

Overview

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ECAD6008: 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.

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Assessment for Learning

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Example 1- Year 7 quiz, see sub-section "Assessment for Learning: 1"

Example 2- Year 8 Knowledge progression table, see sub-section "AFL Example 2"

Example 3- Year 9 Chapter quiz

Assessment for Learning: 1

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Example 1:

Viking Quiz

1. List 3 countries that the English language has stolen words from.

2. Who invaded England in 793 AD?

3. Who is Sunday named after?

4. Which day belongs to Tyr?

5. What other name is Odin often called?

6. Name one thing that Frigg is the goddess of.

Example 1

This quiz took place in a Year 7 Nurture class, meaning they are of low ability with many of the pupils classed as ALN learners. The quiz occurred in an English lesson as part of the contextualisation of the Vikings in regards to their class reader- Beowulf (include the version). I chose to incorporate a quiz as the form of assessment for learning in ensuring their retention from the topics covered this lesson as the class works well with clear structured tasks. They need to know what is expected of them and cannot infer the amount of work that needs to be produced in conjunction with the setting of the task. Although the task slide that went along with the quiz (example 2) specified that the pupils needed to use capital letters and full stops, if I was repeating the task I would make it clear on the quiz sheet that pupils should answer in full sentences whilst using "capital letters for proper nouns." The quiz was a successful form of assessment for learning as I was able to identify the level of understanding attributed to the Viking context of the book, with most pupils clearly understanding it. We built upon this quiz by accumulating mis-spelt words into a spelling test for the next lesson as well as asking them for the next few lessons who the day of the week was named after to consolidate this information.

Example 2:

Individual Work- Viking Quiz

Complete the quiz worksheet on what we have covered in today's lesson.

• Use capital letters for proper nouns.

➤ If you have finished, write the days of the week in order with the name of the Norse god/goddess that they refer to.

Example 3:

Teaching & Core Learning	Run through the PowerPoint explaining the links between Norse gods and the days of the week. Verbally sounding the days to make the links clear e.g. "Thor's day is Thursday".	Verbally repeating the god and the day of the week with the teacher at least twice. This will make sure the link between the god and the day of the week is extremely clear.	PowerPoint, Norse gods quiz sheet, class books.
	Individual quiz and then targeted questioning for answers.	Complete the quiz based on their knowledge from today's lesson, extra focus on correct days of the week	

day is Thursday".
Individual quiz and then targeted
questioning for answers.

clear
Complete the quiz based on their
knowledge from today's lesson, extra
focus on correct days of the week
spelling.

Example 4:

Evidence of my Effective Practice	Pupils were able to complete the quiz effectively based on the knowledge of the day's lesson. Able to answer quick-fire questions correctly at the end of the lesson.
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Assessment For Learning Example 2

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Example 1:

What do you already know?	What do you want to find out?	What do you know now?	What else do you want to find out?
Do you know what the Pride of Britain Award is?	Write down what you want to learn about it in this lesson.	What did you learn from the clips about the Pride of Britain Award?	Write down what else you would like to learn about the Pride of Britain Award throughout this topic.

Example 2:

What do you already know?	What do you want to find out?	What do you know now?	What else do you want to find out?

Example 3:

Evidence of my Effective Practice	The tables were all completed. If pupils had no prior knowledge of the awards, then their self-questioning tables of what they wanted to learn throughout the course of the lesson were thoughtfully filled out.
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The knowledge progression table was used as a starter task at the beginning of a new topic. The class was a year 8, set 2, mixed-ability class. The lesson was focused on utilising pupils' prior knowledge on the Pride of Britain awards, and introducing the concept to pupils who had never heard of it before. The progression table was used to assess where pupils were within each of these categories as a form of AFL. Example 1 illustrates the prompt questions I used to help pupils complete the sections of the table as the class is so heavily mixed there is a need for prompts to keep them on task. Initially the table focuses on the pupils' prior knowledge as we had previously discussed the award show briefly at the end of their last topic. I then proceeded to show them video clips from the awards, outlining each of the awards categories. After this, pupils were able to fill out the "what you know now" section of their handout (example 2), I could then check that they had consolidated their knowledge from the lesson and asked questions on a whole class basis to further the assessment of their learning within that lesson. Pupils could clearly see the progression of their understanding from the start to end of the lesson and I was able to ensure they had all understood the basis of the topic before moving ahead with more content in the following lessons. The class teacher was happy with the format of the table to assess pupil's learning as all pupils could fill it out, it only varied based on ability. If I repeated the task I would have included the prompts on the table handouts to assist the lower ability pupils further.

Assessment For Learning Example 3

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Chapter 4 Questions:

1. How does Crooks treat Lennie when he enters his room? Why do you think he reacts like this?
2. Why does Crooks read?
3. What impression do we get of Crooks in chapter 4?
4. How is Crooks similar to other characters? (Use 2-3 quotes to support this.)
5. How is power shown in this chapter? (Use 2-3 quotes to support your answer.)

