

Overview

Wednesday, November 13, 2019 9:38 AM

Student Name: Georgia Theodoulou

Student Number: 1906468

Pathway: Secondary English PGCE

Assignment Title: Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1906468_student_uwtsd_ac_uk/EuZDpQPST8pFqRzwtH1XzhQBiWVNYkLOkZf4W-s526E1TA?e=zh5VJr

Assessment for Learning

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Appendix 1

1906468 Georgia Theodor Pebble+ View Asset Read: Assessment for learn Pebble+ Edit Template X

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Preview

Meet - identify your target As it is something that was mentioned in teacher feedback on more than one occasion, my target for this week was to look at the quality and quantity of my questioning in lessons. This links to assessment and challenge and expectations of my learners.	Think - are you carrying this target forward, or developing a new target? I will develop a new target for next week, but effective questioning will remain to be something I will execute in all lessons and be kept at the forefront of my mind.
Test - implementation I implemented this in all classes, as I wanted to see the difference in my choice of questions and their effect across the different years and different abilities.	Think - reflect on your implementation I have found that once a student has given me an answer, asking them "why?" proved to be successful. The student would then explain to me their thinking, either solidifying it for themselves, providing other students with an insight or providing me with feedback on if it has been fully understood or not.
Share - what were your reflections shared with class teacher / mentor This was a very informative topic for my target. It highlighted really well when students maybe were just guessing their answer, or reading it from their book etc. or when it was because they genuinely had understood and learned. It also highlight any need to go over and solidify any learning. Getting the students to explain to one another was also a lovely way of learners leading the learning, and encouraging oracy in lessons which is what the school's target is for this academic year.	Think - develop your strategy Thinking about Doug Lemov's no opt out strategy, if a student doesn't know the answer, I will open it up to the class/another student to help them out and then return to the original student and make sure they understand. We recently had Professional Learning session with the headteacher on questioning, and were given examples of questions to use.

Context: This is a screenshot from one of my EWC weekly reflections (w/c: 18/11/19).

Rationale: My target for addressing effective questioning came from a piece of feedback I received from a class teacher. She said that my questioning at the beginning of the lesson was good, however the quality and quantity dropped throughout the lesson. She told me to work on higher order questioning. Once I had gotten to grips with the timings of my lessons and getting to know my classes, which wasn't until the third week of placement, then I felt like I could start focusing on using effective questioning better across all my classes.

Evaluative Points: This proved to be a very informative and effective target across all year groups and class abilities. Before setting this target, detailed and specific questioning wasn't something I had even been aware of, however it made a real difference to the quality of the answers students were giving, particularly orally, and it also made a difference to my ability to assess the students understanding and thought processes. It highlighted when students were perhaps guessing an answer, or just reading it out from their book and it encouraged students to give me a reason or a justification for their opinion or answer. Even if the answer they gave was wrong, getting them to explain why they thought that gave me insight into their thought process and understanding so I could see where the misunderstanding had come from, and what I needed to then do to address that and move the learning forward. Increasing my amount of effective questioning also tied in with my placement school's focus for this academic year which was oracy. They are really encouraging students to speak more often and more fluently in all classes. Encouraging students to talk through their answers out loud also provides an opportunity for it to benefit other students in the class. For example, if there was a student who didn't know the answer or wasn't sure, hearing their peer explain it provided them with another opportunity to learn and another perspective to learn from.

Appendix 2



7L AP/PLP lesson Plan Persuasive techniques lesson 2 - Last Modified: 6 November			
Complete the questions on page 16, teacher and class to complete the first few, and then work in pairs or threes to complete the rest- 10 minutes			
Plenary	Using colour-coded cards (green, orange, red) to assess class understanding of the lesson through a short recap quiz – explain to the students that multiple choice questions will appear on the board, each answer option will correlate to a colour card, so they hold up the colour card that they think is the correct answer.	Short, quiz on the main concepts of the lesson: multiple choice answers to identify examples of persuasive techniques in more detail – 5 minutes	PowerPoint presentation Coloured quiz cards

7L Lesson 2 persuasive techniques - Last Modified: 5 November

Quiz Time!

1) An example of a **retorical question** is...

