved pupils engaging with key civil rights speeches made by Dr. King, then using information sheets to create a timeline of his life. The success criteria for the timeline involved a list of significant dates to be included, key locations, and appropriate depth to inform someone who was new to the topic.

In terms of cross-curricular themes, the skill being used in this activity was summarising and scan-reading texts for the required information. Pupils were tasked with transferring information from article format into a timeline. As noted in my critical reflection, this exercise proved useful in that it made me aware of the need for tailored differentiation when working on literacy skills. There was a wide range of literacy ability in the mixed-ability Year Nine class; some pupils completed their timelines quickly and had to be reminded to take care with their work, while others required adapted information sheets with dates pre-highlighted.

With the appropriate differentiation in place, the timeline worked very effectively and absolutely allowed pupils to engage with the content of the lesson while using literacy-specific skills.

Appendix F

CODE BREAKER

A - 48	B - 100	C - 13	D - 22
E - 14	F - 49	G - 70	H - 27
I - 42	J - 41	K - 33	L - 54
M - 5	N - 15	O - 64	P - 67
Q - 45	R - 89	S - 30	T - 29
U - 25	V - 60	W - 90	X - 81
Y - 100	Z - 24		

Use the code above to solve the topic of today's lesson.

6 x 8 2 x 11 2 x 11 8 x 8 9 x 6 54 - 12

Key word = _____

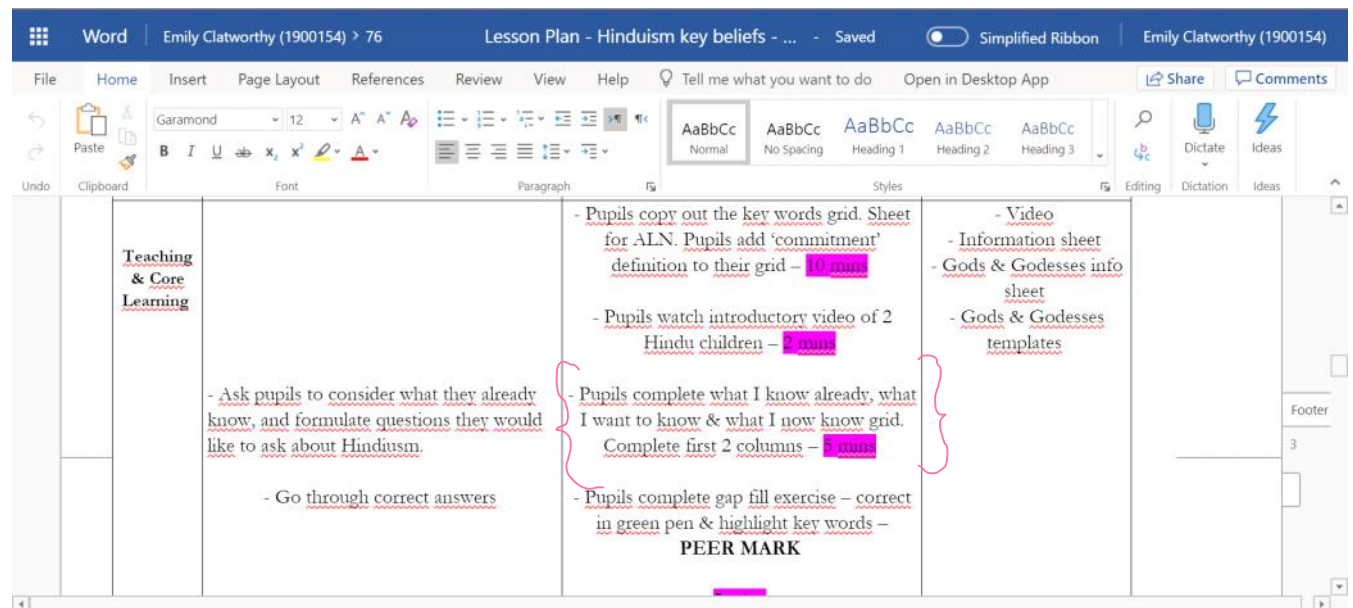
Appendix F is a resource taken from a Year Seven lesson on Puja. Used as a starter activity or 'bell task,' it is an example of a numeracy activity being incorporated into learning. The multiplication and subtraction problems when solved reveal the word *addoli*, or worship. There were a number of issues associated with this activity. Firstly, I was unconvinced that the level of challenge was high enough: the majority of pupils completed the codebreaker within two minutes of working on it. Secondly, on reflection I do not feel as though the activity was a useful way to introduce the topic of Hindu worship – it did not advance pupil's knowledge in any way except introducing the term.