Evidence of my Effective Practice	The questions were attempted successfully by the majority of the class, proving the chapter had been broken down into manageable chunks that they could recall. (Rosenshine's Principles, 2019)
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The "chapter quiz" took place in a year 9 set 2 English class. Although the class is aged 13-14 years old, they begin the GCSE curriculum in year 9. Therefore, the lessons I taught were to develop understanding of the book- Of Mice and Men, that would be consolidated into essay style writing when they reach year 10. It is therefore, integral to check the pupils' understanding of each chapter to ensure the key points resonate with them so that they can remember the gist of each chapter when they begin to revise in the following academic year. The quizzes aim to test pupil knowledge of the previous chapter, whilst attempting to incite an emotional response to the events. Using their understanding of the chapter we have just read to test their understanding of key moments and quotes that are associated with integral points and characters within the novel. Inference of the characters and events of Steinbeck's book are encouraged to assess the level of comprehension of themes and incidents within the novel. If pupils did not resonate with key themes such as the extent of discrimination Crooks experiences through 1930's race laws, I would have looked further into the novel's context as a whole class. It served as a useful source for assessment for learning as upon reviewing pupils' answers I was able to confirm that they had fully understood the importance of the chapter as well as identify the character that resonated with them the most and build upon this sympathy in the following lesson. I have been praised for the quizzes as assessment for learning as they include content, inference and quote tests based on the previous chapter but can also be completed quite quickly.

Cross Curricular Responsibilities

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Example 1- Digital Competence, Year 8

Example 2- Literacy and History, Year 7

Example 3- Literacy, Year 7

Cross-Curricular Example 1

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Example 1:



Greta Thunberg

Greta Research:

- https://en.wikipedia.org/wiki/Greta_Thunberg
- <https://www.bbc.co.uk/newsround/47467038>
- <https://www.theguardian.com/environment/2019/oct/29/greta-thunberg-declines-award-climate-crisis>
- <https://www.theguardian.com/environment/2019/nov/02/leonardo-dicaprio-calls-greta-thunberg-a-leader-of-our-time>

Example 2:

WILLI SCOTTS/REDF.			
Teaching & Core Learning	Explain the level of research they will have to conduct in order to fill out the fact file. Run through the Greta fact file and illustrate the links I used for particular sections, highlighting the usefulness of each website for these purposes.	Fill out the fact files whilst actively researching their nominees. Using Wikipedia for biographical information and newspapers for quotes and other things they have done. Differentiation: making a PowerPoint on their nominee to explain why they are deserving of an award.	PowerPoint, Greta exemplar fact file, blank fact files, computers, timer.

Example 3:

Meaningful links to Curriculum	Practicing researching and summary skills.
Meaningful links to: Cross Curricular Responsibilities	I.T. lesson, using computers to do effective research.

Example 4:

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
To utilise websites to facilitate research. Understand where to look for information. To fill in the fact file boxes with the corresponding information. To understand how much information is necessary to complete the nomination tasks.	Pupils will independently complete their fact files on their nominees. If they complete the fact file ahead of the time frame, they will create a PowerPoint explaining why they have nominated this figure. They should be able to show this and explain their nomination to another member of the class.

Example 5:

Evidence of my Effective Practice	Handled the room change well, adapted to there not being enough P.C.'s for the class size
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This lesson is linked to the digital competence section of the cross-curricular responsibilities. It took place in part of a year 8 mixed ability group's lesson. They are aged 12-13, with some pupils exhibiting behavioural issues. I chose to book a computer room for the pupils to complete their research tasks for their Pride of Britain nominees. I chose this despite room changes often being disruptive as the laptops in the school are very unreliable and I thought that may encourage pupils to be off task. My mentor highlighted that I managed the room change well (see example 5), despite pupils initially being disruptive and excitable over seemingly having an I.T. lesson in an English lesson slot. The lesson before, I had pupils complete fact files using comprehension sheets, I then explained to them that they would fill out the fact files again but this time based on someone remarkable that they chose to research. Using the Greta Thunberg example I created I showed them the websites I had used to complete my research so that they would have some idea of where to look for biographical information and quotes (see example 1 and 2). As part of differentiation, I had pupils who finished the task early re-format their fact file into a PowerPoint that they presented in small groups to persuade each other on why their nominee should win the Pride of Britain award. This pushed their digital skills within the lesson as they used a range of I.T. techniques to create well executed presentations. If I were to criticise my lesson, the main point would be that I would have got a pupil to explain the parameters of 'who they could nominate' at the start of the lesson. I would do this as I think some of the pupils needed further clarification on what makes a remarkable/ charitable figure. I may also have provided a "person

Example 5:

Evidence of my Effective Practice	Handled the room change well, adapted to there not being enough P.C.'s for the class size Circulated well and helped individuals who were struggling and pushed those who could be stretched in their research.
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clarification on what makes a remarkable/ charitable figure. I may also have provided a "person bank" scaffolding sheet to help pupils stay on task if they could not initially come up with someone. Overall, the class teacher deemed it to be a successful lesson in terms of digital competence as all pupils completed their fact file sheets.

Cross-Curricular Example 2

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Example 1:

Norse Words

- Just like Italian, Japanese and French, English has stolen words from the Norse language that helped shape how we speak today.
- The influence of Norse over the English language is due to the Viking Invasion of England in 793 AD.



Example 2:

The Days of the Week

- The Vikings named the days of the week in honour of the Norse gods.
- Due to the influence of the Viking invasion the English language does the same.



