

Overview

Monday, December 9, 2019 10:29 AM

Student Name: Rachel Hazelton

Student Number: 1901629

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

Pathway: Secondary PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1901629_student_uwtsd_ac_uk/ErNtw4mVKA1NI1NF8V5VmLsBNecRxCXRRQIWexd1j_IACg?e=ExhUU5

Targets from Previous Assessment:

- Review Referencing guidelines
- Add greater critically to the writing
- Ensure points are supported with a wide range of literature

Good teaching and learning means employing assessment for learning principles.

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SUMMARY

Assessment for Learning (AfL) is a process that involves students being encouraged to become more active in their own learning. The ultimate goal of AfL is for learners to become 'Ambitious and Capable Learners' when they leave the education system. This will then enable them to carry on learning throughout their lives due to being able to have the skills needed to assess their own learning.

This lesson is for Year 13 Drama and focuses on Peer Assessment and Self - Assessment which is a good teaching and learning principle.

EVIDENCE 1

Teaching & Core Learning (45 mins)	Rehearsal time (25 minutes) Perfect their performances in order to perform in front of peers. PROMPT: <i>Make sure you have thought of staging and characters. Think about how you can show the theme clearly through performance.</i>	Active engagement in all tasks by pupils Ask questions to cover any misunderstandings. Encourage confidence in peers who are uncertain of performing Respect performers during performance/assessment time – no laughing/no talking	Powerpoint Presentation Play – TROBM Mindmaps
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	Performance/Peer Assessment (20 minutes) Key Questions What theme have the group been given? Have they shown the theme clearly? If so, how? WWW? EBI?	Ensure involvement and engagement in peer assessment	
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This is my lesson plan for a Year 13 Drama Lesson. During this lesson I decided to give the learners time to rehearse a scene of their choice from the play 'The Radicalisation of Bradley Manning'. This play is for their UNIT 4 written exam. I gave the pupils 25 minutes to rehearse a scene which they chose from Mind Maps that they had completed previously about the themes of the play. They then performed the scenes.

The aim of the task was for the pupils to guess what theme the scene was showing. So for the peer assessment task, I asked pupils two questions which were 'What theme has the group been given?' and 'How have they shown the theme clearly?'. Then verbally I asked pupils 'What Went Well?' (WWW?) and 'Even Better If?' (EBI?).

EVIDENCE 2

TASK –

Perform two short scenes each
showing a different theme

TIP:
ONE SCENE FROM EACH
SIDE OF MIND MAP

Performance Task

- What theme have the group been given?
- Have they shown the theme clearly? If so, how?

This piece of evidence is my PowerPoint Presentation that I used during the activity shown in 'EVIDENCE 1'. These two slides were on the board at all times throughout the lesson so pupils firstly knew the task and how to complete it and secondly the questions that they needed to answer for the Peer Assessment Evaluation.

The purpose of the evaluation task was to give pupils feedback on their performances. As the feedback would help with developing their performance/drama skills in order to help with their Performance Units for the A LEVEL course. Additionally, after this lesson they had homework to complete on their thematic performances. Therefore the feedback from their peers would also help them with their individual homework assessment.

EVIDENCE 3

Bradley Manning Exploration of Theme Project

Design Focus

Scene Selected: ~~Scene 12 (The Family)~~ ~~Scene 22 (The Assassination)~~

What is the Theme within the extract explored within the extract you have chosen?
Sexuality tainted and injustice

What is the Audience Configuration? Why?

We used ~~stage~~ ^{back} on stage so that the audience can only ~~watch~~ ^{watch} and understand the scene.

Describe your Set?

(Floor - i.e. Floor Cloth etc. Walls - i.e. Projections, Fencing etc. Wings - Projections behind the audience to alienate them etc. Set Structures - Alley Decking, Rostra Balcons etc.)

Scene 22 will be a ~~stage~~ ^{back} stage, there are three ~~walls~~ ^{walls} behind or the pupils could perform to a whiteboard to ~~show~~ ^{show} indicate the classroom setting.

Explain how your choice of Set reflects the Theme?