- **What did you have for breakfast this morning?**
- **Does my new haircut look okay?**
- **Why waste another moment?**

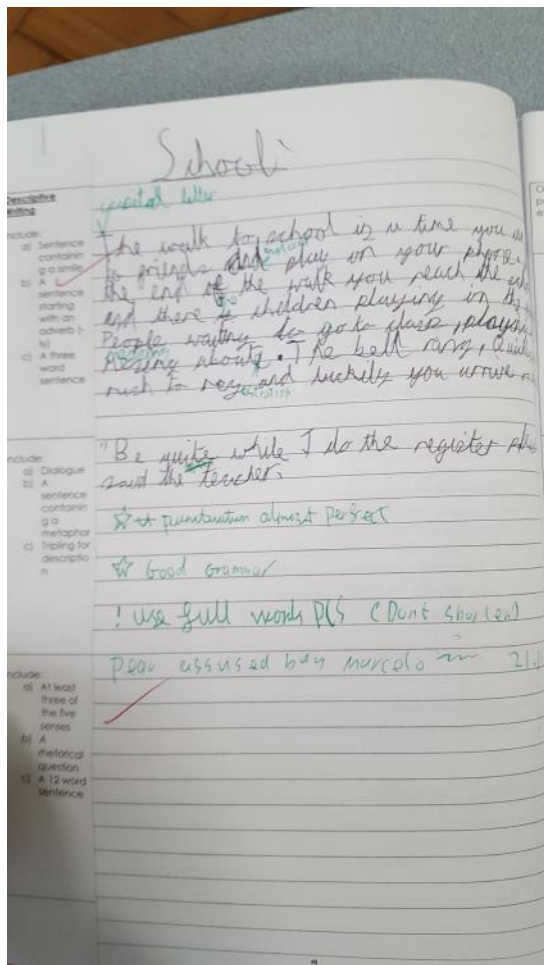
Slide 2 of 6

Context: This is a section of a lesson plan with a plenary activity that I used with almost all of my classes. This particular lesson was a Year 7, lower ability class. It was the second lesson on persuasive techniques that I had taught them. In the first lesson, I had introduced several different persuasive techniques and their meanings, and in this lesson, we were solidifying their understanding and beginning to identify some of these techniques in a given piece of text.

Rationale: I chose this method for a plenary activity for a few different reasons. It fits in well with the concept of AfL. Even though it is a plenary activity, therefore making it a form of summative assessment at the end of a lesson, it could also be argued that it counts as a form of formative assessment too, as depending on the answers the students gave, I could then assess how well they had understood the learning and where I needed to go with them next lesson in order to progress. The fact that they have flashcards, it is called a "quiz", and they don't have to do any writing immediately engaged the students. Due to it being a visual cue for me as the teacher, with one quick glance across the room, I know exactly which students have grasped what sections, without having to sit and mark books, or ask each individual student a question etc.

Evaluative Points: I feel like this plenary activity was on the whole very successful. It worked really well at the end of a lesson to solidify the learning for the students, and provided me with a good assessment of where they were, and where we needed to go next. Each time I used the quiz it was tailored to the class, so obviously some questions would be harder than others, but whatever the ability I would try and not have all the questions in each quiz at the same level, to try and really grasp where the students were at. For example, with one class, I included a question that had not been explicitly covered in the lesson to try and push them. On one occasion, I was given feedback from the class teacher that with the lower ability class that I was with, when reading out the questions I occasionally would give away with my tone of voice which was the correct answer, which is something I then immediately amended and became aware of in future. This plenary activity always got good feedback from the students and the class teacher. With the first few times of using this activity, I noticed that some of the less confident or less able students would be looking around the room at everyone else's cards and just holding up the same colour as them. To combat this, I started giving them three seconds to hold up the colour, making it quick-fire and not giving the students too much time to over-think or copy answers. Another thing I noticed was that some students would hold up two or three colours if they weren't completely sure of the answer. When this happened I reminded them that they had to only pick one colour, and made them pick one colour and stick to it. This plenary continues to be an effective AfL strategy that I will take forward in my practice.

Appendix 3



Context: This is a page from a Year 7 bridging group's booklet. It was their final piece of work on descriptive writing. They were writing a piece on the beginning of the school day, focusing on the 5 senses. The piece of writing has been peer-assessed by another student in the class. The peer assessment is completed in green pen, as is policy for the school, and is signed and dated by the student, and then marked and checked by the teacher.

Rationale: Peer and self-assessment is another big focus this year in my placement school across all curriculum areas, not just English. Within the English department, we tend to use it on a first draft of a piece of writing, or after a formal group discussion, for example. When it works well, it can help give students more autonomy and ownership over their work and the marking, it can develop their understanding of what a good piece of work could look like, and makes the students more involved in the learning process as a whole.

Evaluative Points: Peer assessment seems to work best when the students are given a set of success criteria, so they know exactly what it is they need to be looking for. If this doesn't happen, then the students (particularly in KS3) can struggle to give relevant feedback. My school structures feedback from peers and staff with Two Stars and a Wish, meaning you write two things that the student has done well, and one target, or something they could do to improve. The students consistently seem to find the Two Stars easier to give than a "Wish", and when encouraging peer assessment, I would quite often be told by the students that they didn't know what target to give. Peer-assessing tended to be something the students would complete quite quickly, they never spent that much time or went it to too much detail with it, so they would always need encouragement to be really thorough. From discussions with the school and their senior staff, peer and self-assessment is something they are working really hard on, but they are also very aware that is something that they have not perfected yet. However, having said that, it is already something that the students are very used to doing and is obviously already engrained in their classroom routines.