Example 3:

Church

Welsh/
Celtic:
Llan



Viking:
Kirk

The "ur" sound in the English church, has a similar sound in the middle of the Viking word kirk.

Example 4:

Help Sheet

British (Celtic)	Anglo-Saxon	Viking
aber - river mouth	bridge - bridge	beck - stream
afen / axen - river	bourne / burn - stream	booth - summer pasture
caer - fort	burgh / bury - fort	by - village
don - hill	combe - valley	

This lesson the history of the English and Norse languages took place in a year 7 Nurture class, in which many pupils have additional learning needs and some pupils have English as their additional language. The lesson had a cross-curricular focus on the history and origins of the English language. Contextualising the etymology of the days of the week. Also focus on Welsh and Viking similarities. It served as an introductory lesson to the class reader for the term which was Beowulf. Pupils initially looked at countries that English had stolen words from (see example 1) as part of their prior knowledge. The lesson then went on to focus on the concept of the days of the week being named after Viking gods (example 2), the use of an everyday word that all pupils would have encountered having Viking origins helped the idea of the lesson resonate with the pupils and they were very engaged with the idea. The lesson sought to collaborate the historical context of the Viking invasion and its impact over the origins of the English language as a form of contextual cross-curricular links between history and English. As the class is of a lower ability I kept the links simplistic. The similarity questioning between Viking and English place names further illustrated the influence of other countries invading Britain and its influence over the language. The phonetic analysis of the

~~afon~~ / ~~afon~~ - river ~~saer~~ - fort ~~don~~ - hill ~~llan~~ - church ~~llyn~~ - lake ~~pent~~ - bridge ~~pent~~ - harbour ~~tre~~ - farm	~~bourne~~ / ~~burn~~ - stream ~~burgh~~ / ~~bury~~ - fort ~~combe~~ - valley ~~cot~~ - small hut ~~fall~~ - place cleared of trees ~~field~~ - field ~~ford~~ - river crossing ~~ham~~ - village ~~hurst~~ - clearing ~~ing~~ - people of ~~lake~~ - lake ~~ley/lea~~ - clearing ~~stead~~ - farm ~~stoc~~ - summer pasture ~~stow~~ - holy place ~~ton~~ - farm/village ~~wic/wich~~ - farm/dwelling ~~worth~~ - fenced land	~~booth~~ - summer pasture ~~by~~ - village ~~fell~~ - hill ~~gate~~ - road ~~gill~~ - valley ~~holm~~ - island ~~ings~~ - marsh, meadow ~~kirk~~ - church ~~skar~~ - cleft ~~stan~~ - stone ~~tarn~~ - lake ~~thing~~ - meeting place ~~thorp~~ - settlement ~~thwaite~~ - clearing ~~toft~~ - homestead
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invading Britain and its influence over the language. The phonetic emphasis of the lesson (see example 3) also helped identify pupils' reading capabilities to allow me to address verbal literacy issues with the class and identify a few pupils who could not phonetically sound unfamiliar words. It was a very successful lesson in terms of gauging pupils' literacy skills.

Example 5:

Lesson Focus:	To learn Viking place names and focus on their similarities with English.
Meaningful links to Curriculum	Learning about the influence of Norse words over the English language- relates to the context of the class reader Beowulf.
Meaningful links to: Cross Curricular Responsibilities	Geography- identifying geographical features. History- looking at the influence of the Viking invasion. Welsh & Old English compared with Norse and modern English land features.

Cross-Curricular Example 3

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Example 1:



Spelling Test

In your books...

Copy down the following 10 words with the correct spellings.

- Remember that days of the week and names have capital letters because they are proper nouns!

Example 2:

Check your answers!

Write in any corrections next to your answers.

1) Monday	6) Wednesday
2) Beowulf	7) Friday
3) Saturday	8) Thursday
4) Tuesday	9) Sunday
5) Thor	10) your

Example 3:

Hands-up: Spell the day that is named after this god...



1

2 W _ _ _ _ _

3 Wednesday

Example 4:

Opening phase (with links to prior learning)	Pupils will do a spelling test, based on the words we focused on last lesson, days of the week etc. Circulate checking that appropriate capital letters are being used.	In your books... Copy down the following 10 words with the correct spellings. • Remember that days of the week and names have capital letters because they are proper nouns!
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The spelling test took place in the context of a year 7 low ability Nurture class, with many pupils having a reading age around 5 years old despite biologically being aged from 11-13. Through the course of two lessons on Viking gods and their correlation to the days of the week it was evident that the pupils had very weak literacy skills and that I would have to focus on improving these every lesson. This lesson therefore, had to have a cross-curricular emphasis on improving pupils' basic understanding of literacy and grammar rules. Pupils were unable to spell the days of the week despite them being the main focus of a lesson, although they understood the content there were a few spelling and punctuation errors. As a form of assessment for learning I began this lesson with a spelling test featuring the ten most commonly mis-spelt words in their class books (see example 4). Pupils had to have the correct use of capital letters to get a mark, this work was peer-marked in purple pen and I then collected them in to see who had less than seven out of ten. I then reformatted the spelling test into a fill-in the blanks game as a plenary and tested pupils who had mis-spelt the particular word in their spelling test (see example 3). As I had the class twice on this day, I had a literacy games lesson in which I separated the class into three groups. Initially the pupils who had full marks in their spelling test played "Boggle" to stretch their ability, pupils with seven to nine correct played a word chunking game (as it has more scaffolding than "Boggle"). Whilst the pupils with below seven in their spelling test played "hangman" with me. I used the spelling test words here to check that they had learnt from the initial spelling test and all the pupils were able to guess and spell the words correctly. This illustrates the improvement of their literacy skills within the space of two lessons (see example 5). Something my class teacher for this group has praised me on, is that every time I set this class a writing task I include prompts on how to successfully form a full sentence. Upon reflection of this lesson, I now include spelling test