The set shows a school setting which commonly shows/reflects the ~~unjust~~ ^{unjust} and injustice that Bradley faces throughout the play. ~~Why?~~

Explain the props used within the scene?

There is a school bag that Mark takes from Anthony showing ~~unfairness~~ ^{unfairness}. When Bradley takes Mark's bag and gets in trouble, it shows the injustice.

Describe some of the Lighting and Sound Effects? (Lighting and Sound to begin the scene, Key Moments throughout the scene and the end of the scene)

I would have spotlights ~~on~~ ^{on} Bradley to show he is the main focus of the scene and to amplify the injustice he faces at the end of the scene. For sound, I could have a general soundscape of ~~schooling~~ ^{schooling} and ~~noise~~ ^{noise} to highlight the school location.

Acting Focus

What Character did you play?

I ~~multiplied~~ ^{multiplied} playing Anthony in the first part of the scene then Mr Stokes.

What is your Motivation? Make two points and support with two lines of text.

My motivation as Anthony is to get my bag back ~~at~~ ^{at} mark: "Why don't you fucking pick on someone else Mark?"
My motivation as Mr Stokes is to punish Bradley: "Who wants to go and get Mr Roberts?"

Describe how you used Voice and Movement to create your chosen character?

For Anthony I used a sort of whining voice to show my age. For movement I stood tall to show my anger throughout the scene.

As Mr Stokes I used my voice loud and angry to show my anger with Bradley. For movement, I moved closer to Bradley to be more intimidating.

Performance Evaluation

What was a strength in your performance?

I think my strength was ~~the~~ ^{the} being able to show a clear difference in the two characters I played.

I had to ~~turn~~ ^{turn} from a young pupil to an authoritative teaching role & I feel I achieved this by using body & voice to portray my age.
What did you do?

What was a weakness in your performance?

I think my main weakness was my portrayal of Anthony as a younger ~~to~~ ^{to} kid. Why?

One of the main ~~thoughts~~ ^{thoughts} as an actor in this play is being able to ~~multi~~ ^{multi} show and having a clear difference between the character of the children and the adults.

After pupils completed their performances showing the themes at the end of the lesson I gave them a homework task to complete for their next lesson with me.

The first section of the homework was about the Design aspect of the scene which they will need for their Unit 4 written exam. This was mainly descriptive work as they spoke about there set and props.

The second section of the homework was about the Acting aspect. This was again was descriptive and focused on the pupils movement and voice in the scene that they chose.

The last section focused on the evaluation of the scene that they performed during the lesson. Each pupil needed to discuss their individual strengths and weaknesses in the performances. This evaluation was set to help the development of their drama skills as they were focusing on their own individual work, rather than being told what their weaknesses were and what they should improve upon.

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

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SUMMARY

Cross-Curriculum Responsibilities are very important in the education system. It is a process that involves students developing a different way to expand their knowledge through interconnected subjects. The ultimate goal of using Cross-Curricular activities during lessons is to create 'Enterprising and Creative Contributors'. This will then enable them to think creatively and to make sure that pupils are ready to play a full part in life rather than only studying Literacy in English. But instead improving their literacy skills during every lesson such as Geography and Art.

This lesson is for Year 7 Expressive Arts and focuses on The Legend of Hound Gelert.
This lesson interprets Curriculum Cymreig, Literacy and Digital Competency into it.

EVIDENCE 1

Literacy task: collaborate and discuss **Discuss these questions IN YOUR GROUPS...**

- 1. What happened in the Legend of Hound Gelert?**
- 2. What is the moral or lesson of this story?**
- 3. How do you bake a news report cake?**
- 4. What is the structure of a news report?**
- 5. What Welsh words could you include in your performance?**

This piece of evidence is my PowerPoint Presentation that I used during the starter activity for my second lesson on 'The Legend of Hound Gelert'. This slide was on the board from the beginning of the lesson for pupils to begin discussing straight away. This was a literacy task as it will help to develop their oracy skills. This develops their oracy skills as it helps pupils to structure their thoughts in order to explain to others in the class. These questions also help pupils to remember their prior knowledge from previous lessons in order to complete the tasks for the lesson.

