

Overview

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Student: Gareth Davies

Student Number: 1904043

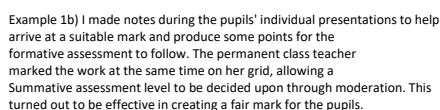
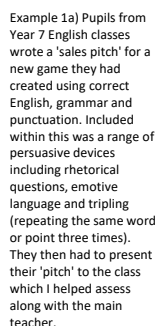
Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary PGCE

Note: Arial Black has been used as the font for the Critical Reflection and Reference List, with the associated appropriate font size. because of student's visual impairment.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1904043_student_uowtsd_ac_uk/EmLez_HG6k9JtzB3m_IBokEBpgFKe-x8_yBloBoLimEx2g?e=51afsm

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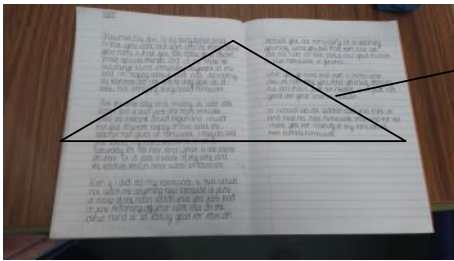
After the summative assessment level had been awarded, it was important to give formative assessment to the pupils. This was based on the format of one strength, symbolised by a 'tick', and two 'targets'; symbolised by an archery 'bullseye'. Formative assessment not only helps pupils learn what their strengths are but also comprehend what they need to do next time in order to improve.

The Assessment for Learning in this case was summative as it was the final mark given for the work, based on the criteria above. Levels ranged between 3 for the lowest and 8 for the highest mark. The mark decided upon was Level 6, after moderation with the permanent class teacher.

2a) Year 9 pupils were writing ;rants; about a subject, topic or issue which annoyed them. I gave them the criteria beforehand so they could ensure their written work was aimed at matching the Level descriptions for writing.

It was explained to the class how the Levels were awarded. This previous student had gained a Level 8.

Included in the criteria was a range of literacy targets. It was shown that Students would be awarded a mark of between 1 and 4 depending on how well they could meet them.

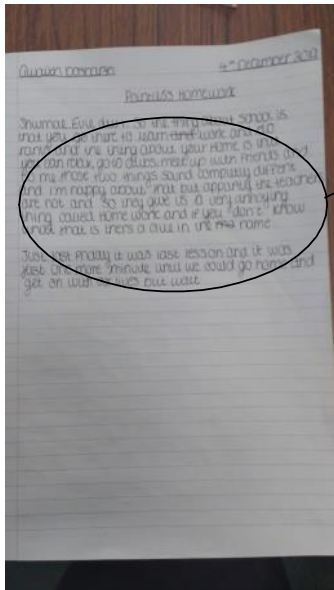


3c) Pupils kept honing their writing based upon formative assessment given by verbal feedback linked to the criteria.

Les/NOD Y Wers

- Recap criteria for writing rants
- Write up rants in neat

3d) After teaching the class how to deliver rants as an individual presentation, the students then went back to completing their writing. A final lesson was delivered before they wrote the rants up in neat. Here is a screenshot from my PowerPoint for the lesson which reminded them of the need to achieve the writing criteria as part of their Learning Objective (LO), or Nod Y Wers in Welsh.

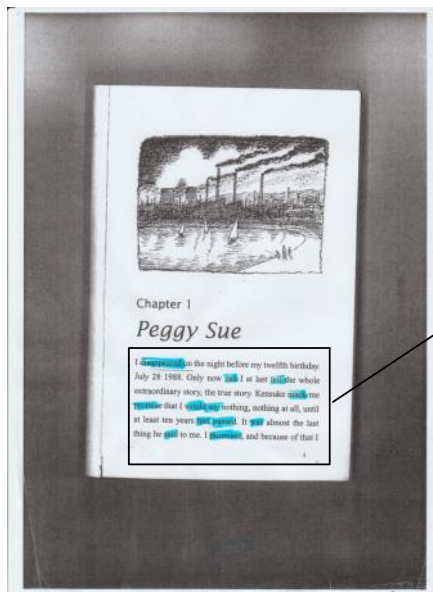


All that remained then was for the students to complete their final version of their rant in class in order to receive summative assessment based upon the writing criteria.

Learning Objectives

- Comprehend the three different types of verbs.
- Make observations on how many verbs are used on first page of *Kensuke's Kingdom*.
- Identify the different types of verbs used.

3a) A Year 7 English group was given an assessment task testing their comprehension of how verbs are used in a text, as well as the different types of verbs which can be deployed. The text used in this case was the first page of the class's set book 'Kensuke's Kingdom' by Michael Morpurgo.



3b) Pupils were assessed on how well they managed to identify all 12 verbs used in the extract and the different types used. The work was facilitated by close monitoring of progress and at the end of the allotted time the class was shown that there were 12 verbs used altogether (see answer sheet left).

Doing Verbs	Linking Verbs	Helping Verbs
disappeared	can	made
tell	was	would
promise		had
say		
passed		
said		
promised		

3c) the class was then shown the PowerPoint slide opposite after I used targeted direct questioning to assess how well they had identified the verbs used and the different types. The PowerPoint slide then allowed the whole class to self-assess their work and correct any mistakes or fill in any gaps.

Cross Curriculum Responsibilities

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Highlight the 'doing word' verbs in one colour, and the adverbs in another colour.

He ran quickly up the hill.
She slowly moved across the room.
The snake slithered slyly along the dark and dusty ground.
The cat meowed magnificently when she saw her dinner in her bowl.
The dog ran fast to get to his bone.

Literacy 1a) The Year 7 pupils were studying the Michael Morpurgo book 'Kensuke's Kingdom'. As part of the cross-curricular responsibility of introducing a literacy lesson into a standard English lesson, pupils I taught pupils the difference between adjectives and adverbs, which they could then look out for in the second part of the lesson, which focused upon the book. Firstly, they were given this handout in order to identify adverbs and adjectives from exemplar sentences.

