Overview

Sunday, December 1, 2019 1:00 PM

Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?

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

Hannah Trezise
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Pathway: (S- PGCE).
Viewing Link: https://uowtsd-my.sharepoint.com/:o:/g/personal/1904322_student_uwtsd_ac_uk/EpzrUmix-mdLk8lgP9BLUKUBSTljsaNglV5rwoPyfBVEfA

Good teaching and learning means employing assessment for learning principles.

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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)
• Were the students focused when watching the video? • Did students volunteer answers? • Were students able to provide appropriate answers that demonstrated knowledge and understanding of the video? • When speaking aloud, did the students speak in standard English, confidently and clearly? • Were students able to complete the questions on the whiteboard in the set time? • Did the students write in full sentences and remember to use appropriate punctuation? • Were students able to volunteer their own ideas and interpretations of the scene? • Did the last comprehension question further learning? and enable a genuine discussion of the different key ideas deduced from the scene? • Were the students engaged in the lesson? • Was the *Greatest Showman* an appropriate 'authentic context'? were the class familiar with the 2017 movie? Feedback: When monitoring the classroom correct full stops and capital letters.	• **Class- discussion** of the video clip of the hiring scene of *The Greatest Showman* related to the questions displayed on the board. Timings: (3 minutes thinking/ discussing time & 3 minutes independent writing time). • Whole- class discussion of student **interpretations** of video. Questioning style: combination of student volunteering answers and asking specific students. • **Independent writing time:** to complete written answers to questions displayed on the board (target: 15 mins total) Noise level: quiet. • **Peer Assessment & Oral Review:** Class discussion of specific student answers. (Opportunity for students to practice reading aloud e.g. oracy skills). ***Ask students what they think of a fellow student's answer.** Accept differences of opinion but, students should be respectful of other people's interpretations and ideas (enforcement of class rules and learning expectations).

<u>Evidence A: Annotation</u>

Context:

The table above has been extracted from the APLP Planning Template for PTE1. As evidenced in the full plan that was uploaded to my online PTE1 file, this plan was aimed at a medium ability Year 7 group for English Literature. The class is relatively large, containing approximately 32 students. Whilst overall, the class has academic potential and some competence in English studies, there are several *English as a Second Language* pupils. Additionally, certain students have disruptive behavior tendencies, requiring effective behavioural management techniques and the use of a seating plan and issuing of behavior points. The focus of the lesson was the study of *Cirque du Freak*, the chosen literary text for the academic year. This children's novel was written by Darren Shan and includes gothic elements: telling the story of a school-boy's experience after observing a Freak Show.

Rationale:

I decided to implement a combination of Assessment for Learning Principles (outlined in the second column above) in order to: engage all members of the class, sustain interest in the topic, provide different opportunities to demonstrate learning and balance independent work with whole class discussion and teaching. The initial discussion of the video clip was related to the first comprehension question: 'What is going on in the video clip?'. I considered it appropriate and necessary to have a whole-class discussion of the video, so that students were equipped to independently answer the comprehension questions. Additionally, in line with the placement school's emphasis on interactive learning and their mantra: 'learning together to be the best we can be', I deemed it pertinent to allow discussion opportunities where ideas, interpretations and observations could be shared.

I channelled the class discussion using various Questioning techniques, such as Initiation, Response and Evaluation (IRE), hot seat-questioning, and an array of question types from 'open' to 'closed' where students had opportunities to elucidate opinions and ideas and also identify/ recall key information from the video. When directing the whole-class discussion, I had the questions from the left column in mind and capitalized on opportunities to correct pronunciation mishaps, and re-formulate student answers to ensure clarity for other class members. After completion of each comprehension question, I included peer-assessment via oral sharing of student answers, to provide further opportunities for student-led learning and varying the learning stimulus (e.g. writing independently to reading an answer out-loud where other students could respond).

Evaluation:

As explained in my immediate reflection of the lesson and first 'Weekly Review', the application of the planned assessment for learning principles was considerably positive. The class grasped the key ideas of the video and were able to apply their knowledge and understanding when communicating orally (to the class) and writing (when completing independent comprehension questions). Compared to my first teaching of the class, where more students required clarification and continued explanation and guidance, the class were more co-operative and able to follow class instructions. This was the result of balancing whole-class discussion that was led from the front, with carefully timed independent writing. Furthermore, the class welcomed the opportunity to express their ideas, and communicate their favourite moments of the scene. Given the success of this lesson, I decided to extend the final comprehension question (question 5, bullet point 8 in the left hand column above) in a future lesson where a pair-share task was used to further contextual knowledge of Freak Shows. In addition to SPAG feedback when monitoring the room during independent writing time, the questions in the left column were utilized when responding to student ideas and moving the discussion in new directions. Given that this was an early lesson with the class, my application of differentiated questioning was not as developed as later lessons with this class in PTE1.