Cross-Curricular Responsibilities

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For this section of my portfolio, I will be focusing on literacy as during this first block on PTE1, I haven't been able to focus on numeracy and digital competency as much as I would have liked, as there isn't as strong a sense of those in the department. However, this is something I will be developing during the second block of this placement.

Appendix 4

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement, formative assessment and homeworks)	Resources (Including Health and Safety, etc.)
Opening phase (with links to prior learning)	Starter activity- Formal vs. Informal- to start to get the students thinking about the differences and purposes of formal/informal language	- Individual reading time-10 minutes - Students to write a formal and 3 "informal" phrases that they have seen/heard before- 5 minutes	PowerPoint presentation Workbooks
Teaching & Core Learning	Introduction to purpose of formal writing	- Students to complete pages 49 & 50 of their booklet, creating three scenarios where a formal letter might be appropriate. – 5 minutes - Complete the following activities on pages 50-53 about the layout	Booklet Worksheet

This is something the featured at the top of every lesson plan with this class, and 2 others.

Context: This is a section of a lesson plan for a top set year 8 class. This is a routine implemented by the class teacher and one I decided to keep with the class. The students know when they walk in to the class, to help themselves to a book from the boxes at the front of the room, they sit down and read in silence for approximately 10 minutes.

Rationale: This is something that I had observed in all of this staff member's classes before I started teaching. I decided to try and keep the routines of the classes as much as possible, and I also saw that it worked really nicely to settle the students and get the calm and ready to learn. I also saw this as possible the only opportunity some students could have to just sit and read in silence at their own pace.

Evaluative Points: Of course in English you have reading sessions when studying a book, but the reading then is dictated at the pace of the teacher, or whichever student is reading aloud. With this, the students can read at their own pace, they can choose which book it is that they want to read, and it is a consistent block of the students reading a book. There is no pressure from anyone else, and they know to choose a book that is at their reading level. I have found that it can quite easily run over and take closer to 20 minutes, so I have learned that I will need to settle the class at the beginning of the lessons otherwise they take too long themselves, and I complete the register whilst they are reading and I need to be very strict with timings.

Appendix 5

Word	Spelling
1. grammar	g-r-a-m-m-a-r
2. fruit	f-r-u-i-t
3. experience	e-x-p-e-r-i-e-n-c-e
4. particular	p-a-r-t-i-c-u-l-a-r
5. position	p-o-s-i-t-i-o-n
6. regular	r-e-g-u-l-a-r
7. question	q-u-e-s-t-i-o-n
8. length	l-e-n-g-t-h
9. promise	p-r-o-m-i-s-e
10. island	i-s-l-a-n-d

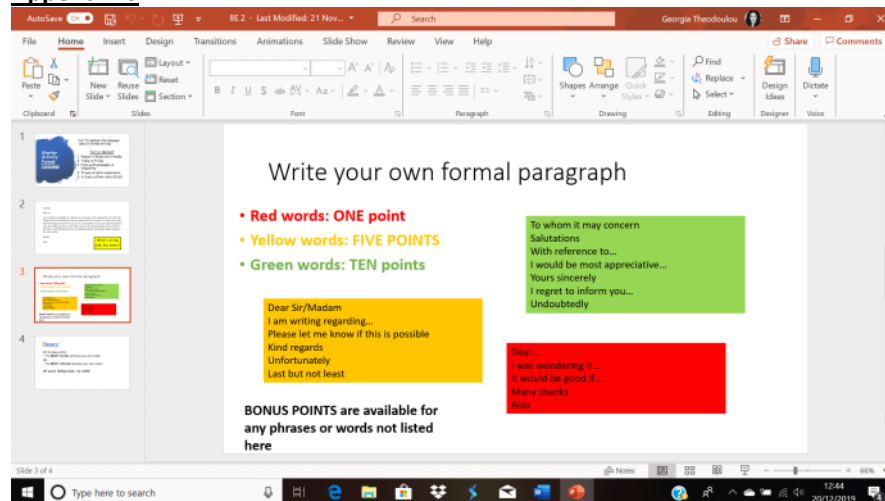
Context: This is an example of a set of spellings used in a top set year 7 class. The spellings are 10 words,

they are given to the students and they have a week to learn them. The words are chosen by the head of department so each year 7 class has the same words to learn each week. During the spelling test, I would read the words out loud, and then give the word in a sentence. Once they have completed the test, the students swap books with the person sitting next to them, and they peer-mark. I spell out the word, and then once completed, I show them the spellings on the board to double check before giving them next week's set to write in their planners to learn as homework.