**Which is the verb (doing word)?
Which is the adverb (adding to verb)?**

- He ran quickly up the hill.
- She slowly moved across the room.
- The snake slithered slyly along the dark and dusty ground.
- The cat meowed magnificently when she saw her dinner in her bowl.
- The dog ran fast to get to his bone.

The handout was visually strengthened by a PowerPoint slide giving the whole class the same information in order to complete the task. This helped with differentiation, for example making it clearer for pupils who did not have the best eyesight and could see more clearly from a PowerPoint slide Projected onto a giant television screen available in the classroom.

Verb – red Adverb - underlined

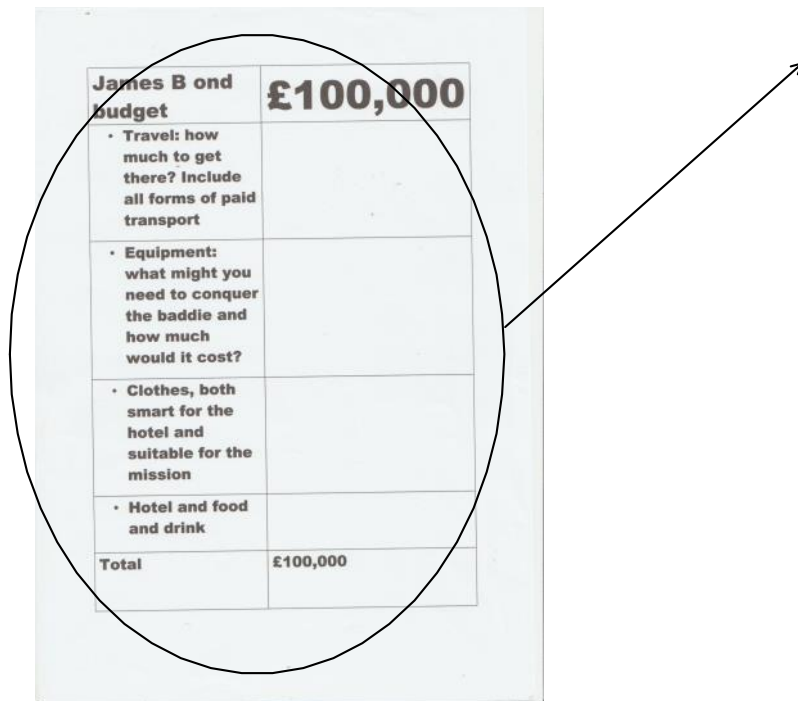
- He **ran** quickly up the hill.
- She slowly **moved** across the room.
- The snake **slithered** slyly along the dark and dusty ground.
- The cat **meowed** magnificently when she saw her dinner in her bowl.
- The dog **ran** fast to get to his bone

I went through the answers with the class with targeted hinge questions, giving verbal formative assessment if a pupil had made a mistake. By the end of this part of the lesson, the class was able to correctly identify verbs and adverbs and the difference between them from either giving or listening to the correct answers or the formative corrective feedback given by myself.

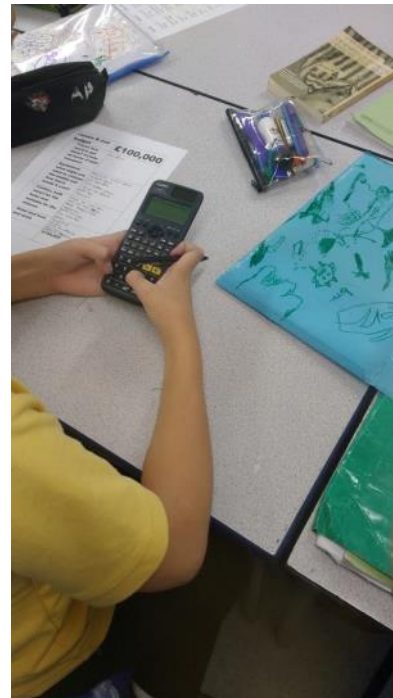
Numeracy: £100,000 budget

- Depending on where your mission is, break down the £100,000 into the following:
- Travel: how much to get there? Include all forms of paid transport
- Equipment: what might you need to conquer the baddie and how much would it cost?
- Clothes, both smart for the hotel and suitable for the mission
- Hotel and food and drink

Numeracy 2a) Within a Year 8 English lesson, where pupils had to produce a narrative writing paragraph pretending they were James Bond on a spying adventure, the cross-curricular responsibility of numeracy was introduced. Before writing the paragraph, students were given a £100,000 budget for the mission and had to divide it up into the sections shown on the PowerPoint slide (left) I created and delivered to the class.



2b) Students were given a worksheet I created in order to set their budget for the mission. They worked in five groups, each named after an actor who has played James Bond.

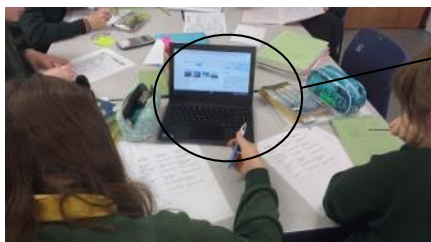


2c) An example of one of the groups working out their budget for the mission as part of the cross-curricular responsibility of numeracy within an English lesson. The picture above shows how pupils worked out how much they could spend on each part of the mission using calculators.

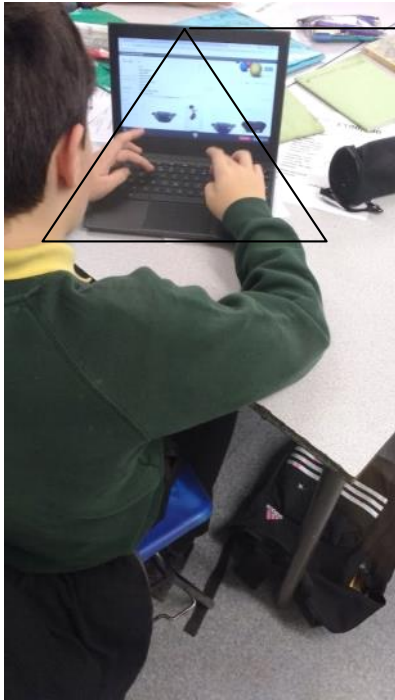
Digital competency

- Decide in your groups who will write the opening, middle and end part of the paragraph
- Open up a Word document, save it and, when completed, email it to me

3a) Digital Competency. Pupils were given Chromebooks in class to help research their James Bond mission and budget in the same lesson. They were then asked, as shown on the PowerPoint slide I delivered (left), to create a Word document for the narrative writing paragraph about the setting of the story and email it over to myself.