phase (with links to prior learning)	Circulate checking that appropriate capital letters are being used.	Remember that days of the week and names have capital letters because they are proper nouns! Hands-up answers to the test.
Example 5:		
Evidence of my Effective Practice	Comfortable sounding out Norse words with difficult spellings- good practice for whole class reading. Successfully completed their card-sorts in good time. The majority were able to spell the words we had focused on across the two lessons.	

every time I set this class a writing task I include prompts on how to successfully form a full sentence. Upon reflection of this lesson, I now include spelling test games after every few lessons after marking books and checking for common errors so that I am consistently incorporating the cross-curricular responsibility of improving literacy skills within these lessons.

Employing a Blend of Approaches Including Direct Teaching

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Example 1- annotations using a visualiser.

Example 2- modelling how to track through an article using a visualiser and examples.

Example 3- golden answers, with highlighted steps.

Direct Teaching Example 1

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As a class we will look at how Steinbeck creates atmosphere at the end of chapter 5, after the death of Curley's Wife.

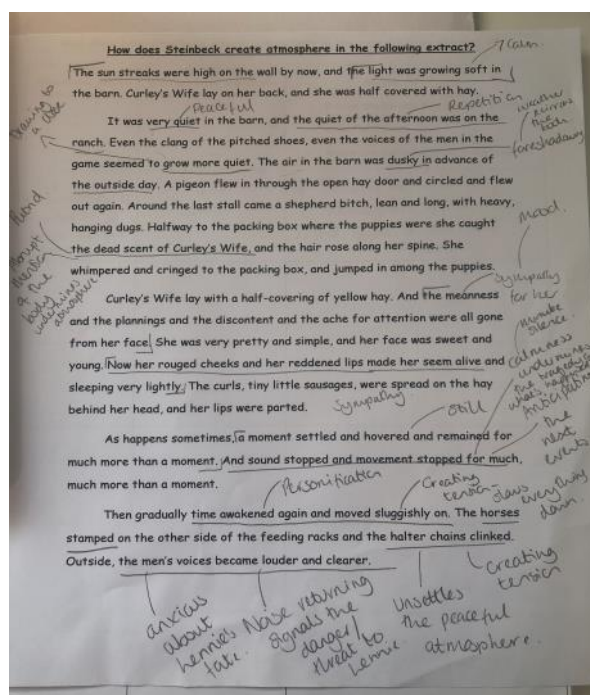
○ We will annotate the extract together.

○ Looking for:

- Key Words
- Phrases
- Sounds
- Images

○ Then discuss how they create atmosphere in the text.

Example 2



Example 3

How does John Steinbeck create atmosphere in the extract from chapter 5?		
POINT As word the question into an answer.	EVIDENCE Use a quotation, in quotation marks to justify the point you have made.	EXPLAIN Analyse the language: • Say why the quotation is important. • Discuss single words that stand out and why. • Discuss any punctuation marks that are effective and why. • Discuss techniques and their effects. • Relate your explanation back to the question.
The atmosphere of the barn is calm at the start.	light & sun quott.	* Drawing to a close - atmosphere mirrors this * The light is soft and tranquil.

This lesson occurred as part of the programme of study for a year 9 mixed ability class who are taught at key stage four level. The lesson focused on developing their understanding of author's techniques by looking at atmosphere within an extract. As it was a year 9 class they have little experience of analysing imagery therefore, I read the extract along with them using the visualiser to allow pupils to follow. When we reached a critical moment pupils would say stop and then as a class we would discuss its impact over the atmosphere within the scene. To develop their answers I used a variety of closed and open questions to probe their understanding of the scene deeper. Once we had decided on the feature and its effect I would annotate the extract to demonstrate how pupils should annotate concisely and take notes in an exam setting. Pupils then used their annotated extract sheet to complete a point-evidence-explain table sheet. I modelled how they should fill out the first box and then allowed pupils to track through the extract, choosing their favourite quotes to fill out the sheets. The use of direct teaching is beneficial in this class, as there is such a vast mix of abilities some pupils struggle to find quotes that answer the specific nature of a question whilst some pupils are unable to recognise how the quote effects a certain aspect. By using direct teaching I was able to highlight both issues and ensure that the task was done correctly so that I can release responsibility and get them to annotate their own extracts next time.



Direct Teaching Example 2

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Example 1:

Breaking the task down:

Step 1: Reading

- 1) You have five minutes to read the first article:
Heroes Andrew Bilton and Brian and Joanne Keane win Pride of Britain awards for daring car crash rescue.
- 2) Do not worry if you have missed or not understood something, the teacher will go through it with you.