Rationale: This was a routine that I picked up with the class. As Year 7's, I decided to try and adopt as many of the class' routines as I could to avoid too much change for the students. Spelling tests fall on a Wednesday which was when I had this class, so it kept the structure for the students and provided me with a good opportunity to do a literacy based activity with them.

Evaluative Points: I was quite quickly told by the class teacher to mix up the orders of the spellings when I was reading them out during the test, as they were top set and might just have learnt the 10 words by rote, this worked much better and gave a truer reflection. After a couple of lessons, I also learned to show the spellings on the board at the end of the marking for the students to double check, as there were sometimes mistakes or students had mis-heard me. The fact that the students peer-mark links in to the principles of Assessment for Learning and helps the students take control of their learning, whilst also being a good literacy exercise for the students as they are having to check and double check their peers' spellings. There was one occasion where I forgot to give the class the spellings for next week, so I started putting it step-by-step in to my lesson plan.

Appendix 6



Context: This is a PowerPoint slide taken from a lesson with top set Year 8. This was an activity I created whilst working on formal language and working towards writing a letter of complaint. After spending a couple of lessons establishing and developing their use of formal language, they had to complete this activity. They had to write a formal paragraph of complaint. The students could choose if it would be a paragraph from the beginning, middle or end of the letter. The words and phrases in the boxes correlate to different amounts of points, and their aim was to get as many points as possible.

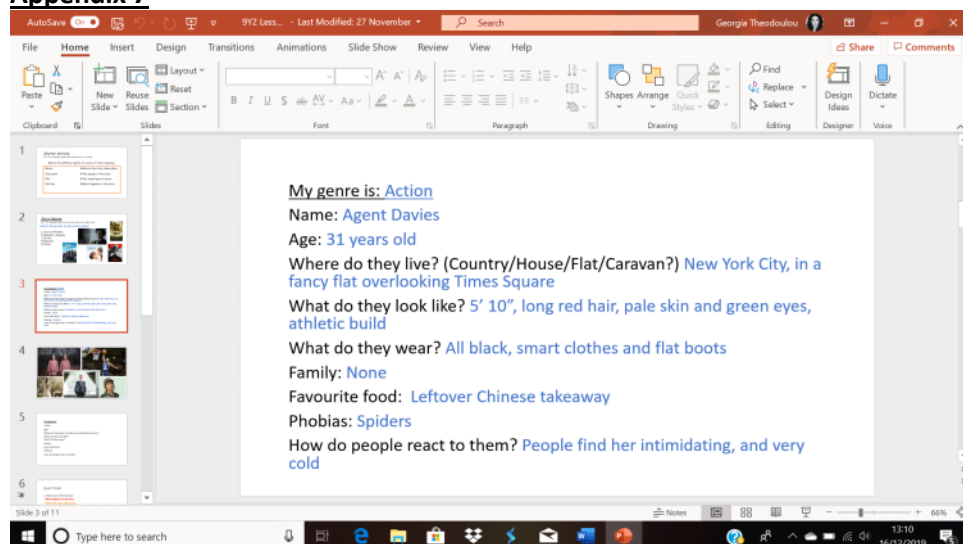
Rationale: This class are very capable, and love competition. They had studied and identified formal language, and I wanted to start getting them writing their own, but before making a start on planning their actual letter as that would be an assessed piece of work.

Evaluative Points: This activity worked really well. There were bonus points up for grabs which engaged the students to try thinking of their own, whilst engaging creative and critical thinking. I got the students to peer-assess each other's work and award points, again linking in to AfL.

Good teaching and learning means employing a blend of approaches including direct teaching.