3b) Pupils showed the cross-curricular responsibility of digital competency within an English lesson by using Chromebooks to research spy missions and budgets for them online, then work collaboratively in each group to produce the 'James Bond' spy mission narrative paragraph on a Word document.



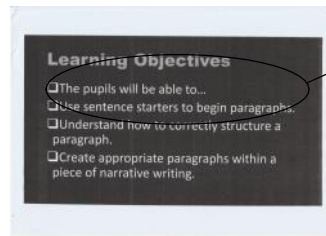
3c) The digitally competency work was managed by monitoring the research and providing suggestions on getting the most relevant information from the Internet on the mission and how to budget for it.

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

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Time	Method/Strategy/Approach	Pupil Task	Resource
10-15	Direct teaching: How to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)
15-20	Blended approach: Pupils to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)
20-25	Blended approach: Pupils to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)
25-30	Blended approach: Pupils to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)	How to write a paragraph (differentiation: support and challenge)

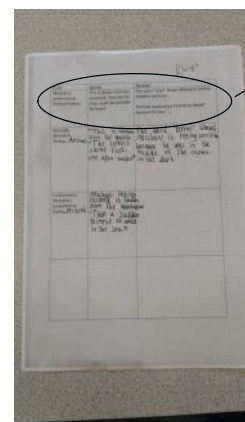
1a) Excerpt from my lesson plan covering the start of a one hour session on how to use sentence starters and then build them into a paragraph. This was a Year 8 English class to start pupils on their task of writing a narrative piece on a time they felt really scared. Direct teaching on what a topic sentence is and how to create one to begin a paragraph was necessary for their initial comprehension. Quite successfully carried out.



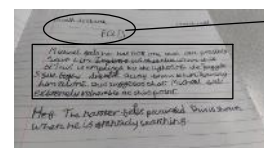
1b) The Learning Objectives were displayed via PowerPoint on the Interactive Whiteboard. Pupils were directly taught what sentence starters are and how they formed the topic sentence (introduction) to a paragraph in narrative writing. This was achieved by direct teaching, involving the use of open and hinge questions to check understanding. A different blended approach was then used to consolidate knowledge as shown below.



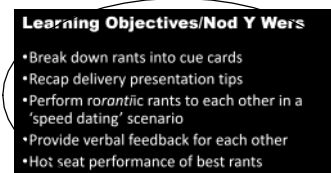
1c) The blended approach with the direct teaching was constructivism. Pupils were given a handout I created containing examples of how to start a piece of writing with eye-catching opening lines. They then discussed what made them stand out in 'buzz groups' in order to write some excellent topic sentences for paragraphs on their narrative about a time they felt really scared.



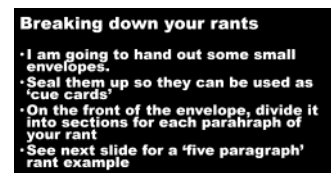
2a) A Year 7 pupil who needed help was directly taught how to answer questions about a scene in the Michael Morpurgo book 'Kensuke's Kingdom' where the main character nearly drowns. They had to structure the paragraph using the structure 'Point' (making the point to answer the question), followed by 'Quote' (copying relevant text from the passage to corroborate the point made), then 'Develop' (add additional information to reinforce the point made). The student was directly taught by myself using the worksheet which broke the answer down into 'Point, Quote, Develop' (PQD) into separate boxes, so a blended approach could then be taken by the pupil being guided but answering the question himself in a more accessible 'broken down' form for him.



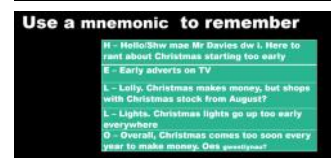
2b) Following the direct teaching linked with the different approach of independent work from the student on the 'side-memory' PQD worksheet above, the student then wrote up the PQD paragraphs from the worksheet in neat in his exercise book, after some 'light touch' advice from myself.



3a) Following on from the Year 8 students writing their rants (see the 'Assessment for Learning' section above), I created and delivered a lesson to the students giving them a mixture of direct teaching along with blended different approaches on how to perform the rants, including 'buzz group' formative peer assessment work giving feedback on rants delivered to each other, and 'hottest' performances in front of all the students leading to class discussion on the strengths and weaknesses of what had been observed.



3b) The lesson commenced with direct teaching, as it was necessary to explain how to break down the written rants into 'cue cards' so they could easily be remembered and performed without looking down at a script.





3c) Following the direct teaching, one of the blended different approaches taken was for the pupils to perform their rants to each other in 'buzz groups' and, then provide formative assessment feedback on them, as shown in the photograph (left).



3d) One of the pupils giving a 'hot seat' performance of his rant in front of the whole class for formative assessment feedback from the other students, one of the other blended different approaches used in the lesson along with direct teaching.

Critical Reflection

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Critical
Reflection...

Introduction

As a student-teacher, it is important to realise that steps on the journey need to be *reflected* upon to inform future practice. This process continues throughout the teaching career. This critical reflection relates to the first Professional Teaching Experience from October to December 2019 at a secondary school, as part of a PGCE (Postgraduate Certificate of Education) course, in South Wales. Although some of the illustrative examples include pictures of students I have taught, appropriate permission has been obtained from the school beforehand (see Appendix 1) and pupils used have been identified. As ethical guidelines from the British Educational Research Association (BERA, 2018, p.6) state, the learners at the school taught would be classed as active or passive participants in autobiographical reflection. In this case, the “gatekeepers” of the school (the headteacher in this case) gave the overarching consent needed to be considered here before the participants are directly asked (all pupils whose pictures were taken also agreed to this and parental consent had previously been given to the school) as it is “usually a requirement” that the researcher (or the autobiographical reflective writer here) “should adopt an institution’s own ethical approval and safeguarding procedures” (BERA, 2018, p.10). Furthermore, BERA (2018, p.21) emphasises that “the confidential and anonymous treatment of participants’ data is considered the norm” in these situations, which is why only photographs and no other data can be used.