When working on incorporating numeracy in the future, I will endeavor to be more selective and make numeracy connections meaningfully connected to the religious content being studied. When cross-curricular themes are not meaningfully incorporated, neither the theme nor the subject content benefits.

Build on Previous Knowledge & Experience

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Appendix G



(Reads "Pupils complete what I know already, what I want to know & what I now know grid.")

Appendix G refers to a lesson plan for a Year Seven lesson entitled *Hinduism Key Beliefs*. It refers to the method of activating prior knowledge used in the lesson. Pupils were asked to construct a table with columns called 'What I Know Already,' 'What I Want to Know,' and 'What I Now Know.' The first two columns were then filled in, detailing what pupils already knew about Hinduism, and any questions pupils had on the topic. The aim of the exercise was to consolidate any knowledge of Hinduism the pupil's already had, and to focus their thinking on particular questions they wanted to ask about the religion. I considered this to be a useful strategy because the lesson was an introduction to the topic which benefited from additional organization of thoughts and questions.

The activity required adapting after it became clear that pupils were unable to produce questions on the topic of Hinduism independently. I made the decision to show an introductory video before asking pupils to formulate their questions; after being introduced to the topic, pupils were then able to better categorize their thoughts and formulate coherent and relevant questions. This impressed upon me the importance of adapting tasks when it becomes clear they are less than effective.

Appendix H

	<u>Think, Pair, Share</u> - Why is light such an important symbol? Go through PP slides on light, with pupils adding to their mind-map in a different colour as they go – 5 mins	<u>Think, Pair, Share</u> - Why is light such an important symbol? <u>Cold-call</u> for feedback – 3 mins - Pupils draw candle in middle of mind-map & surround with information & ideas about light as a symbol. Pupils share with the class via cold-calling – 3 mins <u>KWL Grid</u> – pupils to copy in grid to exercise books and complete first two columns – 10 mins	
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(Reads "Pupils draw candle in middle of mind-map & surround with information & ideas about light as a symbol.")

Appendix H is an excerpt from a lesson plan for a Year Eight lesson on Diwali. It asks pupils to reflect on their associations with light and the significance of light as a symbol. The goal of this activity was to take pupils' initially secular and generic associations with light (it is welcoming, it is comforting etc.) and demonstrate how these associations relate to its religious symbolism. I intended to draw the religious symbolism of light in the Ramayana story from the pupils' existing understanding of light in their own lives. The suggestion that light is welcoming echoed the *diya* lamps used to welcome home Rama and Sita. The understanding of light as celebratory was used to contextualize the use of fireworks to celebrate Diwali.

Overall, the initial mind-map was a simple and effective way to gather pupil prior knowledge before expanding on it. It also rendered a potentially unfamiliar topic of study accessible – if we already understand light and its meanings we can also understand them in the context of Hinduism. I also found it useful from a teaching point of view to know what the pupils understanding of the topic is before we move forward.

Appendix I



Appendix I is a slide from a PowerPoint for a Year Ten lesson on the historical persecution of Christians. It demonstrates the pedagogical principle of setting tasks and selecting resources that build on previous knowledge by acting as a recap of the information covered in the previous lesson. Particularly useful was being able to link the recap with the information to be covered that lesson. I asked the pupils that if there exist various charitable organizations which direct aid to Christians, why has there been/is there a need for such organizations?

In line with Rosenshine's principles of instruction, the first of which is to begin each lesson with a recap of previous learning, I often revisit the topic of last lesson as a starter activity. This practice is linked to improved pupil retention, and serves to link areas of study.

Strategies such as the starter above are useful because of their relative simplicity compared to their potential to improve learning. They help to begin the lesson in a fast-paced manner, immediately asking pupils to engage with the content of the lesson.

Critical Reflection

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The Professional Teaching Experience (PTE) has allowed me to begin planning and implementing the pedagogical principles as outlined in *Successful Futures* (Donaldson, 2015). My PTE has taken place at School A, an English-medium comprehensive school with approximately 1,500 pupils. 4% of pupils at School A are eligible for free school meals, significantly lower than the 16.4% national average. 8% of pupils have been identified as having an additional learning need, again significantly lower than the average of 19.2% (Estyn, 2019). The following will critically reflect on my planning and practice at School A, focusing on three of Professor Donaldson's pedagogical principles: good teaching and learning means employing assessment for learning principles, good teaching and learning regularly reinforces cross-curriculum responsibilities, and good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engages interest.