12 resit LAL 14/11/19

* Good explanation at the beginning of the lesson.
* Establishing routines - getting them to write the date etc.

Starter on sentence structures.
* Good use of questioning.
* Good subject knowledge shown through discussion of clauses, sentence structures, connectives etc.
* You asked for pupils to read out from the board which ensured they were engaged.
* Well done for using pupils' names.

1/ Make the font larger on your Powerpoint slides

* Good explanation of ~~complex~~ compound sentence.
Well done for continually checking pupils' understanding.

2/ You ~~were~~ will learn who to question and with what type of question as you get to know the class.
Some of them are quite quiet/reluctant
Waseem is quite weak.

* You picked on pupils to feed back their answers which ensured they were engaged.
* Good subject knowledge shown through your discussion of the criteria for the language exams.
* Good use of praise for pupils' answers.
* Good use of questioning - asking pupils what remembered about the Ethiopian rebellion article.
* Good tip about exam technique - looking at where the source is from etc.
* The tips from the wjec worked well.
* Good summary question - written as it would be in

* Good discussion of the exam and the skills they need.
* Good use of praise for Waseem.
* Well done for checking on the accuracy of pupils' work.

6) Work on your presentation of information on your ppt slides. For the complex sentences have one written up on a slide and then labelled to show them the different elements.

* Good use of questioning and targeting pupils.

* You were good at building relationships with them and they responded well to you.
* Good use of timings - 3 minutes to complete the ~~[illegible]~~ compound sentence task.
* You circulated to make sure pupils had completed the task.

* You explained everything really well and kept up a continual commentary to keep pupils engaged and on task.

Evidence B: Annotation

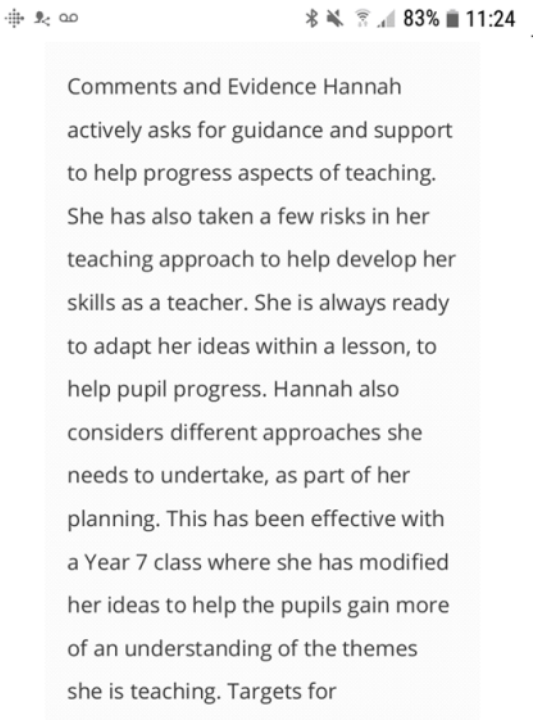
Context: The above notes were written by an experienced English teacher in the Department. As stated at the top of the formative observational notes, the class in focus was a lower-sixth group who are re-sitting both English Language GCSE papers next term. These notes were based on my first lesson with the class. The class have been revising both sections of the paper in order to develop their comprehension skills for Section A, and writing skills for the longer questions in section B. The priority in this lesson was to revise grammar such as sentence structure and to read a political journalist text in order to summarise the content, and compare it with a contrasting view in future lessons.

Rationale: Following discussion with their usual English teacher, it was agreed that their areas of weakness were punctuation and grammar. In particular, the teacher explained that they had limited sentence range and struggled to extend their writing to analyse, argue and explain. As such, the first

focus was to recap the different sentence types: simple, compound and complex. Furthermore, in order to expose them to new vocabulary and continuous texts, which present them with the most challenges (given the higher tariff questions that accompany this material), we read and discussed an extract from a political journalist on the controversial climate change protests.