EVIDENCE 2

Teaching & Core Learning (45 Min)	Task 1 – Finish off story board (10 minutes) Create 6 scenes for your news report and draw/write about them onto the storyboard sheet. This should give you an exact idea of what you will be doing when recording. Make it as detailed as possible adding key dialogue into it. (SHOW EXAMPLES OF STORYBOARDS) PROMPT: INCLUDE headlines, main story, live at the castle interviews with maid etc (gossiping), back to the studio (wolf expert), conclude with moral. YOU WILL NEED an Anchor-man/ News desk reader, live to the scene reporter – Outside the castle interviewing eyewitnesses (build a bigger picture of the story) Back to the newsroom with an expert (wolf expert??) CURRICULUM CYMREIG Use key lines in welsh. 1. Bore Da - Good Morning 2. Dyst llygad – Eye witness 3. Gelert Ci– Hound Gelert 4. Llewelyn tywysog – Prince Llewelyn Task 2 - Rehearse News Report following your finalised Storyboard (5 minutes) Make sure pupils' performance is ready to be recorded and they are fully prepared and know exactly what they are doing before continuing on to Task 3.	Active engagement in all tasks by pupils Ask questions to cover any misunderstandings Encourage confidence in peers who are uncertain of performing	Powerpoint Presentation The Legend of Hound Gelert – The story Story Board iPad
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	CHECK GROUPS INDIVIDUALLY. Task 3 - Begin to record your News Report using iPad (30 minutes) When pupils are ready to record introduce iPad to them individually and explain task when I think they are ready and prepared to finalise their piece. 5 MINUTES RECORDING TIME PER STORY BOARD IMAGE		
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This is my lesson plan for a Year 7 Expressive Arts (drama) lesson. During this lesson I planned to use lots of cross-curricular to help the pupils with expanding their knowledge.

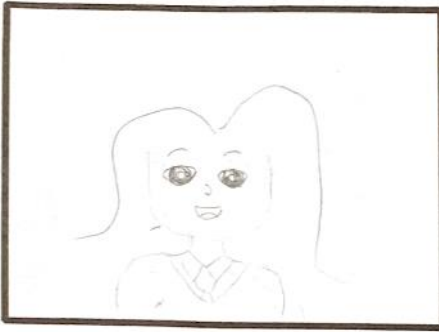
I gave the pupils 10 minutes to finish of the story boards that we had started last lesson. This was to improve their literacy skills as on my PowerPoint presentation I showed detailed examples to follow from which improved their written skills.

Within their story boards I asked them to add Welsh for their News Report which is Curriculum Cymreag. I provided key lines on the PowerPoint Presentation to use in the Welsh language and encouraged them to find other Welsh phrases to use to make their News Report different from their peers.

For the final task of the lesson we began to record the News Reports using the schools iPads. This took some getting used to as we had to make sure all the pupils knew exactly what and how they were recording. But using digital competency in a drama lesson is not what pupils normally expect, yet this expanded their knowledge and they really enjoyed it.

EVIDENCE 3

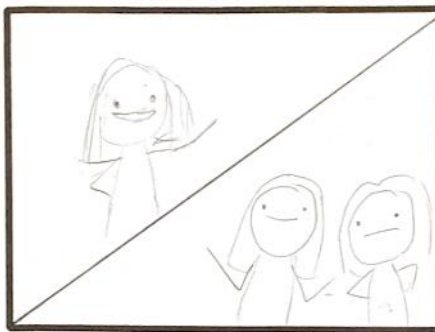
1



Megan - Bare Ja Girl morning news watch to the news the top headlines include Justice Earl marries Prince Rhys. And Hound Gulet dies Over to you Megan.

(cuts to Megan).

2



Megan - What you didn't in fact! I'm here with two key witnesses, Harriet Bluff and Connie Howe.

(Connie comes in).

3



Connie - I'm a maid in the castle, and at that moment I heard a growl and crashes.

I peered in to see a wolf!! I fled in fear, forgetting the baby. (looks guilty).

4



Hatti - I'm Hatti, the baby's maid. I went to get her milk. I saw the wolf and dog fighting!

Megan - Thank you Ladies!