The first pedagogical principle states that good teaching and learning must employ Assessment for Learning (AfL) principles. AfL is defined by its proponents Paul Black and Dylan Wiliam as

all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities. (Black & Wiliam, 1998, p.2)

The central theory of AfL is that formative assessment methods let teachers better understand pupils' capability and alter their teaching methods or content accordingly. The choices made with the knowledge gained from formative assessment are considered better informed and more likely to bring about improved learning outcomes than those which would have been made in their absence. These formative assessment tools include styles of questioning, whole-class feedback devices such as mini-whiteboards, and peer and self-assessment.

While adopted widely in Welsh schools, its assumptions and methods do not go unchallenged in educational research. David Didau notably questions whether the underlying assumption of AfL, that one can measure what pupils have learnt in a single lesson, might be misguided in its conception. He instead posits that it possible that only *performance* can be viewed and analysed, whereas deep learning is undetectable (Didau, 2014). If learning cannot be measured in the manner that Black and Wiliam claim, then assessment for learning cannot, in fact, assess true learning. Considering both its advocates and detractors, it becomes evident that whatever weight one gives to its oversights, knowing what your pupils know and do not know is a useful position to be in when making decisions in the classroom. School A most often uses Post-It notes as a method of whole-class feedback, usually at the start of the lesson as a 'bell task' or as a plenary. Appendix A is an example of one such plenary; Year Nine pupils in a lesson called *Introduction to Racism* were asked to summarise their learning on a Post-It note into a comment the length of a Tweet. This method of formative assessment was chosen due to its conciseness and simplicity. I hoped to receive informed but broad statements about the conditions of racism in the United States in the 1950s and 60s. The exercise can be considered a successful implementation of AfL

because it did, in the most basic sense, elicit evidence of learning (Wiliam, 2017). It allowed me to gauge whether the pupils had been engaged in the lesson and had taken from it the information needed to move through the unit. It can also be taken as an example of what Wiliam refers to as decision-driven data collection, wherein a teacher will “decide what they want to do with the data before they collect the data, and only collect the data they need.” (Wiliam, 2017, p. 47) The argument is that this method ensures teachers always know what to *do* with data, rather than collecting data they are unsure of how to utilise to improve learning. I knew what I was seeking before I asked the pupils to complete the exercise; the answers confirmed the outcome I was seeking, and so I could move on to the next lesson confident the pupils had grasped the context they required. Appendix B displays a similar method, involving a short quiz on the information covered in the previous lesson to gauge retention. In this instance, I was able to pinpoint misconceptions and gaps in pupil knowledge at the outset of the lesson and subsequently revisited these areas. Despite this, using a quiz of this nature was somewhat time-consuming and used a significant portion of the first half of the lesson. The misconceptions rectified as a result of the quiz might have been addressed with similar efficacy by in-class discussion as they arose.

Appendix C references a Learning Journal comment on my effective use of the 'Pose, Pause, Pounce, Bounce' questioning technique. The technique, which involves posing a question, pausing, selecting a pupil to answer, then 'bouncing' the question to another pupil, serves as an effective method of maintaining directed focus on the question(s) being asked (McGill, 2011). During my PTE, I found that using this form of questioning allows me to ask pupils to think more deeply or to reconsider their answer without placing unnecessary stress on any mistakes.

When a wrong answer is given, I have tended to ask another pupil immediately whether they agree with the original answer, then give them time to consider their position before offering an answer. I then affirm and reinforce the right or more complete answer. These instances lead me to suggest that questioning is simultaneously one of the least demanding and most effective methods of employing AFL in the classroom. Creemers and Kyriak's Dynamic Model of educational effectiveness affirm questioning as one of eight key areas which determine the efficacy of teaching. Specifically stressed is the need to give time for pupils to consider and respond, and the need for teachers to deal with those responses appropriately (Creemers and Kyriak, 2011). The 'Pose, Pause, Pounce, Bounce' technique facilitates both requirements.

In my forthcoming PTE, I plan to concentrate more purposefully on feedback and how it can be successfully harnessed to bring about positive impacts on pupils' learning. The significance of feedback is difficult to overstate; Hattie's review of a large body of meta-analyses highlights the direct positive influence quality feedback can have on pupil achievement (Hattie, 2008). Aligning with the third pedagogical principle to be considered, feedback must be "compatible with students' prior knowledge and...provide logical connections." (Hattie and Timperley, 2007, p.104) I intend to focus on my verbal and written feedback to ensure its potential to significantly improve outcomes for pupils is drawn on. Accurate and effective feedback is also essential when considering cross-curricular responsibilities. Specifically, written feedback and marking must cater not only to the subject knowledge at hand, but to the pupil's use of language and grammar. (Estyn, 2011)

Successful Futures details three cross-curricular themes which underpin the curriculum: literacy,

numeracy, and digital competency. The goal of identifying these themes is to encourage teachers to offer “frequent opportunities to develop, extend and apply them across the curriculum.”