As demonstrated in the evidence above, I assessed the classes understanding of the material during the lesson through questioning, individual monitoring of pupils' work and random selection of students to answer oral questions on the text and the material being taught. In image one, I was praised for 'continually checking pupils' understanding' and selecting students 'to feedback their answers' once the individual writing tasks were completed.

Evaluation: Despite the positive feedback above, progression areas were identified: 'you will learn who to question and with what type of question as you get to know the class'. Indeed, as the first part of my placement progressed, I developed a rapport with the class and strove to apply differentiated/ level questioning to all of my classes. Overall, this lesson provided valuable feedback and was very supportive of my current ability and the improvements that I had made at this point in the programme (14/11/19). I have developed a secure working relationship with this member of staff, who has consistently provided valuable insights, which I have used when reflecting on my practice and completing the weekly reviews.



83% 11:25

Quality of student-teacher's oral and written language as appropriate.

Hannah has demonstrated secure knowledge in her subject which is demonstrated through the detail she applies within her teaching. She is looking for ways to challenge the pupils, and is aware of the many aspects to approach this. She is very articulate and gives clear instructions to help support pupil learning. She also reiterates the tasks she has set, to make sure all the pupils understand what they need to do. This is demonstrated through her written language which shows a wide vocabulary, which she applies confidently.

20% 21:02

Comments and Evidence Hannah consistently has high expectations of the pupils, looking for ways to continually challenge their understanding. She has also stepped up to managing class behaviour, applying discipline when needed. She conveys confidence in her authority which helps the pupils keenness to learn and be attentive towards her lessons. She also has begun to develop level questioning to extend pupil learning. Targets for improvement and suggested ways forward She needs to continue to explore different approaches towards behaviour management, to adapt to a style that will support her teaching. Hannah also needs to develop how to end lessons with clear plenaries, to consider how the pupils can reflect on

20% 21:03

https://swwcte.ac.uk/en/accoun

ensure that she delivers lessons to the best of her ability. This is demonstrated through her clarity of communication in her lessons. She supports this with a wide subject knowledge, looking for ways to help the pupils progress further. She is also adaptable to re-evaluate tasks within lessons, if she realises that the pupils need more support to complete the work she has set them. She always takes on board the feed-back given, and is ready to apply it to her next lesson, trying out different approaches to help refine her teaching. Targets for improvement and suggested ways

20% 21:03

https://swwcte.ac.uk/en/accoun

Comments and Evidence Hannah has consistently been professional in the classes, and is always on time at the beginning of each day. She has been applying her academic research alongside what she has been learning in her CPD sessions within the lessons. She is always giving support to pupils within lessons without prompting, which has also helped her build a good relationship with them. Hannah also uses her initiative to support lessons with her main attention on pupil learning. Through her understanding of questioning she has begun to adapt different dialogic approaches to support her work. Targets for improvement and suggested ways forward To progress