5



Connie - I am a specialist on wolves, Megan. What can you tell us about the wolf?

6



Carriad - I am here to tell you the latest news on SPORTS!... (Carriad talks about Cricket).

This is an example of a pupil in year 7's work during the lesson. This is a finished story board which they created in groups of 4/5. Although when giving in the work at the end of the lesson pupils explained how they had so much going on in their News Report that they couldn't possibly fit it all into the little boxes on the storyboard. I told them to make sure they filled in the boxes as much as possible, focusing on the vocabulary they were using and making sure that they were acting professional to improve their oracy skills in literacy.

Good teaching and learning creates authentic contexts for learning.

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SUMMARY

Authentic Contexts is a learning that is designed to educate pupils on real-world problems and personal issues that are happening or could happen around them. Throughout their time in education schools need to prepare pupils for all types of people they could meet or good/bad situations they could come across.

Authentic Context normally engages pupils as it is relevant to their lives, which also encourages enthusiasm in the chosen topic. As the topics will be engaging and pupils will be enthusiastic about it they are more likely to develop different skills throughout the lessons and this will have a huge impact on their future selves as ethically, informed citizens.

This lesson is for Year 8 and Year 9 and focuses on the impact of Gang Culture in todays society.

EVIDENCE 1

Teaching & Core Learning (30 Min)	Video (10 minutes) Introduce J.C gang member via video Discuss with class "Why is J.C in the gang?" PROMPT: <i>Lifestyle, money, describes gang life as stupid, lack of father figure.</i> Task 1 (5 minutes) - Write a diary entry from J.C perspective (morning) - How did he feel? - 4 lines of dialogue PROMPT: <i>Does he enjoy being a part of a gang? What happened the night before? Was there a stabbing? Has he fallen out with his gang members? Is he in trouble?</i> Task 2 (5 minutes) - Write a diary entry from Policeman after the arrest of J.C - Why was he arrested? PROMPT: <i>Stabbing, Robbing, Drugs, Fighting</i> Task 3 (10 minutes) - In pairs create a still image showing the arrest - Add diary entries (dialogue) into still images	Engage in main tasks individually (Task 1&2) and in a pair (Task 3) Undertand the negative impact of gang culture Active engagement in all tasks by pupils Ask questions to cover any misunderstandings	Powerpoint Presentation
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This is my lesson plan for a Year 8 and Year 9 drama lesson. During this lesson I focused on Gang Culture and how and why som eone may join a gang. I also began to look at the Gang Life from different perspectives such as the Police Service and over the next few lessons Parents and Teachers as well.

During Task 1 I focused on the pupils writing a diary entry as if they were a gang member. They focused on key questions to a nswer throughout their short entry. These questions are shown above in the lesson plan. Majority of the diary entries showed a negative stance over gang culture and pu pils wrote how they wanted to get out of the gang life but didn't know how to.

For Task 2 we focused on the perspective of the Police Service and how they feel about gangs in their communities. In a discu ssion I asked pupils about their personal opinions about gangs and asked how they would help to solve gang crimes if having authority over a community or town.

For Task 3 I asked pupils to get into pairs and to create two still images (freeze frames) showing before and after the arres t. I then asked them to add their diary entries into their still images to tell the story of the crimes and arrest through dialogue rather than just using an image.

Focusing on the negative impact of gang culture helped the pupils to see that it is not a good life and there are serious con sequences in place for committing gang crimes or being a part of the gang.

EVIDENCE 2

VIDEO - Meet J.C



During my lesson I decided to show the class an news report interview with a real gang member from London who's name was J.C. During his interview J.C describes why he became involved in the gang and how involved he actually is. In the video J.C explains he is 100% involved yet speaks about the negative impacts of being this involved as he constantly has to wear a knife vest in fear of being stabbed which I described to the pupils as very abnormal.

This interview showed pupils that this is a real issue in the world as anyone could be involved in a gang but it is extremely dangerous. Using the video in the lesson makes it very real to pupils and instantly gets them engaged in the lesson as it is a topic they don't expect to focus on especially in drama.