(Donaldson, 2015) Appendix D refers to a slide from a Year Nine lesson wherein pupils were asked to write an extended persuasive writing piece on a person they consider a modern-day Samaritan. The grid shown outlines the stylistic features of persuasive writing, which pupils used to plan how they could employ each device - these plans then formed the basis of their first draft. Overall, the method worked well; pupils successfully engaged with the stylistic features and used them to strengthen their arguments about what it means to be a charitable figure in modernity. In this way, it successfully supported pupils in adapting their writing style to suit the reader and purpose in accordance with the writing-specific literacy framework (Department of Education, 2019). Pupils used their literacy skills and understanding of how to write at length persuasively to better present their views on the virtues of charity and unconditional love in the Christian tradition. The singular issue was that one pupil did not grasp that the features were to be used to support their own writing, and instead planned how they could demonstrate that their chosen figure had used them - this was undoubtedly a consequence of my own lack of clarity rather than the usefulness of the exercise. On reflection I would consider using a similar writing frame again, as it is a versatile resource adaptable to most writing formats.

Appendix E, an excerpt from my Learning Journal commenting on a Year Nine lesson on the life of Dr. Martin Luther King, Jr., also demonstrates my attentiveness to cross-curricular responsibilities. It references an activity which asked pupils to use information sheets to create a timeline of Dr King’s life. The key skills used in this exercise were the pupil’s independent

reading, selecting of relevant information, and summarising of that information in appropriate depth. This corresponds with the reading literacy framework: “[Learners are able to] use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.” (Department of Education, 2019). I found that the majority of pupils were adept at scan-reading a fairly large amount of text for relevant information, and summarized the information aptly into short informative descriptions. Of note in retrospect is the high level of differentiation required when planning and executing this literacy-focused activity. In this and most of my classes in School A, there exists an extremely wide range of literacy ability. In an effort to address this need I decided to use differentiated worksheets for pupils identified as having additional learning needs. The differentiated sheets were printed in a larger font, had important events in bold, and significant dates which were to be included in the timeline were highlighted. This allowed pupils with significantly lower reading ability to engage productively with the information, reading and summarizing the information needed to create the timeline. Planning this activity served as a reminder that cross-curricular themes such as literacy cannot exist as one-dimensional efforts employed uniformly; much the same as any other activity, literacy-specific tasks needs to be tailored to the pupils who will be completing them.

Appendix F displays a codebreaker activity used as a starter ‘bell task’ to introduce the topic of Hindu worship. Pupils were asked to multiply and subtract numbers to uncover the word *addoli*, or worship. The pupils completed the task extremely quickly and began discussing what the word might mean, perhaps indicating that the difficulty of the calculations was too low. When reflecting on the efficacy of incorporating numeracy, it is undoubtedly a less natural area

to work in within the remit of the humanities. Most difficult is the charge to not only use but develop pupils' numeracy skills. Moreover, I am inclined to doubt the usefulness of the numeracy activities I have used thus far as they cannot be said to develop pupils' numeracy capabilities in any significant way, and certainly fail to further pupils' religious knowledge. In order to improve this aspect of my teaching, I need to be more selective about when I attempt numeracy-based activities, and ensure they are worth the time they take to complete in terms of pupil gains.

The third of the pedagogical principles to be considered, the directive to set tasks and select resources that build on previous knowledge and experience and engage interest, is based on considerable educational research which stresses the extent to which knowledge is built cumulatively. Professor Barak Rosenshine elects to include it top of his ten Principles of Instruction: "Begin a lesson with a short review of previous learning." (2012, p.13) The focus in this instance is on improving recall ability and working on memory; recapping, it is argued, helps pupils to retain what they have learnt and what they are about to learn. Such evidence prompts me to regularly include recaps of previous work at the beginning of my lessons, as illustrated by Appendix I. Included is a recap starter activity for a Year Ten lesson on the persecution of Christians. The class had studied Christian social justice organisations in the previous lesson, and so the activity served to remind them of these charities and their work. This repeated reminding and revisiting aligns with Rosenshine's emphasis on attaining automaticity, which consequently puts pupils in an advantageous position for summative assessments and examination. Additionally, the recap used in Appendix I served the dual purpose of stimulating thoughts

about the forthcoming lesson: the persecution of Christians.