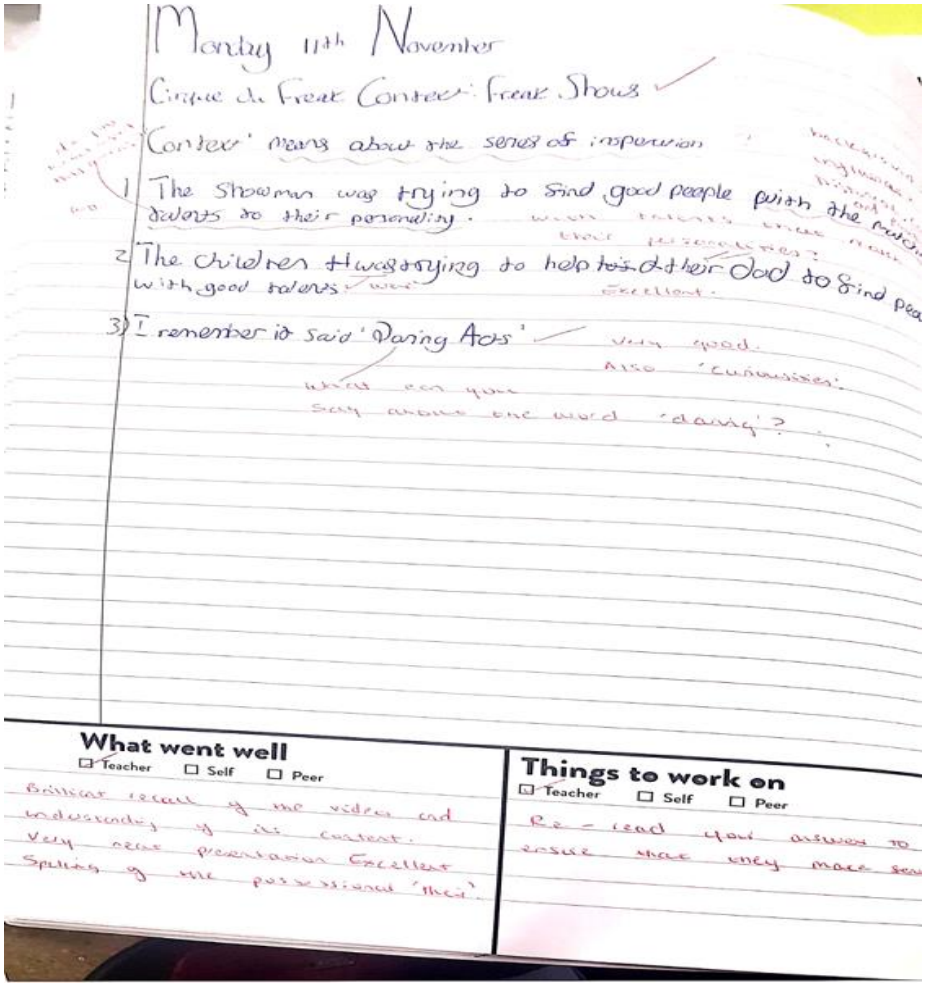
Evidence C: Annotation

Context: The above images are extracts from the mid-term review completed by my subject mentor. These formative comments explain and illustrate how I have planned and implemented Assessment for Learning principles in my teaching thus far and how I can continue to progress in this area. These conclusions were drawn based upon teaching observed from the end of October to the first week of

December (2019).

Rationale: In the first image, my mentor explains how I am able to adapt my lesson plans during the lesson based upon pupil understanding and progression demonstrated during the lesson: 'She is always ready to adapt her ideas within a lesson, to help support further learning'. This judgement is extended in image four: 'She is also adaptable to re-evaluate tasks within lessons, if she realises that the pupils need more support to complete the work she has set them'. My mentor also explains my knowledge and awareness of assessment for learning principles by recognizing that I challenge all pupils and consider ways in which I can extend their learning: 'Hannah consistently has high expectations of the pupils, looking for ways to continually challenge their understanding' (image three). In image one, my mentor remarks that: 'she is looking for ways to challenge the pupils, and is aware of the many aspects to approach this' (image two). In the final image, my mentor identifies that my 'main attention (is) on pupil learning' and that 'through her understanding of questioning she has begun to adapt different dialogic approaches to support her work'.

Evaluation: I consider this feedback to be an honest reflection of my practice and the improvements I have made thus far. In accordance with the observational feedback from another English member of staff evidenced above, my mentor has confirmed that there is space to develop my application of differentiated questioning in the lesson. My mentor also suggests in image two that I need to fully utilise plenaries in order to assess pupil learning and progress during the lesson. Whilst I began to tackle this area explicitly in my final week of placement (as indicated in my weekly reflection (4), this is a key aim for the second part of my placement. As well as being mindful of the timings during the lesson, I also intend to consider other ways to apply assessment for learning principles when planning plenaries.



Wednesday 6th November 2019

Introduction to Cirque du Freak

The term 'nocturnal' relates to 'cinematography'

Oxford Dictionary defines 'nocturnal' as:
'done, occuring ~~at~~ or active at night'.
For example, most owls are nocturnal.

The word 'nocturnal' relates to the front cover because the vampire is active at night like owls.

The adjective 'nocturnal' is related to the cover of Cirque du Freak because its occuring at night.

the vampire is active or awake at night?