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Appendix 7

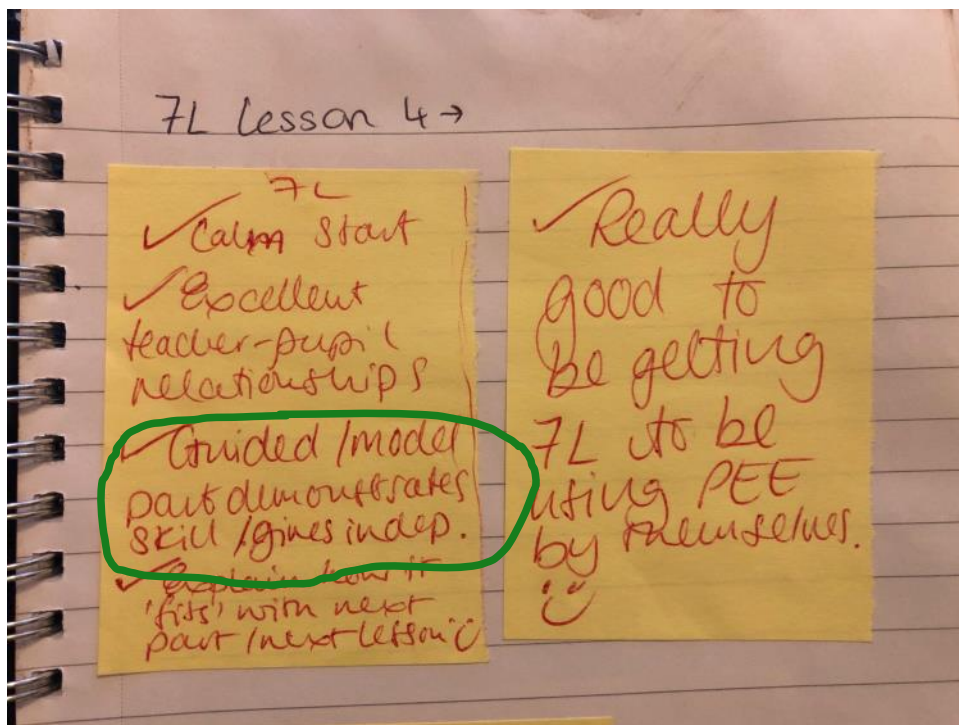


Context: This is slide taken from a PowerPoint presentation I used in a Year 9 class. It was my first lesson with this class, and I was introducing narrative writing and planning a story. They were quite a challenging class, with some quite low ability students in. This particular task was to create a primary character for their story. We had just covered and established different genres. The students had to pick a genre, and then using the template on the slide, create a character. I completed this example myself, put it up on the board and talked the students through it. I then showed them a series of pictures of different people on the next slide, and as a class, they picked one person to be the focus for us creating this same character profile together. Once the students had got to grips with my example, created one with my guidance together as a class, they were then given the same blank template on a piece of paper to create their own.

Rationale: During my observations of this class before starting to teach, I had noticed that they were quite a creative class. Taking this in to account, and the academic level of the class, I decided to set them this task. I decided to model an answer for the class first, to show them exactly what it was I wanted them to do, to give them examples of answers, words, phrases, and to help build their confidence. We then moved on doing one together as a class, to further develop their confidence and to get them thinking along the right lines and starting to work collaboratively but also slightly more independently, before ultimately moving on to complete one on their own.

Evaluative Points: This method of scaffolding and modelling was very effective in getting the students to engage and create some really detailed character work. The class example became slightly harder to manage, as even though the students were all engaged and on task, they started to talk over each other when sharing or suggesting ideas, which is something I had to work a little harder to manage. I think that if it had not been for my modelled example (which I kept up on the board whilst the students were working on their own), and the class example, the students might have struggled a bit more, or not given such detailed answers. This task received good feedback from the member of staff who was observing the lesson, and this class who can present as quite difficult to engage, really enjoyed the task, with some students even asking me if they could complete a second character profile.

Appendix 8



Context: This is a piece of feedback from my class mentor from her observation of a Year 7 class.

Rationale: During one of lessons with this particular class, the task was to begin filling in a Point Evidence Explain grid for a piece of assessed writing. I quite quickly realised that 95% of the class had not covered PEE in their primary schools and did not know what I was talking about. My plan had been to model a few answers for them, and guide them through the rest, but I had to amend my plan during the lesson. I realised I had to use direct teaching and go back to basics and explain how to use the PEE grid and what its purpose was.

Evaluative Points: Even though using direct teaching was not what I had intended for this lesson, it turned out to work well. Direct teaching was the right method for this situation because I needed to explain to the class exactly what each section meant, and I needed the focus to be on me during this. I was stood at the front of the class explaining to the students, and writing examples on the board. Once I felt like the students were starting to grasp the concept of the PEE grid, we did a few examples together and then by the end of the lesson, the majority of the students were attempting PEE by themselves. It was very effective to have started the lesson with direct teaching and explanation, to then guiding the students through the structure to demonstrate, and then ultimately giving the students the independence to start working through it on their own. Throughout the lesson I kept checking in with the class and asking them did they feel comfortable trying one on their own etc. At first they said no, so I carried on explaining my way through some examples, but even eventually when they did start working independently, I made sure I walked round the class and checked each students work to make sure they actually understood and were not just going along with the majority or saying "yes" for the sake of it.

Appendix 9

Teaching & Core Learning	- Introducing the students to using body language and physicality to convey themes/emotions - Sculptor & Statue- in pairs, students must sculpt each other in silence based on a given theme and then swap - Status Stills- Class discussion on what "status" means. Then, in pairs, students must create a still image of two people with contrasting status, peers will look and feedback on who has the higher/lower or same status.
Plenary	- Revisit key themes of the lesson and encourage more individual thinking/working - Discussion on themes/status/the importance of body language. All students individually must make a snap-pose for high/low/neutral status.