Example 2:

Step Two:

Picking out details:

Highlight:

- Who was involved
- What they did
- Why it was exceptional
- Any interesting quotes you could use

Example 3:

Step Three:

Taking notes:

On your note-sheets:

- 1) Write down who got the award.
- 2) Write down three things they did that made them deserve it. You need to put it in your own words as much as possible.
- 3) Write down 2-3 quotes (actual phrases from the article) you can use in your recount.

This was a year 8 Pride of Britain information booklet lesson. I decided to use direct instruction and my own examples within this class as it is mixed ability and some pupils struggle to visualise what effective annotation needs to look like and how much note taking needs to be done before answering questions. The class teacher and I had previously tried a carousel lesson, however, based on the behaviour of the class they respond far better to more structured, direct instruction and then timed increments in which to complete their tasks. I allowed them the five minutes to read through the first article, I used timers for each section, I then read through it with them as a class ensuring to stop at difficult sections to make sure everyone understood what was written. Then using the "visualiser", a highlighter and my copy of the booklet I modelled how to annotate the article so that they would know for each article the extent of detail that was necessary. I stopped at a section and then would ask pupils why I had stopped there, and if anything needed to be highlighted. I then modelled filling in the first section of their notes sheet, so that all pupils knew that it was to be written in paragraphs and in their own words, although they copied this example. I then gradually released responsibility by getting pupils to fill out the rest of the note sheet with my annotations and then annotate the next person's article on their own. Modelling how to read about the winners and highlight key points in their story was successful as all pupils completed their note sheets within the time limits, showing that the modelling had benefitted them.

Direct Teaching Example 3

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Example 1:

- "Harry had a thin face, knobby knees, black hair and bright-green eyes."
- "A very thin scar on his forehead which was shaped like a bolt of lightning."
- "Harry then did something that was both very brave and very stupid".
- "Very difficult. Plenty of courage, I see. Not a bad mind, either."

Harry Potter



- Brave
- Strong
- Kind

Is Harry a hero or a villain based on these quotes?

Example 2:

- "Quirrell was walking backwards at him, so that Voldemort could still see him. The evil face was now smiling."
- "there was a face, the most terrible face Harry had ever seen. It was chalk white with glaring red eyes and slits for nostrils, like a snake."

Voldemort



- Evil
- Terrifying
- Cunning

Example 3:

Teaching & Core Learning	Introduce hero and villain stereotype adjectives.	Write up sentences based on what they observe on the clips, determining whether or not Harry and Voldemort are heroes/villains. Justify their answers using the stereotypical adjectives that were previously introduced.	PowerPoint slides, film clips on YouTube, character extract sheets. Class books.
	Show them a clip of Harry saving his friend and get them to write a summary sentence about what kind of character he is. Repeat with Voldemort. Explain key points in the character extracts that show if the characters are a hero or a villain.	Repeat this process using extracts about other characters- highlighting aspects that identify which character they have	

Example 4:

e.g.

- I think that Harry Potter is a hero because he is described as being courageous and brave. I also think he is a heroic character because he saves his friends from dangerous situations. Harry has bright eyes which make him sound like a kind character, villains do not look kind, therefore I think he must be a hero.

Example 5:

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices
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This Lesson on characters took place in a year 7 top set class. The class had previously watched Harry Potter as part of a cover lesson and I was asked to produce a lesson on characters. I chose to focus on the differences between heroes and villains within fiction as it coincided well with the book they would be looking at after the half term. To illustrate the differences between good and evil within the Harry Potter series, I showed pupils clips of Harry and Voldemort; the former acting as a hero and the latter as a villain. I then showed them example 1, which are quotes from the first Harry Potter book and matched the quotes up with a heroic adjective (based on our starter task), I highlighted the key points of the quote and explained to pupils how we could use this knowledge to infer what kind of character J. K. Rowling wanted us to view Harry as. I then did the same thing with Voldemort, as demonstrated in example 2. After explaining how we can use quotes to identify a type of character I then handed out quotes from the books about other heroic and villainous characters. Based on these quotes they had to identify the character and then decide the quotes that told them if they were a hero or a villain and use three adjectives to support their claim. After this I read example 4 to them and cross-referenced it with my initial quotes about the character of Harry. I modelled how to use quotes to explain why you think something about a particular character. Then pupils wrote their own paragraph on the character they had looked at, following the format shown in example

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Pupils were able to identify the characteristics of a good and evil character. They could formulate justifications for this both verbally and in paragraph form. Pupils could identify their own character as a hero or a villain and were able to use quotes from the extract to support this. Pupils were very engaged with all the tasks.

paragraph on the character they had looked at, following the format shown in example 4. all pupils were able to complete the tasks as directed through my detailed examples showing my direct approach of running through the heroic and villainous characteristics was beneficial to their understanding. However, if I did this lesson again I would allow more time for class discussions alongside my explanations as the pupils raised very interesting points around stereotyping characters.

Critical Reflection

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I am undertaking my professional teaching experience at an 11-16 secondary school. School X is an English medium, mixed-sex school. It was recorded that in 2018, 49.8% of School X's 461 pupils were entitled to free school meals (My Local School, 2018). The English classes referenced within my portfolio evidence are two year 7 classes, aged 11-13, one being top set and the other being a bottom set nurture class. A year 8 set 2 class of around 28 pupils, aged 12-13 and of mixed ability. As well as a year 9 set 2 GCSE mixed ability class, aged 13-14. Throughout this critical reflection I will relate my teaching experience to three of Donaldson's pedagogical principles for a good teacher: assessment for learning, cross-curriculum responsibilities and direct teaching.