Having ensured the autographical reflection relates to the illustrative examples contained within the OneNote project are ethically watertight, it has been necessary to use three examples from three of the 12 pedagogical principles, each part of the new planned curriculum for schools in Wales (Donaldson, 2015, pp.64-71). This is due to be active in primary and Year 7 secondary schools by September 2022, which will then roll out into later secondary years until it reaches Year 11 in 2026 (Welsh Government, 2019). The three pedagogical principles linked to the nine illustrative examples are:

- **“Good teaching and learning means employing assessment for learning [AfL] principles.**
- **Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.**
- **Good teaching and learning means employing a blend of approaches**

including direct teaching [DT]" (Donaldson, 2015, pp.65-69).

The first two were mandatory for the assignment and I chose the third in order to show how important I feel DT is as part of a successful lesson. How successful the planning and implementation of the three principles into the exemplar lessons illustrated will be discussed. Part of the analysis will involve the thinking behind attempting to further meet the four purposes of the 2022 curriculum. These are that pupils become "ambitious, capable learners" primed for lifelong learning; "enterprising, creative contributors" in life and work, "ethical, informed citizens" of both Wales and internationally, as well as "healthy, confident individuals", who go on to lead "fulfilling lives" as respected citizens (Donaldson, 2015, p.29).

The critical reflection will include a section on each of the three pedagogical principles, explaining how it was attempted to plan and implement them into each illustrative example arising from a lesson. Then it will be reflected upon how successful this was in each case, as well as recognising whether any of the principles inter-rate. The reflection will then act as a catalyst for a recommendation at the end of each pedagogical principle discussion on how to strengthen my teaching practice, aligned to the 2022 curriculum.

1. *Good teaching and learning means employing assessment for learning [AfL] principles*

During what was known as 'skills week' at the school, the Year 7 students were working on a 'sales pitch' for a new game they had invented. They had to give an individual presentation on it before the class in order to 'sell' it in the style of the popular BBC programme 'Dragon's Den' where entrepreneurs attempt to gain investment from the businesspeople watching their 'pitch'. Rather than an actual investment, the pupils were assessed on the quality of their presentation by myself and the permanent teacher, with the marks being discussed for moderation purposes afterwards. The pupils' AfL was based on a criteria sheet which rated the presentation from the lowest mark of Level 3 to the highest of Level 8, leaving room for my comments and also one strength and two targets for improvement. The assessment met the 2022 curriculum in that students were encouraged by the comments to become ambitious, capable learners of the future after making enterprising and creative contributions. What was not always so successful however was this assessment creating healthy and confident individuals. Some of the Year 7 pupils were very nervous and one broke down in tears. What was important was for the pupils' strengths in the assessment to be properly highlighted. As James *et al.* (2007, p.9) state, praise only helps the pupil's learning if "it is explicit about what the pupil has done well". I stated on the pupil's AFL sheet highlighted that she had shown good use of standard English, clearly relating it back to the criteria.

What worked better for me in a later lesson with Year 9 students was to embed the criteria in the lesson plan before the task was attempted. They were writing 'rants' on a subject that annoyed them. I stressed through DT

that they had to ensure their ‘rants’ were chosen and written carefully about a reasonable ‘target’, which would help develop them an ethical, informed citizens, knowing how to produce constructive criticism. James *et al.* (2007, p.9) state research has shown “how important it is that pupils understand what counts as success in different curriculum areas”. In this case the area is what will be classed as Languages, Literacy and Communication, one of the six proposed Areas of Learning and Experience (Donaldson, 2015, p.48). However, they have to understand the criteria as well, so I talked them through it whilst using assertive questioning or formative verbal feedback after they wrote rough drafts in order that they could be steered back to the criteria if necessary, rather than the mainly summative assessment given to the Year 7s in the previous example. As Jones (2019, p.12) notes, “a focus on formative (rather than summative) feedback” is one of the appropriate “underpinning principles” emerging under the draft 2022 curriculum.

This underpinning principle was also successful in a session based around creating ambitious capable learners in a Year 7 class, with some pupils of lower ability, to identify the three different types of verbs I had previously taught them. They had already been successfully stretched by learning all three types other than the most well-known form of a ‘doing’ verb. The students had already benefitted from what Fullam (2011), as cited by Hattie (2012, p.151) calls “the right drivers” in planning which help change the culture to lead to students “achieving better measurable results”. Hattie (2012, p.151) adds that “the glue that binds the effective drivers together is the underlying attitude, philosophy, and theory of action [from the teacher].” My reflections have led me to conclude that more formative assessment ‘action’ will be a staple of my practice as it has produced notable results, as the Year 9 written rants were of high quality. The Year 7 group managed to identify all three different types of verbs after receiving verbal feedback from my assertive questioning and class discussion. This led to the constructivist task of them working out in groups how many verbs were used on what types on the first page of their set book.

Recommendation 1: Formative assessment should receive a greater focus in the planning and implementation of my teaching practice employing AfL principles in order to produce more ambitious, capable and confident learners with better measurable summative results.