EVIDENCE 3

Dear Diary, yesterday was here like usual as I put on my bullet-proof vest and my mask, if only they could see what im really like under this masked mistake. I went out with my pocket knife and drugs with the gang watching my every move I make a doggy deal, and stabbed ~~the~~ a poor little kid.	waggon in JC. Today I had to put on my knife vest so I wouldn't die. After I sniffed a couple of lines and man had to deliver some weed. It's pc willions. It's been 4 months since JC has been here, he has been arrested for selling drugs and also stabbed someone as he says he was made to. He will be in prison for 2 years as he did not will the person.	Dear Diary, I don't feel safe walking round London so I decided to wear a vest and a mask because I'm scared that I'll get hurt. Also I'm very scared of my boss and the gang so I'm protecting myself. So it's been a long time since JC has been in trouble. I have offered him for stabbing one of his gang member but lucky for JC he was wearing his vest.
<u>Crime James</u> This morning I woke up to my mother screaming. I ran down the stairs to see my only family member left bleeding to death. No one came to help. Im now alone.	As I open my eyes, I have a flash back of what happened last night. I was hurt, I was being hit, people wanted to kill me but my gang stood up for me. As I get up, I still feeling the wounds on my shoulder. I get dressed and put my knife vest on, so I really need to do this. 6 months later He stabbed, I should have know, it wasn't obvious. He stole from the shops around the city and a witness found out what he was doing. I felt sorry for him.	If I am JC, I am 100% committed to the gang but only because I need the money and I need protection. My only friends are only the people in the gang. I would leave but I can't because people would still want to hurt me, so I am staying with the gang so I can be protected. I have offered JC for drugs I am sure. Selling some food from our local shop. I don't want to arrest him because I don't know his situation. But I have to.

This is an example of some of the diary entries that pupils created during the lesson on gang culture. Some of these are from the perspective of a gang member while some are from the perspective of a Police Officer. I wanted pupils to complete these tasks so they could see both sides of the spectrum and to see that Police are often just trying to keep the peace and stop any trouble in a community. I wanted pupils to be able to show a clear difference in the attitudes and language skills of both characters which they created individually.

I asked pupils to write their diary entries down and gave them 5 minutes to complete each task as I wanted pupils to really think about the characters they were writing about and the key questions that I wanted them to answer throughout the diary entries.

These questions were:

- J.C - How did he feel? Does he enjoy being a part of a gang? What happened the night before? Was there a stabbing? Has he fallen out with his gang members? Is he in trouble?
- Police Man - Why was he arrested? When was he arrested? What are the Police Mans personal opinions of J.C? Does he want to help J.C? Are the gangs crimes affecting his family?

Critical Reflection

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Introduction

For the purpose of this critical reflection the focus will be on three pedagogical principles. These are Assessment for Learning (AfL), Cross-Curricular Responsibilities and Authentic Context. All three pedagogies are very important to the education system for different reasons and throughout the first section of the reflection I will be looking at positives, negatives and some misconceptions on each principle while exploring them through literature. I will then begin to look at my personal progress and experience already gained from my Professional Teaching Experience. I will be focusing on work that I have completed or planned for with my students and connect those to my chosen pedagogical principles. In this section I will be making reference to my illustrative examples and more in-depth literature. Finally, I will conclude my critical reflection by recommending what I can do, and other teachers could do for further development in these principles ensuring that all students are gaining an effective Teaching and Learning experience.