Successful Futures refers to assessment for learning as a beneficial pedagogical principle regarding teachers and pupils, it is a fundamental aspect of good teaching (Donaldson, 2015). Assessment for learning provides an opportunity to generate regular feedback that can then be applied to develop one's own practice; therefore, it is a beneficial tool to allow teachers to generate tailored scaffolding and differentiated work (Donaldson, 2015). The importance of assessment for learning as a tool is highlighted by Muijs and Reynolds (2011), they describe formative assessment as an integral strategy for a teacher to truly see what is being taught and what is actually being learnt and retained by pupils. As the assessment is formative it allows the teacher to utilise the feedback they have gathered to alter and develop their practice in order to benefit the pupils' learning (Muijs and Reynolds, 2011). The importance the quality of feedback generated through the formative assessment is highlighted by Donaldson, as the report stresses that there is a need to improve pupils' feedback, as it has to be beneficial to their development and provide opportunity for improvement (Donaldson, 2015). The feedback that is attained through formative assessment is shown to be valuable through the Sutton Trust toolkit, it is evaluated as being very impactful with hardly any cost (Sutton Trust, 2014). However, there are some who argue against the use of assessment for learning as a measurement of understanding as it rarely considers pupil retention of the knowledge in the same way as summative assessment. Retention of a subject indicates a pupil thoroughly understanding the teaching of the integral parts of a topic (Sherrington, 2019). Didau controversially argues against assessment for learning stating that it is based on what was taught that lesson and cannot be used as a means to measure the learning and comprehension of a topic, rather a tool to measure performance (Didau, 2015). Didau argues that performance-based assessment is problematic as it is highly dependent upon the teacher and does not correctly indicate how pupils will later translate what they can retain from a lesson (Didau, 2015). In response to this claim, Dylan Wiliam has argued that although a teacher's main focus should be on the pupils' long-term learning, focusing on the short-term through assessment for learning can help teachers improve the long-term learning environment (Didau, 2015). Wiliam defines assessment for learning as needing to focus on improving learning and not on deciding what pupils learn (Didau, 2015). Thus, is in accordance with the Donaldson report.

The incorporation of cross-curricular responsibilities within lesson planning is also highlighted within the Donaldson report, *Successful Futures*, as being an integral principle for good teaching. The report stresses the importance of implementing the cross-curricular responsibilities across all areas of learning; it stresses a particular cross-curriculum focus on numeracy, literacy, and digital competency (Donaldson, 2015). The report acknowledges that it is a difficult principle to execute effectively due to the challenge of embedding cross-curricular subjects in a meaningful way (Donaldson, 2015). The blend of subjects should be done so in an authentic manner; it should not hinder or distract from the original context of the learning (Donaldson, 2015). This point is accentuated in *Effective Teaching: evidence and practice*, as cross-curricular lessons should involve the main subject of the lesson and then seek to encompass elements of a supporting, appropriate subject (Muijs and Reynolds, 2011). They highlight that cross-curricular responsibilities can often be seen as an issue for teachers, due to the possibility of losing the focus on the curriculum as well as losing valuable teaching time whilst attempting to mesh together cross-curriculum links within a lesson (Muijs and Reynolds, 2011). They argue that it is not a method that suits all aspects of learning, and suggest, similarly to *Successful Futures*, that the cross-curricular links are specifically chosen and implemented carefully within lessons to maintain authentic learning (Muijs and Reynolds, 2011;

Donaldson, 2015). Cross-curricular responsibilities within lessons can be defined as subjects that are different in nature but that can be taught in cohesion with each other, in line with Muijs and Reynolds thoughts (Aslan, 2016). It is argued that cross-curricular links need to be evident within lesson planning but should never be forced, the subjects should be amalgamated only when it is suitable in terms of the end goal of the pupils' attained learning and understanding (Aslan, 2016). *Successful Futures* highlights the fact that literacy and numeracy are integral functions that should be implemented as often as possible as they allow pupils to write effectively and use numbers with confidence in everyday life (Donaldson, 2015). The utilisation and incorporation of these cross-curricular responsibilities afford pupils the opportunity to develop basic skills that are necessary across most subjects and within pupils' general lives (Donaldson, 2015). The implementation of digital competency as a cross-curricular responsibility, expanding upon the previous literacy and numeracy framework is evidently justified. The inherent need for pupils to have a sense of digital competence now has an exceeding importance due to the digital dependence and growth of technology within society (Donaldson, 2015).