2. ***Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.***

The background to introducing literacy, numeracy and digital competence skills across the curriculum stems from historic concerns about the way they have been previously taught and related student outcomes. Jones (2019, pp.10-11) cites Estyn (2018) reporting as many as 16 shortcomings in these three areas in “a very significant proportion” of schools in Wales, with a third not having “a co-ordinated approach to literacy development”, adding that Information and Communication Technology (ICT) is “generally not well applied across the curriculum” linked to a lack of clarity on how

to present and deliver digital content. Donaldson (2015, p.9) states that “levels of [pupil] achievement are not as high as they could and should be” in Wales in worldwide surveys in standards of literacy and numeracy in Programme for International Student Assessment (PISA) results, despite priority being given to the issue by the Welsh Government with reforms like embedding the Literacy and Numeracy Framework (2013) into the current curriculum. The 2022 curriculum’s Review Body heard it was a “recurring concern” from pupils, and business leaders, that they believed that the current curriculum is “out of date” when it comes to digital technology. (Donaldson, 2015, p.15)

Literacy still has to be brought into English lessons as part of Cross-curriculum Responsibilities, as this can potentially become ‘lost’ in the English Language and Literature schemes of work which involve reading set texts and practising different styles of writing. To ensure Year 7 pupils receive a rounded education in English lessons, it was agreed I would teach an appropriate aspect of literacy for the first part of the lesson before pupils resumed work on their set book, *Kensuke’s Kingdom*. This was aimed at addressing any ‘technical’ literacy shortcomings from developing.

I planned a part of a lesson to reinforce the pupils’ comprehension of the difference between ‘doing word’ style verbs and adverbs. This reinforced and activated prior knowledge of what verbs and adverbs are from the previous lesson. It was important to emphasise first to the class how important literacy skills are in order for pupils to develop them as ambitious, capable learners and enterprising, creative contributors, as well as confident individuals, because sound knowledge of grammar is vital to play a fulfilling part in life and work. For example, a job application containing grammatical errors is unlikely to be as successful as one without them. This successfully helped motivate them to do the work to the best of their ability. The identification of verbs and adverbs was completed individually, via a worksheet and a mirrored PowerPoint slide. The answers were then modelled on another PowerPoint slide to encourage self-assessment. The plan for the Cross-curriculum link was to ensure what Coe *et al.* (2014, pp.2-3) describe as “high quality instruction” containing elements of “effective questioning”, “reviewing previous learning”, “providing model responses for students” and “progressively introducing new learning (scaffolding)”.

Incorporating numeracy and digital competency into English lessons as a Cross-curriculum link was clearly more of a challenge. I set aside a session on narrative writing where the students built on previous knowledge of the discipline to put together a narrative paragraph in groups as James Bond on a Christmas Day mission they had invented. I activated prior knowledge of the literary device style already taught in a previous lesson but introduced numeracy with a worksheet for completion breaking down set costs linked to a budget of £100,000 for the adventure. Digital competence was included by booking Chromebooks from the school library for the session. The five groups, each named after the five best-known actors who have played the world’s most famous fictional spy,

then used the computers to research the areas where their missions were going to be set. Costs including hotels which might be used, as well as travel expenditure, food and drink prices in the area, and the price of any specialist equipment needed to complete the mission successfully were worked out. To complete the ICT part of the lesson, each group's completed narrative paragraph was asked to be emailed over to me after being written up in a Word document on the Chromebook, rather than in traditional 'hard copy' form in an exercise book, providing a more technologically 'up to date' lesson for the pupils.

Students were very comfortable with the digital competency element of the session, as using computers or their iPhones to send information is the 'norm' for them, and it was evident from this how they might consider writing in exercise books to be part of reason why teaching in schools has been reported to the 2022 curriculum Review Body as being 'out of date'. They were also *au fait* with the literacy part of creating a piece of narrative writing as they had done this before with myself. However, they were puzzled by the 'numeracy' element as I received many questions on how to budget. I managed to provide the answers by looking at their calculations and providing any necessary formative assessment where needed to help them complete the task. They did not seem used to dealing with mathematical solutions in an English lesson. As Bennett (2013, p.35) notes: "Novelty is not, by itself, a guarantee of veracity", stressing that not all new ideas in education work, despite "the twenty-first-century learning movement" being "particularly fond of this fallacy." On the other hand, learning different disciplines in an English lesson could help pupils reconsider the way they are thinking, awakening the brain to new perspectives about learning more than one subject at a time in a lesson. As Ko, Sammons and Bakum (2013, p.2) note in their review based upon research evidence, one of the qualities of effective teachers is that they "teach students meta-cognitive strategies and give them opportunities to master them", which is basically what I had planned for and attempted to implement in this multi-disciplinary session. It certainly fired up their enthusiasm despite the puzzlement about the numeracy task which they still completed with gusto. As Nisbet and Shucksmith (1991, p.92) predicted, there is a need "for broader strategies which transfer from task to task" that "involve a higher level of self-monitoring" from pupils, an element the 2022 curriculum is attempting to bring in to develop ambitious, capable learners.

Recommendation 2: I would need more training on the use of numeracy and digital competency in English lessons as well as guidance on how often it would be practical to include it. I think the Cross-curriculum Responsibilities should be used sparingly as there is a danger of 'diluting' the subject I specialise in: English. Literacy lessons are already successfully included as part of this discipline. However, while I accept regular reinforcement of digital competency is important for pupils' future employment prospects, it does not always have to be taught in English lessons as ICT sessions should cover this, as Mathematics lessons should cover numeracy. Whilst Cross-curriculum Responsibilities may widen

pupils' ideas about learning in general, the 'jury is still out' on their effectiveness, associated with the inherent risk of distraction from the main subject being studied if other subjects are brought in too frequently.

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

My planning and implementation of lessons normally always includes some element of DT. Whilst I understand the need for pupils to be completing tasks themselves to help them develop as enterprising, creative contributors, there needs to be a certain amount of 'grounding' at the start of the session for it to be a success, in order to settle the students and so they comprehend what needs to be done. As long as this is mixed in with different approaches, such as assertive questioning and verbal formative feedback, then leads on to constructivist tasks, the teaching should still be effective.

In the first example I chose for this principle, I planned some 'scaffolding' tasks for a lower set Year 8 group when they first started learning about narrative writing, before the 'James Bond' reinforcement narrative session I discussed in section 2. On this occasion, they had to write a piece describing a situation when they felt really scared. It is generally considered that the most difficult part of writing a story is starting it, so by using DT first of all I was able to explain to the class how to create an eye-catching opening line as part of a coherent first paragraph which will grip readers so that they are desperate to know what happens next. Within this, I used a series of open and 'hinge' questions, the latter only requiring short answers, in order to help give formative feedback to help them to work out how to create interesting first lines themselves. The different approach of them being given a worksheet with memorable first lines from novels was then used, which they could discuss the merits of in groups, in order to create a strong opening for their narrative piece. The different approaches therefore successfully blended with DT in a scaffolding style of teaching, which led to my facilitation of the group work and starters created by way of verbal formative assessment feedback. The series of tasks and honing skills showed this pedagogical principle inter-rates with AfL, as both can include providing model answers and discussion to create high quality student outcomes.