Discussion of Literature on Effective Teaching and Learning

Assessment for learning can serve several purposes for schools ranging from providing results for school league tables to giving students the opportunity to complete their GCSEs and A Levels. Another purpose of assessment is formative assessment which will be one of the main focuses of this literature review. Assessment for learning in the form of formative assessment is often informal and used in all features of the lesson which creates an effective teaching and learning experience for pupils (Black et al., 2007). Black et al., (2007) make some very bold statements regarding AfL. For example, it is stated that the evidence to support AfL will raise scores of pupils when partaking in normal tests due to already having had formative assessments throughout previous lessons. Furthermore, formative assessments are said to be easily incorporated into day to day lessons. This frees teachers from extra stress on teachers which allows them to enjoy work more, feeling satisfied with developing their professional values. Similarly, Susan Wallace (2009) also believes that AfL has a great impact and effect on pupils. She states that there are 10 underlying principles for AfL and that it is a constructivist approach to learning. Wallace (2009) believes that one of the main positives of AfL is that it teaches pupils that it is alright to make mistakes during lessons. This then develops a pupils risk-taking and creativity skills as pupils are able to identify how they can improve for themselves as well as having teacher feedback. Wallace (2009) believes that everyone can make progress through using AfL and not just pupils. She expresses that progress can be made by everyone through using AfL. For example, teachers are able to give feedback to pupils yet also receive feedback to make sure that the teaching and learning is most effective for the pupils. Not everyone however agrees that AfL is all positive. Brown (2019) argues how he feels that AfL is not an assessment as it claims to be, yet instead, it is a pedagogical curriculum approach that has only a few features of assessment. This makes it unable to meet the requirements needed to be a proper form of assessment. Brown (2019) states that there are missing aspects in AfL such as validity and reliability of the performances by pupils made by the teachers. He continues to say that as AfL is often given on the spot during a lesson that there is no guarantee from the teachers that the feedback they are giving to pupils is correct or worthwhile for their learning experience. Although Brown (2019) indicates that he feels AfL is a great way to show good teaching and learning as pupils are able to learn effectively through feedback that helps them to achieve their goals in school, yet Brown (2019) wants to rule out AfL being an assessment as some phases have been left out of the process.

Cross-curricular learning is a process that gives students the opportunity to expand their knowledge in multiple subjects at one time. It allows teachers of different subjects to work together to improve their students' skills. For example, an Art teacher working with a Literacy/English teacher. When looking at the work of Barnes (2015) he suggests that there are six styles of cross-curricular teaching and learning and each has different aims and strategies. Some of these include 'Tokenistic Cross-Curricular Approach' which does not make a real connection between the different subjects but can be used by introducing a song in maths for example. It is mainly used to create extra interest for the pupils through a different way of learning. Barnes (2015) believes that using cross-curricular learning, whatever style is picked, in schools will engage pupils and teachers more by having a new perspective to look at. However, Barnes (2015) does state how cross-curricular learning does have its dangers and sometimes it can become over complicated with too many subjects being involved or no progression being shown by pupils. When focusing on the Arts in schools cross-curricular is said to be very important. According to Scott and Twyman (2018) using cross-curricular in schools especially in the arts will stop the "Why are we learning this?" questions in the classroom. The Arts normally thrive in Cross-Curricular learning when taking on the style of the multidisciplinary approach (Barnes, 2015). This method of cross-curricular enables pupils to use their skills from other subjects while maintaining and improving their specific subject knowledge in the Arts. In an education system where The Arts is usually the first budget to be cut (Scott and Twyman, 2018) it is important that this cross-curricular approach is used as pupils are able to build a connection between the Arts and other subjects which expands their knowledge and has an effective impact on their teaching

and learning. Scott and Twyman (2018) discuss that when cross-curricular learning is used in the Arts, students will be given a better opportunity to succeed. This is because they will be using their Art skills with other subject skills which creates connections between the different content they are learning in each subject. Therefore, questions similar to “Why does this matter?” will no longer be asked as pupils will fully understand why they are being taught certain topics. Lynch (2019) discusses a study by Price (2010) and articulates that a drawback of Cross-Curricular activities is that teachers often lack time due to excessive planning and preparation needing to be done. However, there are flaws in this study due to the age of students that were involved. This meant that it lacks credibility and validity as it only focuses on one age group in the school. The results could be made more valid by performing the study on a wider range of age and year groups. Although at the end of the study Price (2010) states that the project will benefit all ages and attainment levels as students were kept engaged by looking at topics from different angles. Developing Digital Competency Skills in school is equally as important as developing a specific subject. Estyn (2019) report how through using digital competency within different subjects they have seen huge improvements in this advanced skill with pupils using different techniques and equipment to develop their learning. It also helps to make students more confident and skilful preparing them for the future outside school and when looking for jobs or careers.