Context: This is a section from a Year 7 Drama lesson. It was one of the first Drama lessons I had taught, and I was introducing the class to the idea of body language and status.

Rationale: There had to be quite a lot of direct teaching and explanation during these drama lessons. Each new activity, game or exercise had to be thoroughly explained by myself as the teacher to the whole class before the students could do anything. These lessons take place in the drama studio, so there is no board or PowerPoint to aid my explanations or give examples. I get the students to sit crossed-legged in a circle on the floor whilst I stand in the middle of the circle and explain. Once I have explained, the students will always work in pairs or groups during the activities.

Evaluative Points: Behaviour and classroom management can be harder to control in a drama studio. The students don't have the routine and the expectations of a classroom, having a free studio to run around in immediately poses a challenge, and the room is quite often filled with lights, curtains and musical instruments. Getting the students to sit in a circle has proved to be an effective way of ensuring they are all quiet and listening to you. There is a lot of movement and noise in drama lessons, which sometimes is exactly what you want, but having that little routine for the students of sitting in the circle and listening to the explanation of the teacher is a good way to structure the lessons and ensure the students are getting the most out of the learning. During one very early lesson, I tried to move the activity on when they were all spread across the studio in their groups and still working on something which did not work. When the students come in to the circle, there does tend to be an initial flurry of talking to their friends, or sometimes even lying down, but I have learned it is important to keep reinforcing my expectations of their behaviour when in the drama studio, and I will stop my explanation or teaching if I feel the class is not engaged and focused on what I am saying. Drama lends itself quite well to pair and group work, and the majority of my drama lessons will follow this format. Especially since I only teach drama once a fortnight to my classes, I am still working on developing their confidence and skills, and that is easier and more enjoyable for the students if they are not working. creating or sharing work individually just yet.

Critical Reflection

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Word count: 2,953

The focus of this writing will be my development and implementation of three of the pedagogical principles outlined by Donaldson (2015). The three principles of attention are:

- “Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- Good teaching and learning means employing a blend of approaches including direct teaching.”

The practical aspect of this writing was carried out during the first block of my first Professional Teaching Experience. This placement was in an English medium secondary school in Carmarthenshire for 11-16-year olds of mixed gender. It has just under 900 pupils. As of 2019, 27.5% of pupils are on free school meals and approximately 47% of pupils live in the 20% most deprived areas in Wales. There are 17 different first languages spoken within the school community, and 52% of pupils are on the school's additional needs register, which is again above the national average of 20.1%. Their last Estyn inspection in 2015 scored the school's current performance as good, and their prospects for improvement as excellent (*School X Estyn Report: 2015, details available on request*).

Throughout this writing I will be referring to and reflecting on my teaching practice, using the illustrative examples in my portfolio, and making links and analysis to relevant literature and allowing these to inform my areas for development as I move in to the next block of my teaching practice in this placement.

To begin, Assessment for Learning is becoming an ever-more prevalent aspect in teaching and learning. These principles are being implemented in School X, in several different ways. Cross-Curricular Responsibilities are not currently being implemented as prevalently and consistently in my placement school, but it has become a priority for the school and they have recently appointed a DCF Lead who is starting to support staff and work alongside management to help embed digital competency throughout the curriculum. Being able to employ a blend of teaching approaches is a skill I have been able to develop and enhance during this first block of teaching experience. I have learned that the use of various teaching approaches depends on the material, and primarily the class that I am teaching. I have been able to engage with methods that I had never used before, such as pair work and peer/self-assessment and I learned that what I think might be the best method to use because of the activity, might not actually be the most effective method for the class. I have learned different methods from reading relevant literature, but also from my frequent observations of various other staff members within my department.

The Welsh Government (2010) wrote that employing Assessment for Learning strategies in your classroom can lead to higher quality outcomes, increased enjoyment and engagement from both the teacher and students and the student's ability to transfer “*generic skills*”. They have categorised AfL tools in to three categories: questioning, quality of feedback and peer and self-assessment.

Questioning became one of my focuses during this first block of PTE1. In Appendix 1, I illustrate how effective questioning became a target of mine from a piece of feedback I had received from a class teacher. They had told me that my questioning at the beginning of the lesson was good, but by the end of the lesson it was practically non-existent. Consciously incorporating effective questioning into my direct teaching or explanations is not something I had ever done, or been aware of before.