The next example chosen showed that sometimes a *concentration* on DT within different blended approaches can be even more effective. A Year 7 pupil was finding answering a question about an excerpt from *Kensuke's Kingdom* using a 'Point, Quote and Develop' (PQD) paragraph format very challenging, so I went over to teach him directly while the others were working on the same task. There were some different blended approaches involved in that he was given a worksheet which broke down the PQD sections needed before he wrote the paragraph up 'in neat' independently. Throughout the process, he was given appropriate advice and formative assessment without the work actually being done for him, which was a resounding success as he went on to write a decent paragraph and personally thanked me for 'really helping' him. Biesta (2012, p.37) has raised concerns that there can be *too much* emphasis on students

completing tasks themselves as part of constructivist theory, but can result in DT being overlooked. He notes that the teacher still “nonetheless plays a crucial role” because only they can make “judgements about what is educationally desirable” depending on what situation they see in front of them in class, which includes an element of directly getting involved to help a student rather than rely on the student being able to do the work themselves in a constructivist sense, which is the clearly correct decision I made here.

Finally, I chose the Year 9 class that was preparing to deliver their written ‘rants’ to the class in the form of a presentation. DT was needed first to explain how to break down their written work into ‘cue cards’ to help remember the main points during the presentation rather than looking down at a script. This was followed by the blended different approaches of peer assessment with the students giving formative assessment on each other’s spoken rants in pairs, which led to the ‘improved’ rants being performed in front of the class, with whole class and teacher formative feedback being given afterwards. This was partly successful, but shows there is still more gentle encouragement needed to develop ‘confident’ individuals in line with the 2022 curriculum, as although the pupils did not mind delivering their rants to each other, some lacked the confidence to perform them in front of the class to benefit from more formative feedback.

Recommendation 3: My practice works best when an element of direct teaching is part of the lesson along with other different blended approaches, and I would revert back from using planned constructivist theory to direct teaching if I thought it would make me a more effective teacher in that particular situation.

References

Sunday, November 24, 2019

4:36 PM



Reference
List CR Fin...

Reference List

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Kp J., Sammons P. and Bakkum, L. (2013) *Effective Teaching: a review of research and evidence*. Reading: CfBT Education Trust. Available at: <https://files.eric.ed.gov/fulltext/ED546794.pdf> (Accessed 15th January 2020).

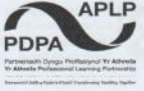
Morpurgo, M. (2017) *Kensuke's Kingdom*. London: Egmont UK Limited.

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Welsh Government (2019) *A guide to curriculum for Wales 2022*. Available at: <https://hwb.gov.wales/draft-curriculum-for-wales-2022/a-guide-to-curriculum-for-wales-2022/> (Accessed 16th January 2020).

Appendix 1 - Permissions

Wednesday, December 18, 2019 1:22 PM

 Prifysgol Cymru Y Ddedod Dewi Sant University of Wales Trinity Saint David	 Yr Athrofa Institute of Education Addysg i Gymru / Education for Wales	 APLP PDPA Partnership Cymru Professional Yr Athrofa Yr Athrofa Professional Learning Partnership Kymranedd a Chymraeg yn Ffurfio'r Ffynfeydd
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Consent form for taking photographs and filming

Statement

Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to GARETH DAVIES as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/ Senior Mentor: JEFF BIRD

Signature: J Bird

Name of School: BISHOPSTON COMPREHENSIVE

To be completed by student-teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: GARETH DAVIES

Signature: G Davies

Student no.: 1904043

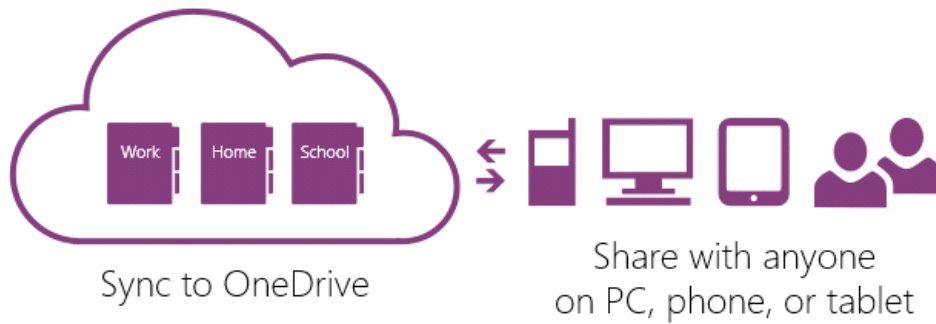
Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): PGCE SECONDARY

Date: 5/11/19

Thank you for your co-operation.

October 2019

OneNote: one place for all of your notes



 [Watch the 2 minute video](#)

1. Take notes anywhere on the page

Write your name here



2. Get organized

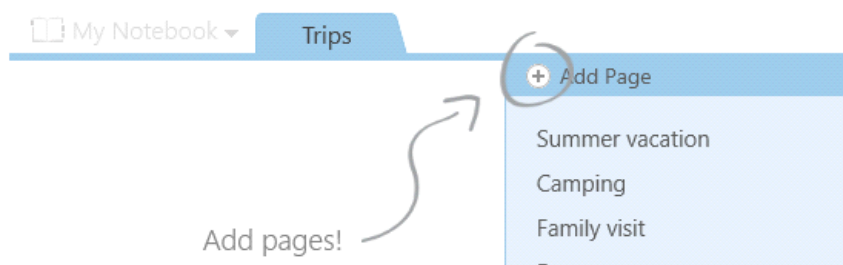
You start with "My Notebook" - everything lives in here