Authentic learning is designed to teach pupils context that is based on real-world problems and issues surrounding them. According to Pearce (2016) all experiences in the classroom should involve some sort of authenticity whether that be whole lessons or just certain tasks. This is in order to prepare students for the “real-world” and for when they finish school. Authentic learning works very closely in the classroom with cross-curricular learning. Pearce (2016) writes how there are ten elements to help show authenticity in learning. Yet she later states that the elements can come across as very intimidating for someone who wants to begin to teach using authentic learning. Pearce (2016) describes how it can become complicated as it involves skill-based learning, real-life content, multi-disciplinary and teaching students how all learning is relevant to them and can impact the world and their future. Although Pearce (2016) concludes that all students should leave school being prepared for life professionally and personally. It is important that pupils receive the right opportunities to support them in being ethically informed citizens. Mantei and Kervin (2009) discuss how using authentic learning can be very beneficial for teachers as it draws upon their personal strengths. This is because if a teacher has an expertise on a certain topic or content that they will be able to engage the children a lot more in their lessons which will benefit their learning experience. Additionally, it is stated that it helps learners to engage in their own communities and learn more about their surroundings (Mantei and Kervin, 2009). This is also supported by other literature as Herrington and Oliver (2000) introduce the fact that students need to understand how their knowledge will be used in the real world as certain situations may need many solutions rather than just one straightforward decision. There is a dual aim of building on the students’ skills ready for after they are finished with the education system as well as when they are still in school. Although the majority of the research found is positive, there are many misconceptions for authenticity in the classroom which may prevent teachers from exploring this style of teaching and learning. Cronin (1993) explains that not all Authentic Content needs to be complex and difficult for the students and for teachers in their preparation time. Teachers would be more confident with Authentic Learning if they begin with simple activities and then build upon this throughout their time in school. Building students experience with Authentic Learning will help their confidence to grow, therefore they will be able to complete tasks of greater difficulty. Cronin (1993) discusses that the idea of Authentic Learning is often made more difficult due to its intense vocabulary. But by using familiar language and keeping things simple Authenticity will offer a beneficial experience for students opening up opportunities for them in the “real-world”.

Conclusions about Progress on Implementation

When considering implementing Assessment for Learning (AfL) into my lessons, I decided to use my Year 13 drama class as my focus for the examples. Within this lesson I used peer assessment which would then help the students with completing the homework assessment which I wanted to be self-assessment on their performance. I feel that the learning was very effective as students were able to hand in a detailed paragraph on their strengths and weaknesses in their performance, many taking on the notes that their peers had given them during the discussion in lesson. By getting students to focus on their own their confidence should improve as performers as they are able to identify their own individual goals which will be able to realistic to them. The use of the homework was a style of formative assessment to check students were on track with the drama skills alongside the knowledge of the play we had been studying. This agrees with Black et al., (2007) statement that using formative assessment throughout the lessons without pupils realising will help with raising their final A Level scores as they are used to assessing their own learning. Personally, I feel that some students within this lesson excelled in their performances and by focusing on the positives it gave them compliments of their skills but at the same time discussing the negatives gave them ideas for improvements to be made, to make sure next time they could improve further. This would not have been as effective if peer and self-assessment was not used as some pupils made mistakes throughout their performances and these were noted by their peers. These mistakes could have been easily improved for the next lesson through more rehearsal time but was still able to be written

about in their homework. This agrees with Wallace (2009) as in this essay it was stated AfL supports pupils when they make mistakes during the lessons. For pupils that didn't perform as well as others it still developed their risk-taking and creativity skills which they were able to write about and make progress on. Assessment for Learning fits in very well with Donaldson (2015) Four Purposes. By using AfL within my lesson it will improve the students' skills and support them into becoming 'Ambitious and Capable Learners'. By giving the students the opportunity to demonstrate this purpose they will be able to set themselves high goals and enjoy the challenge of completing the difficult task.