Black et.al (2007:35) stated that increasing the wait time after questioning encouraged students to become more involved in question and answer activities and furthermore lengthened their replies. This has also been backed up by Rowe (1974) who adds that it increased students' confidence and the amount of students failing to respond decreased. I found that a simple question that proved to be very effective in the majority of my classes was “why?”. Once I had asked a student a question and they had given me an answer, for example “*what technique is being used by the writer here?*”,

the student would give me their answer, naming a technique, but I would ask them “*why do you think it is that particular technique?*” and their explanation would provide me with an insight into their process, whether they have really understood the learning and how solid their grasp on that is. On the other hand, at times using this method of questioning alerted me to the fact that they had not truly understood the learning, and they were just guessing, or they had just read something out from the book, or copied a friend etc. in which case I knew to spend a bit more time going over and explaining things. This is something that is also written about in The Sutton Trust “What Makes Great Teaching?” Report (2014:2). Coe et al write that effective questioning and a good quality of instruction is one of their six components of great teaching. On page 24 of the report they say that the teacher should use questioning as an opportunity to model language and expand the vocabulary of their students, not just to assess the level of understanding.

The activity used in Appendix 2 proved to be on the most effective activities so far in my teaching practice. It always received good feedback from the class teacher and the students and provided me with a good insight in to how effective the learning during that lesson was. The students just saw it as a fun plenary activity at the end of the lesson, but it became a live and reliable assessment for me as the teacher, and also worked to cement the learning of the lesson for the students. As stated by Rosenshine (2012) in his Principles of Instructions, a review of the previous learning can lead to solidifying the learning and a more readily available recall of information.

As annotated in Appendix 3, the use of self and peer-assessment is something that is being strongly encouraged by management in my placement school, across all departments. Within my department, peer assessment is used quite frequently, for example, they peer mark their weekly spelling tests and they will peer mark the first draft of any piece of extended writing. The students are all given a green pen, and as the teacher, we share the success criteria of the piece with the students, so they know exactly what it is they are looking for within the writing. ESTYN (2018) published a report on the use of self-evaluation for more able and talented students. The found that: “As a result of effective self-evaluation, the school’s work on improving provision and practices to support more able and talented pupils has had a strong impact on outcomes over the last four years.” (<https://www.estyn.gov.wales/effective-practice/using-self-evaluation-challenge-and-nurture-more-able-and-talented-pupils>) In my teaching practice, the quality of the feedback given by students has proved to be an issue with peer-assessment. It varies massively across different ability classes and sometimes it can feel as if the students really don’t know what to write, therefore the effectiveness of peer-assessment as an activity can be reduced. I learned that sharing the success criteria, explicitly putting it up on the board for all students to refer to, improved the quality of the feedback given.

As explained in my portfolio, Cross-Curricular Responsibilities is a real focus in the school across all departments. However so far in my teaching practice, I haven’t had the opportunity to incorporate all three yet. My main focus has been on literacy. In the Welsh Government’s Professional Teaching Standards 2018, they say that “The teacher consistently emphasises the central importance of literacy, numeracy and digital competence.”

As per Appendices 4 and 5 in my portfolio, some of my classes start every lesson with 10 minutes of silent individual reading time, and with another of my classes I do a weekly spelling test every Wednesday. These are routines set by the department, and they run alongside literacy interventions that take place across the school. There are two literacy support workers who the teaching staff can refer students to for catch up time on assessments or extra support, and the school also runs specialist literacy interventions across KS3. These students are pulled out of non-core subjects in small groups to work on reading, spelling or handwriting. Appendix 6 is taken from a top set Year 8 class, who are very capable. This was an activity I came up with to try and stretch their understanding of formal language whilst also engaging their creative and critical thinking. In another report by ESTYN on a Welsh secondary school inspected in 2015, they suggested that an increased focus on literacy and numeracy (in particular literacy) has resulted in improved outcomes in National Tests and Key and Essential skills at all levels, along with improved confidence in pupils and a greater enjoyment of learning (<https://www.estyn.gov.wales/effective-practice/taking-multiple-approaches-improve-literacy-and-numeracy-secondary-school>). During one lunch break, I met with the Digital Competency Lead and she took me through the DCF Action Plan for the school. As an initial move to incorporate digital competency throughout the school, staff are being encouraged to use iPad’s for

students to use *Kahoot!*, and use of the iPad's for mirroring on the screen (for example, taking a photo of a student's work and mirroring it on the board to be assessed and annotated as a class). With digital competence having an increased weight in Donaldson's draft curriculum for 2022, The Education Endowment Fund's summary of digital technology (2019:1-2) has found that the use of digital technology has only a moderate impact on learning. Although they put forward the case that "there is extensive evidence of positive effects across age groups and for most areas of the curriculum" they also highlight the fact that the use of new technology doesn't necessarily lead to an increase in attainment, and although students may be more motivated when using technology, this does not translate directly into more effective learning. They state that increasing the use of technology in classrooms means that teachers will need support and time to learn how to effectively use the technology, which is something that is an ongoing and reoccurring issue within this profession, as spare time is not something that teachers tend to have a lot of.