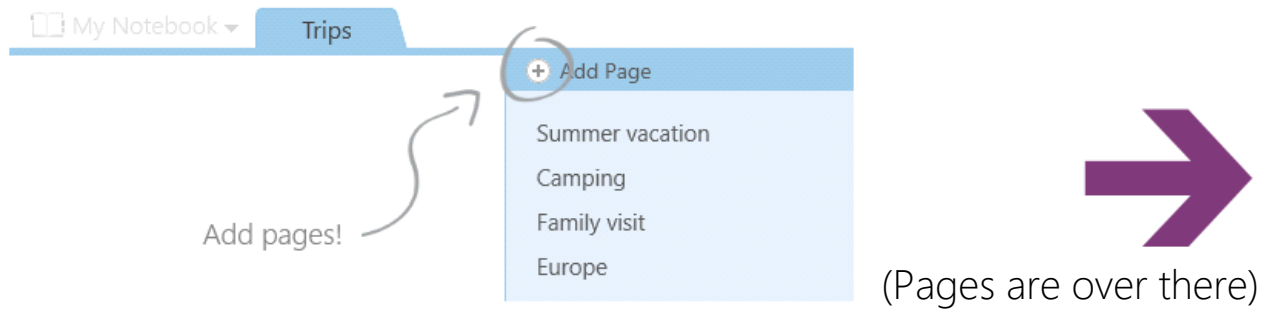


Add **sections** for activities like:

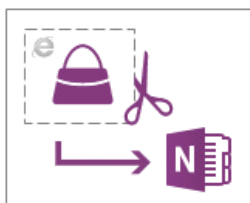


Add **pages** inside of each section:

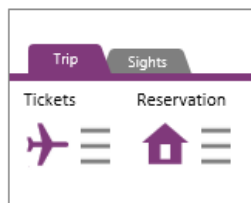




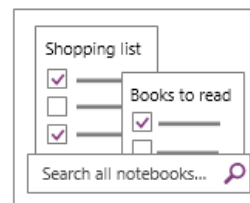
3. For more tips, check out 30 second videos



 [Clip from the web](#)



 [Plan a trip with others](#)



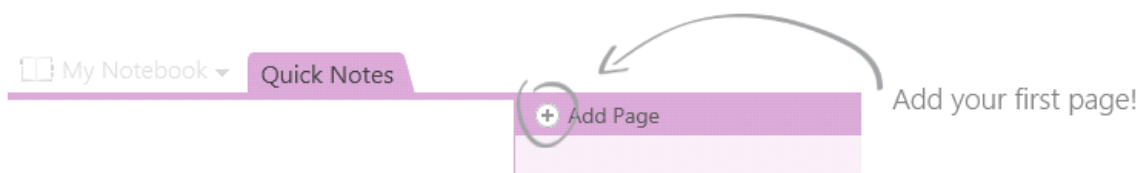
 [Search notes instantly](#)



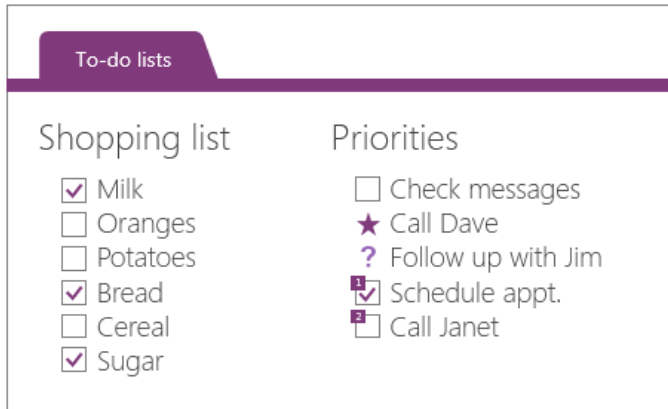
 [Write notes on slides](#)

4. Create your first page

You're in the Quick Notes section - use it for random notes

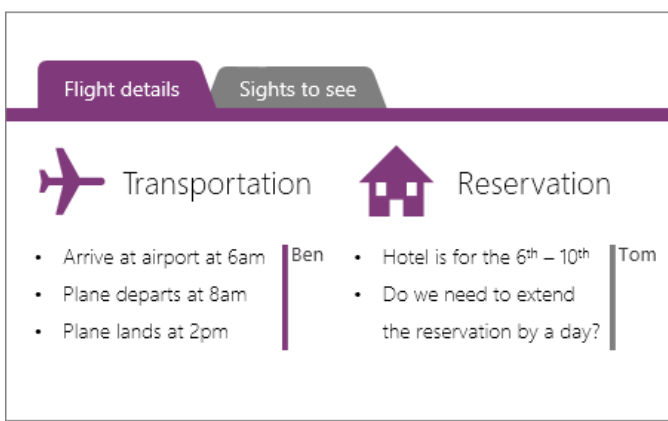


OneNote Basics



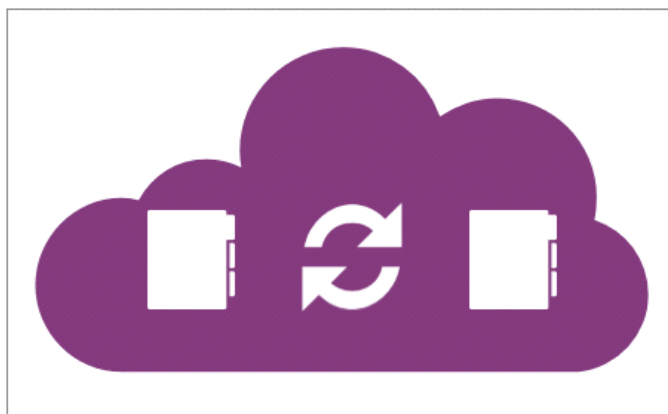
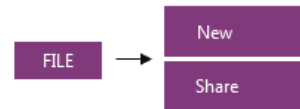
Remember everything

- Add Tags to any notes
- Make checklists and to-do lists
- Create your own custom tags