When looking at implementing Cross-Curricular Responsibilities into my lessons, I decided to focus my examples on a Year 7 Expressive Arts lesson. I decided to choose this lesson as Year 7 have recently began focusing more on the New Curriculum and have started to develop their learning in AoLEs (Areas of Learning and Experience) rather than subject specific. I implemented the Cross-Curricular principle by adding digital competency and literacy into this specific lesson. I used a literacy task in the starter of the lesson to check the students had an effective prior knowledge to complete the tasks within the lesson planned, this also brought pupils who were absent up to a similar knowledge as the rest of the class as they had to collaborate and discuss the questions on the board. I felt pupils benefited from this task as by improving their literacy skills within an expressive arts lesson this agrees with Scott and Twyman (2018) point that pupils will gain the skills to build a connection between what they are learning in expressive arts and in this case in their literacy (English) lessons. Due to the idea of building a connection between subjects and AoLEs I feel that the learning was very effective for students. In this particular activity it was clear students had benefited from the literacy task as they were able to give clear answers which improved on their oracy skills. I felt this activity wasn't particularly difficult to plan but when implementing I had already pre-planned for the situation of the same pupils answering the questions all the time. Therefore, when completing the task in lesson I decided to ask pupils at random to make sure that this didn't happen and different pupils were chosen each time, it also made sure all pupils had an answer for every question. Using Digital Competency was a challenge within this lesson as students had to plan and begin to create a news report video. Using iPads within the lesson was effective as pupils do not normally use any technology within Expressive Arts so this instantly engaged all pupils as they were learning and doing something new in the lessons. This agrees with the Estyn (2019) idea that pupils having an advanced skill in technology is very beneficial and will improve their overall work at school. Cross-Curricular responsibilities fits perfectly with Donaldson (2015) four purpose of 'Enterprising and Creative Contributors' as through developing this purpose students will learn to connect and apply different ideas in order to create and express new ideas.

Implementing Authentic Context into certain lessons was very important as I wanted to make sure that students were being taught about real-world issues that could affect them and people in their community as they grew up. For the examples of Authentic Context, I focused on my Year 8 and 9 drama lesson about Gang Culture. I feel that this purpose was implemented well in the lesson as gang culture is a growing problem in society. Throughout the lesson, we focused on the negative impacts that gang crimes and culture can cause on individuals as well as their surrounding community. During the lesson I asked pupils to complete a short diary entry pretending that they were a gang member. Many of these diary entries showed negativity and were a cry for help from the "gang members" (pupils pretend diary entries). Pupils wrote how they wanted to escape the gang life but were worried for their family and own life if they did that. This is similar to Herrington and Oliver (2000) opinion that by teaching student's knowledge that will be used in the real world, they will build the skills needed to find solutions to issues that do not have a straightforward answer, as some pupils realised when looking into gang culture in depth. This lesson was particularly difficult to plan and implement as some pupils already had an idea of the gang life or thought it was quite comedic. Therefore, I had to plan activities that would clearly show the negative effect that it could have on someone's life rather than pupils gaining a positive look or idea on gang life in the lesson. I feel the activities worked well as the majority of pupils did have a negative opinion of gang culture. I feel that teaching about gangs through drama is something different and not what pupils would have expected, and it kept pupils engaged as the activities were not too complex. This follows Cronin (1993) idea of keeping Authentic Context simple rather than complicating it for both teachers and students as the lessons were very beneficial to both. This principle also fits in with Donaldson (2015) purpose of creating 'Ethical and Informed Citizens'. Following the principle will build the skills for students to have a vast knowledge on their community and society and I feel this is very important for pupils when they leave the education system but is still equally important as they go through school.

Recommendations for Further Development

To improve on my three chosen pedagogical principles, I feel that I need to try and implement them into more of my lessons. By implementing them into my lessons I will gain more confidence in using them and teaching them to different students. AfL, Cross-Curricular Responsibilities and Authentic Context are all important and needed to create an engaging, skill and knowledge building lesson. After researching into these principles, I have found that majority of the literature agrees with using them in the classroom for example literature by Estyn (2019) and Scott and Twyman (2018). However, certain misconceptions such

as Cronin (1993) idea on Authentic Context need to be stopped to ensure that teachers are completing these pedagogical principles in their teaching to their full protentional. After researching for this critical reflection, I feel that all three principles focused on throughout this critical reflection will greatly impact my Professional Teaching Experience therefore creating an effective Teaching and Learning experience for the students, other teachers and myself.

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