Building on previous knowledge is rooted in constructivist theories of learning heavily influenced by the work of Vygotsky. Central to Vygotsky's theory of learning is the need for an adult to support the learner as they move through their zone of proximal development: the area in which learning is advancing and new skills or knowledge is acquired (Vygotsky, cited in Alexander, 2000). An unforeseen advantage I have experienced is being able to use extremely simple recap-style exercises as in Appendix I to advance learning. I often used the recap as a springboard of sorts to stimulate thinking about the next topic. For example, in the case of the lesson referenced here, I asked the pupils: We have recapped the various organisations which direct aid to Christians the world over, why has there historically been a need for such aid? Pupils were then equipped to consider the history of Christian persecution. In this way, a simple recap can function as an effective bridge between areas of study.

Perhaps the most convincing school of thought underpinning the call for learning to build on previous knowledge is the neuroscientific understanding of memory best exemplified by Daniel Willingham's assertion that memory is the residue of thought (2008, p.18). The core of Willingham's argument is that we remember that which we think about, therefore in order to help pupils remember what we teach them they must think deeply about it. In the current understanding of working memory, mental cues of a particularly high quality are required to recall information. It seems reasonable to conclude from this, as my previous example demonstrates, that one must teach in an interconnected manner wherein each area of study is connected to and informs the next. Encouraging pupils to meta-cognitively reflect on the

knowledge they build, Appendix G shows a lesson plan which involved pupils creating a table of what they already know, what they want to know, and what they now know. The aim of the exercise is for pupils to return to the table throughout the topic, adding to the last column and review what they have learnt. During the planning phase of the exercise I envisioned pupils having a large number of questions about Hinduism as it was unlikely any had previously studied it in any depth. However, upon carrying out the task in class, pupils were initially unsure about what to include in the 'what I want to know' column. They had no context for what sorts of things they might ask, and it became clear to me that I needed to alter the task slightly. When completed with another Year Seven class, I instructed the pupils to fill in their first column about what they already know (suggesting that we know Hinduism is a religion, we know its adherents are called Hindus etc.) then showed a short introductory video clip on Hindu key beliefs. Only after showing the video did I then ask pupils to produce their own questions; having been introduced to the key ideas of the topic pupils were then able to formulate questions which interested them. This rendered the table an effective way to track the knowledge pupils approached the topic with, and what they gained from their work.

Appendix H shows an activity planned for a Year Eight class on Diwali. Pupils were asked to draw a candle and surround it with everything they associate with light as a symbol. While mindful to not veer into the questionable sphere of discovery learning, I have nevertheless found it beneficial to begin with what pupils already know, and move forward from their own starting point. In this case the activity facilitated this well; I was able to take pupil suggestions that light is comforting and welcoming to the light of the *diya* lamps in the Ramayana story, and the use of

fireworks to celebrate the festival. When teaching religion in particular, it is useful to demonstrate to pupils that potentially unfamiliar belief systems are not in fact impenetrable, and that much of the symbolic and religious language they already have can be readily applied to them. Some suggest that building on prior learning is necessary in areas where misconceptions tend to “create serious barriers to new learning.” (James and Pollard, 2011, p.290) I would suggest that not only is it beneficial to dispel misconceptions, but perhaps pupils also benefit from hearing that in fact they have useful thoughts to contribute from the outset, and that they are capable of moving exponentially forward in their knowledge.

Ultimately, my implementation of the three pedagogical principles has involved trial and error. A repeated pattern has emerged of attempting a task or activity, discerning the aspects which are not effective, and adapting before using again. I have found that the AfL strategies I have implemented thus far have afforded me a better understanding of the knowledge my pupils have, in return for relatively minimal effort. To sharpen one’s questioning or have pupils summarise what they have learnt requires little planning to implement and has rendered positive results. Due to the nature of my subject, Religious Studies, it is necessary to develop the cross-curricular skills associated with literacy. Less naturally incorporated are the areas of numeracy and digital competency, which I am reluctant to force into unrelated lessons. PTE thus far has impressed upon me the need for a nuanced and realistic understanding of the extent to which teachers of religion can also asked to be teachers of numeracy and digital competence. The third principle, building on previous knowledge, has become entrenched in the way I approach the planning and executing of my lessons, and continues to yield only positive effects. I hope to

continue this process of trial and error, steadily improving my implementation of the pedagogical principles as PTE progresses.

References

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