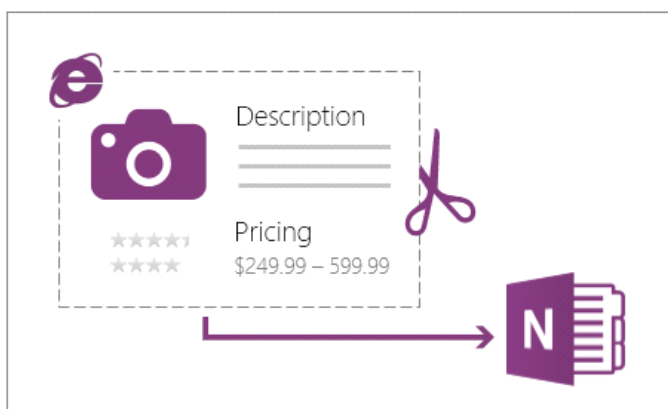
Collaborate with others

- Keep your notebooks on OneDrive
- Share with friends and family
- Anyone can edit in a browser



Keep everything in sync

- People can edit pages at the same time
- Real-Time Sync on the same page
- Everything stored in the cloud
- Accessible from any device



Clip from the web

- Quickly clip anything on your screen
- Take screenshots of products online
- Save important news articles



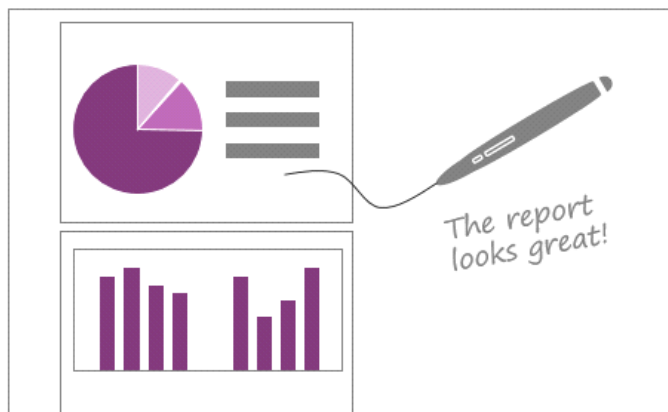
Sunday retreat

	Attending?	Overnight?	Vegetarian?
Chris	Yes	Yes	No
Molly	No	No	No
Peter	Yes	No	Yes
Samuel	Yes	Yes	Yes
Stacy	Yes	No	No

A
Z ↓

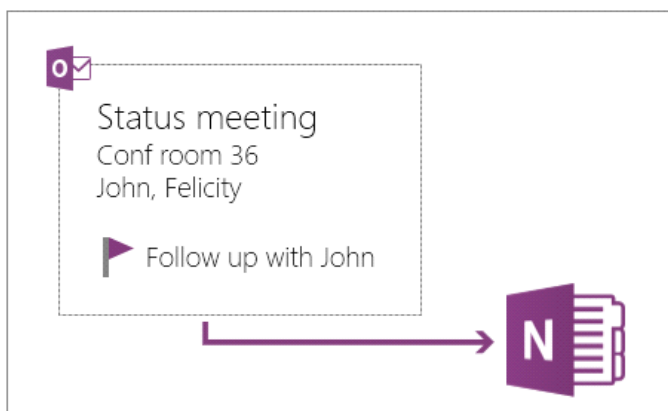
Organize with tables

- Type, then press TAB to create a table
- Quickly sort and shade tables
- Convert tables to Excel spreadsheets



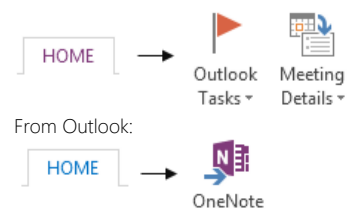
Write notes on slides

- Send PowerPoint or Word docs to OneNote
- Annotate with a stylus on your tablet
- Highlight and finger-paint



Integrate with Outlook

- Take notes on Outlook or Lync meetings
- Insert meeting details
- Add Outlook tasks from OneNote



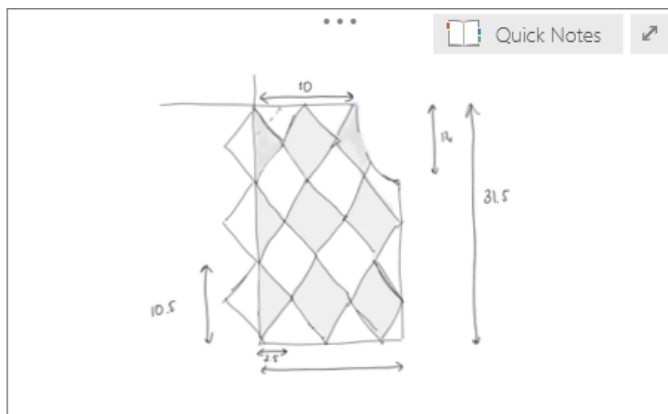
Quarter 1 revenue

	Sales	Revenue	Expenses
Scott	4	5	3
James	2	1	4

Add Excel spreadsheets

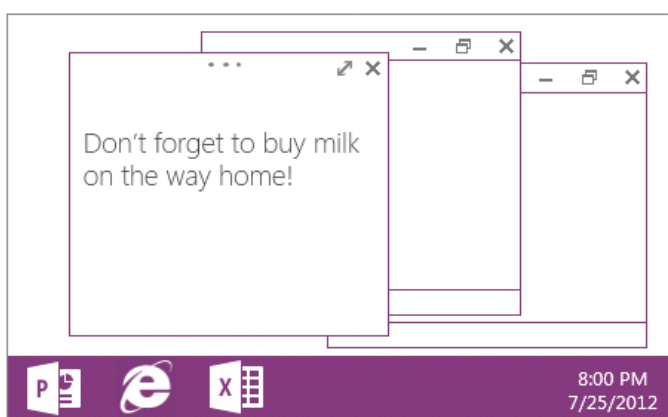
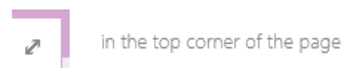
- Track finances, budgets, & more
- Preview updates on the page





Brainstorm without clutter

- Hide everything but the essentials
- Extra space to focus on your notes



Take quick notes

- Quickly jot down thoughts and ideas
- They go into your Quick Notes section