Within the *Successful Futures* report, Donaldson defines direct teaching as the traditional, whole class teaching method (Donaldson, 2015). However, he expresses concerns towards the view that teaching should be purely didactic, stating that the utilisation of direct teaching is not the dismissal of discovery learning rather, the incorporation of multiple techniques to benefit the learner (Donaldson, 2015). Hattie describes the process of direct teaching as a form of active scaffolding, as the teacher serves as an activator of learning as they provide pupils with the means and methods to develop their own learning (Hattie, 2012). From the teacher modelling a learning style or technique pupils should be able to utilise the same skills and replicate the modelled learning of their own accord (Hattie, 2012). Alternatively, Muijs and Reynolds view direct teaching as beneficial, they highlight the positivity of a whole class being engaged in the same activity as it is led by the teacher (Muijs and Reynolds, 2011). They indicate that there can be a negative impact on class results when teachers spend a great deal of lesson time addressing pupils on an individual basis, so express that addressing difficult tasks on a whole class basis initially can be more beneficial (Muijs and Reynolds, 2011). Similarly, Didau describes direct teaching as having its benefits, this is because information is learnt through clear explanations and modelling delivered by the teacher, it should be made clear to the pupils on how to utilise the information that is learnt within a lesson (Didau, 2015). Didau sees no value in giving pupils confusing information for them to attempt to sift through and find what is relevant (Didau, 2015). However, some people disagree with this view, as direct teaching can be seen as limiting pupils' learning. Although both Hattie and Donaldson see a need for the inclusion of direct instruction within education, they also highlight the importance of pupils being able to be independent thinkers and develop into their own teachers in order to attain the best results in learning; they should not always be given clear-cut information (Donaldson, 2015; Hattie, 2011). Direct teaching can often be misconstrued in this way, Sherrington sees direct teaching as a teacher understanding the breakdown of the curriculum and then identifying the learning steps that are critical to a pupil's understanding; teachers can then lead pupils through difficult tasks by utilising their understanding of breaking down a task into manageable steps (Sherrington, 2019). Direct teaching can be linked to constructivist theory in regard to developing the pupils' understanding so that they are able to later conceptualise what they have learnt on their own (Gurses, Dugar, Gunes, 2015). This view of direct teaching is in line with constructivist theories as instructive teaching should be used to provide learners with the knowledge of how to do something that they can then act and build upon on an independent basis (Gurses, Dugar, Gunes, 2015).

By using assessment for learning within my classes, I am able to gauge pupils' understanding. Based on this, I adapted my planned lessons to re-address misconceptions within the class or develop scaffolding to assist pupils who had struggled with the formative assessment (Donaldson, 2015). This allows pupils to have more support in the following lessons on the same topic. In my lesson planning, I have implemented assessment for learning at various points of my lessons, to check pupils understanding at the most critical points. This is evident in my first example. My year 7 nurture class struggle to retain large chunks of information. I therefore created a test for immediate completion after the content was taught. This form of assessment for learning was successful, as most pupils were able to complete the questions successfully, they were able to retain the information. After reviewing the pupils' answers to the tests, it was evident that although they had retained the taught information, many struggled with the spellings of specific words. Based upon the insights provided by the assessment for

learning I devised support for pupils with spellings and incorporate activities to improve on the spellings in the following lessons. Teacher-made tests are very useful within an everyday classroom environment as they can be tailored to exact topics and pupil capabilities (Muijs and Reynolds, 2011). They are particularly useful within my low ability year 7 class as I can devise them in a way to ensure that they are accessible to every pupil.

The *Successful Futures* report stresses the importance of deploying a wide range of techniques in terms of assessment for learning (Donaldson, 2015). This is something that I have developed within my practice and when carried out it has been successful. Evidence of these attempts can be seen in my second example of assessment for learning in which I used a knowledge progression table when introducing a new topic to my year 8 mixed ability class. Although, it was a different form of assessment for learning the pupils responded well to the change in format and successfully filled out the sections of the table. I could have furthered this by using the responses to the “what I want to find out” section to shape some of the learning objectives for the topic. Involving the pupils in developing lesson objectives by asking them what they want to learn can often be a useful strategy in gaining their investment within a topic (Blanchard, 2009). This use of pupil led feedback based on the assessment for learning would have allowed me to shape my lessons to the pupils’ benefit in line with *Successful Futures* (Donaldson, 2015).

In my third example I utilised the quiz form of assessment for learning in my year 9 GCSE class. This use of formative assessment was in order to check pupil understanding of the chapter in *Of Mice and Men* that they had just read as a whole class, the test took place at the beginning of the following lesson. The questions I utilised within this assessment of the pupils’ learning tested both content knowledge and the pupils’ own personal thoughts and feelings. Good forms of testing should both probe pupils for their knowledge retention of the taught topic as well as encourage them to think for themselves (Muijs and Reynolds, 2011). This is something I strive to achieve and have done so successfully within this class, as we develop empathy skills by focusing on a central character of the chapter within the recap quizzes that I devise. The concept of probing and recall style questions are shown to be effective within Rosenshine’s Principles, which School X is currently implementing within all lessons, as Sherrington states that the best teachers ask a great deal of questions and ask pupils to think further (Sherrington, 2019). To support this style of assessment for learning I ask follow-up questions within the chapter quizzes, to ensure pupils are within the habit of expanding their reasoning.

Within my first example of cross-curricular responsibilities, I blended a year 8 English lesson and the term’s topic with digital competence. I used the incorporation of an I.T. classroom setting to support my English lesson within a cross-curricular, hierarchical sense, with the focus of the English lesson taking precedence. The lesson focus was based on our topic for the term whilst the medium of learning took place through the pupils’ use of computers. This lesson was successful as the subjects were blended but I managed to maintain a clear subject focus, something that my mentor noted as a success. The aim of the lesson was to utilise the pupils’ digital competency skills to undertake independent research on a charitable, famous figure (Donaldson, 2015). This research was recorded in a fact file and then informed an extended writing task. Although it seemed difficult to implement as room changes and the incorporation of another subject can often lead to disruptive lessons, the hierarchical sense of English within this cross-curricular blend was successfully maintained throughout the lesson, as pupils were able to complete the task.