What went well

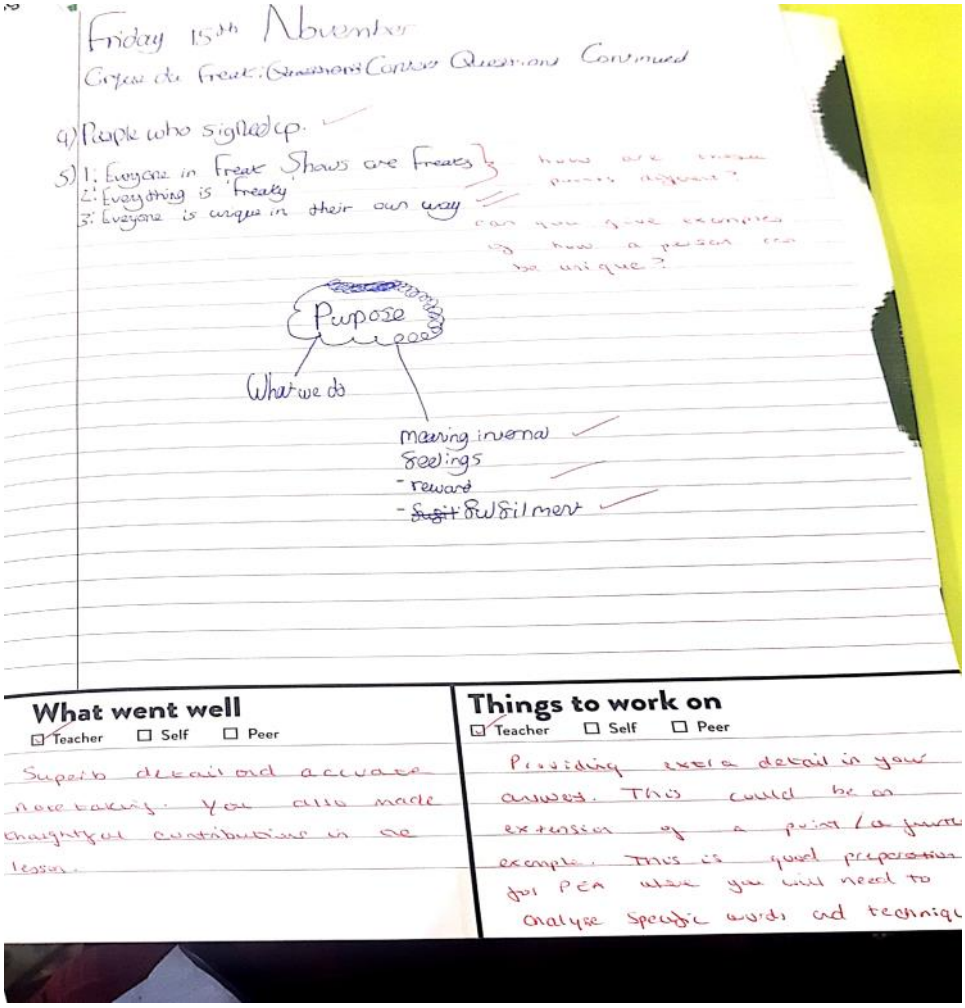
☐ Teacher ☐ Self ☐ Peer

You have correctly punctuated your sentences using capitals, full stop, capital letters and speech marks. You work is very neat.

Things to work on

☐ Teacher ☐ Self ☐ Peer

Ensure that your sentences are clear and specific. It may help to start planning - reading completed and previous work when you are ahead in days.