Different approaches to teaching are something that are widely researched and argued about amongst professionals and academics alike. It has been argued that students should be free to discover learning by themselves. Bruner (1961) however, did say that discovery learning could not happen without some sort of basic prior knowledge. In Appendix 7, I have shown how I modelled an answer for my Year 9 class. They were a low ability and sometimes challenging to manage class. However, modelling an example, and then using scaffolding to create an example together as a class before asking them to complete one individually, proved to be an effective method of teaching. This practice links in to Rosenshine's Principles of Instruction (2012:15). He writes that teacher models and worked examples can aid students to solve problems faster, and provides cognitive support, reducing the load on their working memory. This correlates with Bruner, who originated scaffolding in 1976. These evidence-based theories are also applicable to Appendix 8. I had to amend my original plan for the lesson when I realised that the majority of the class had not covered *Point, Evidence, Explain* in their primary schools. I chose to use direct teaching, along with presenting new material in small steps. Rosenshine (2012:13) says that only after the students have fully grasped the first step should you proceed to the next, and this is something I learnt during the lesson as I was teaching. I had to be very aware and monitor their work and employ effective questioning to be able to assess when the class had fully mastered the first step before moving on to explain to the next step and how they link, as I originally had tried to move on to the next step before they were ready.

In Appendix 9, I explore a different aspect of my teaching practice with my Drama classes. These classes require a lot of explanation and direct teaching at the beginning of each activity, and then the students spend a lot of time working in pairs or groups, they very rarely work as a whole class and so far, have rarely worked as individuals. Although this has proven to be a successful method for these classes, with the students working well (on the whole) and engaging really creatively, this method does require a lot of teacher monitoring. Rosenshine states that students will be more engaged in the work if the teacher circulates the room and monitors their work, and this is something I learned to be true when working in the drama studio particularly.

Moving forward, I now need to further develop Cross Curricular responsibilities within my practice. Now that I have got to know my classes and the school better, I will begin to incorporate digital competency into my lessons. I will encourage the use of iPads in my class for things such as Kahoot, when students finish an extended piece of writing, I can book out a computer suite and have them type up their final draft, or turn it in to a poster or leaflet for example. The biggest challenge for me will be incorporating numeracy into my lessons, but I will seek the support of my mentor and the department staff for this. I will continue to encourage literacy in as many different ways as possible. In 2019, The Education Endowment Fund published a report of recommendations for improving literacy in secondary schools, along with a one-page summary of the seven key recommendations. Of those seven recommendations, I will look at focusing on a few to develop my use of literacy within all classes: providing opportunities for structured talk, break down complex writing tasks and combine writing instruction with reading. Greg Ashman (2013) claims that breaking tasks down in to smaller, more manageable chunks can help students feel accomplished, thus increasing their motivation to engage and learn, this is also echoed by Rosenshine's Principles of Instruction (2012).

I would also like to improve and extend my use of pair and group work in the classroom. It is something that I use frequently in Drama classes, but not as often, if at all in English. I tried using pair work in a lower ability Year 8 class once, and received feedback from the class teacher that it is

a good method, but to make sure that I reinforce my expectations of pair working as the students did become off task and quite talkative.

Moving forward with Assessment for Learning strategies, I want to continue using the methods I am already employing in my teaching practice. Senior leaders within my placement school have already voiced their concerns to the teaching staff about the effectiveness of peer and self-assessment, and how this is something that they want to look deeper in to improving to really unlock the potential that this strategy has. Many authors believe that self and peer assessment is key to improving learner's autonomy, engagement and attainment, and links directly to Donaldson's Four Purposes (2015), in creating ambitious and capable learners. Carol Dweck (2008) however, argues that there is a risk with students evaluating themselves. She believes that as soon as some students become able to evaluate themselves, they also become fearful of challenges and of not being deemed "smart" enough, which would not be encouraging the "confident individuals" that Donaldson wants to create. This is something I will look to explore alongside my mentor and the department and will be a focus of mine in observation classes also. Perhaps I will try and use the plenary cards activity at the beginning of a lesson, to recap the learning of the previous lesson to see if that changes the effectiveness of the activity and its outcomes, as the students ability to recall information will be less after a day or two in between each lesson.

To conclude, there has been a lot that I have learned during this first block of my placement, through my own practice, trial and error, observations of other staff members, and research. There is still a long way for me to go with regards to implementing these principles and continuing to develop the remaining principles alongside them. There continues to be lots of research and evidence to support and contradict the theories surrounding effective teaching practice, and whilst it is of the utmost importance that I am aware and knowledgeable of these, it seems to be a case of learning through doing, and this next block of PTE1 will be where I can really develop and engage with the literature and put it in to practice in my classes. My main focus where I need to make the most development is with incorporating digital competence and numeracy into my practice and continue to reflect on the impact that these strategies have.

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