As part of my cross-curricular responsibilities, I have blended literacy and history in a year 7 nurture class, within my second example. This successfully blended subjects as pupils were engaged within the lesson. Although primarily based on the relationship between literacy and history, I also addressed the Celtic influence over the English language and its links to Welsh, illustrating that languages can be linked through breaking down words (Donaldson, 2015). This was a concept that the class teacher appreciated as I taught the literacy skill of dividing words into manageable chunks, assisting pupils with their verbal phonetics. Readers need to have a contextual knowledge of a text in order to help them understand its meaning (Aslan, 2016). Therefore, by introducing the historical context surrounding a book, before the book itself, the pupils are more engaged benefitting learning and comprehension of the topic. It was a successful literacy and history cross-curricular lesson, especially within the context of the class’ ability as the incorporation of authentic contexts encouraged pupils to be more engaged within

the reading. The lesson's main aim was developing pupils' literacy skills through phonetic reading to develop confidence with the whole class reading in the following lessons. I also deployed literacy skills within an interdisciplinary context as the spelling tests were related to the previous lesson (Barnes, 2015). However, I removed the context and focused solely on utilising literacy games to improve pupils' basic spelling strategies, as is evident in my third example.

I have chosen to examine the use of direct teaching in lessons. I have successfully implemented various forms of direct instruction, incorporating a blend of approaches to ensure that pupils remain engaged. The utilisation of modelling work by incorporating a visualiser into my practice, is my most common use of direct teaching. As is evident in my first two examples for direct teaching, I have successfully used the visualiser and the same worksheets that the pupils had to demonstrate how to effectively read texts to highlight and annotate key information. Through reading aloud and tracking the text on the visualiser I provide pupils with an initial example. Then I encourage the pupils to stop me at key points and explain why they are critical to the rest of the class. This approach has been praised by my class teachers, as it encourages the gradual release of responsibility through the incorporation of scaffolding and modelling. There is a distinct importance of encouraging pupils through a task and not pushing them through it (Skinner, 2010). There is support for the use of modelling as a successful tool of direct teaching within Rosenshine's Principles (Sherrington, 2019). It is described as an integral aspect of explaining something clearly to pupils (Sherrington, 2019). It references that showing pupils examples of completed tasks as well as describing the thought process behind it whilst modelling all these aspects, allows pupils to fully comprehend what is expected of them when they replicate a similar task (Sherrington, 2019). The importance of utilising this style of modelling highlights the success of my implementation of direct teaching, as my evidence shows I factor in these steps every time I have modelled work for pupils.

My third example of direct teaching displays my variation, as I used breakdowns of my own examples of character analysis within my slideshow and then had pupils replicate these paragraphs with unseen quotes. Therefore, I used direct teaching successfully to ensure that pupils had a clearly explained example of what I wanted them to produce but I did not model myself writing the character analysis. I initially explained why certain quotes developed character assumptions, we then had a class debate on the use of stereotypes within children's literature, afterwards pupils conducted their character analysis successfully, producing similar descriptive paragraphs. Therefore, I developed a teacher-led activity into a groupwork activity through questioning. I explained why I thought something about a character and as a class we discussed why assumptions are made. This approach is shown to be successful, as individual and groupwork are also integral to learning; teachers should not spend an entire lesson relying on direct instruction (Muijs and Reynolds, 2011). This is something I ensure I implement within lesson planning. All my direct teaching works towards a gradual release of responsibility; pupils can produce the desired work but initially receive sufficient guidance so that everyone is aware of the expected standard. Pupils were successful in completing their task, showing that my initial direct instruction and use of examples was successful and beneficial to their understanding.

Overall, I feel that my evidence shows that I am making progress with the implementation of these pedagogical principles within my practice. I could develop my utilisation of my cross-curricular responsibilities by incorporating numeracy into some lessons. However, so far there has not been a suitable opportunity within the programme of study. As is highlighted in *Successful Futures*, cross curricular responsibilities should never be clumsily forced into a lesson, they need to benefit the pupils' learning in order to be utilised (Donaldson 2015; Muijs and Reynolds, 2011). This is something I will seek to rectify as I progress within my teaching practice. My practice would also benefit from more variation within my assessment for learning strategies, perhaps the incorporation of a pupil portfolio as well as regular tests to ensure that pupil learning is successful (Muijs and Reynolds, 2011). To develop my use of the knowledge progression table in my second assessment for learning example, I could encourage pupils to develop learning objectives and aims to guide the following lesson. Through the inclusion of the pupils' opinion when developing lesson objectives, by asking what they want to get out of the lesson, pupils may be more invested in the topic (Blanchard, 2009). As the feedback generated by assessment for learning needs to encourage progression in pupils' thinking (Didau, 2015). By utilising the feedback pupils would produce in the knowledge grids, I could then enhance my practice to suit their desired learning on a topic and ensure their interest within the learning.

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