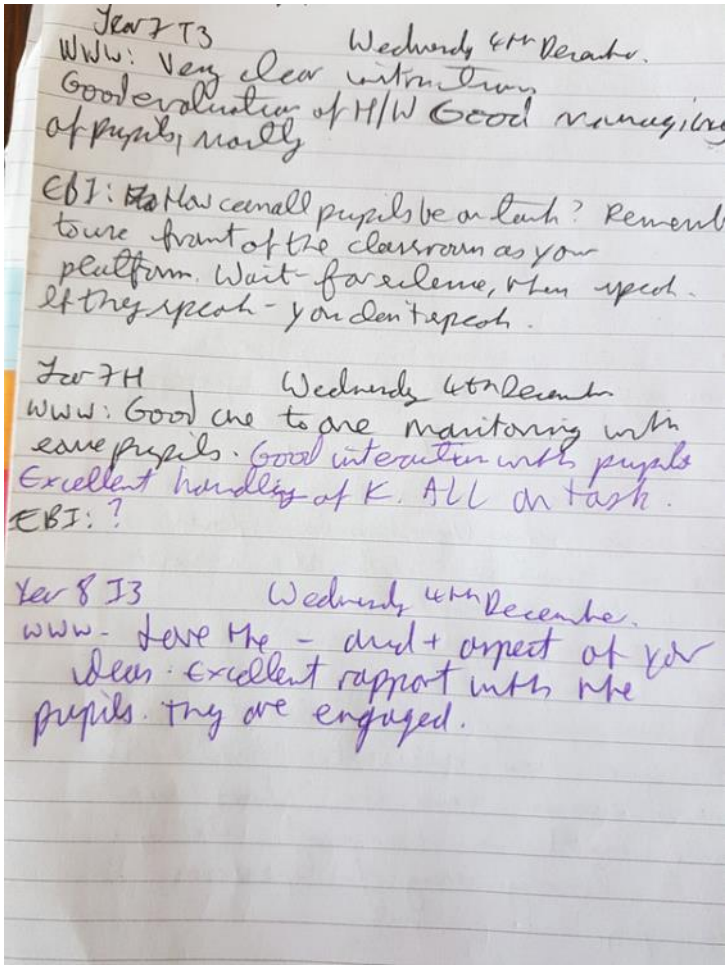
Evidence D: Annotation

Context: The above work belongs to a year 7 student, who is vocal during lessons and keen to share their ideas and thoughts to whole-class discussions. This student is enthusiastic about English and displays a positive attitude to learning in all lessons. I marked their work following a CPD session at the placement school regarding assessment for learning and effective marking and feedback. The marked work was based on lessons that I had taught on Cirque du Freak, which included comprehension questions that they independently wrote answers to following whole-class and paired discussion.

Rationale: The 'what went well' and 'things to work on' boxes at the bottom of the page are the English Department's design and resources. However, in keeping with English, I utilised these boxes to provide feedback. In image one, as indicated by comments on the page, I have encouraged the student to extend their analysis of select words and phrases and apply the vocabulary used in the lesson. I have posed several questions to the student which they can directly think about and respond to: 'what can you say about the word 'daring' and 'curiosities' '? In the first 'what went well' box, I have related what the student has done well to the lesson and English curriculum: 'Brilliant recall of the video and understanding of the content'. In image two, in addition to praising the student for technical accuracy, I have advised the student to 'proof-read' after completing their answers ahead of time during the lesson. This was intended to encourage student-autonomy and introduce a new working habit that is highly important not only in English studies, but throughout the curriculum. In the final image, I learnt that the student had understood the general themes and key ideas from the context video and revision of chapter 1 and chapter 2, but that their answers lacked criticality, engagement with the text and specificity. I therefore suggested in the 'things to work on' box to add a second point when completing the analysis strand of PEA, and for them to select specific words to comment upon.

Evaluation: My mentor gave me positive feedback for my marking, especially the attention to detail

during my weekly review for week three. In addition to the student above, I also marked the same work from other students in the class. I recognized some similarities with their work, especially the lack of detail and explanation when answering comprehension questions. I used this insight when circulating the room during lesson time and commenting and evaluating on student work. This level of knowledge and understanding of student progress and learning, was furthered by my whole-class marking of comprehension homework. In this exercise, the majority of students were starting sentences with 'because' and forgetting capital letters and full stops. Consequently, I used this data to inform the starter activity of the next lesson where I provided whole- class verbal feedback of the homework and modelled key spelling errors and technical inaccuracies on the whiteboard. I set the class a target to pay extra attention to full stops and capital letters for the next two weeks. For the very few members of the class who were more competent in this error, I encouraged them to focus on using full sentences when responding to questions. As illustrated by the observational notes completed by my mentor in my learning journal, the reviewing of the homework was deemed positive. My mentor remarked: 'Very clear introduction. Good evaluation of homework'.

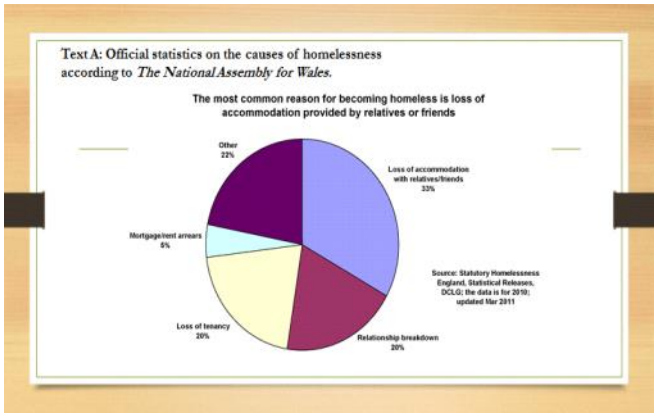

Year 7 T3 Wednesday 4th December.
WWW: Very clear introduction
Good evaluation of H/W Good managing of pupils, nicely
EBI: How can all pupils be on task? Remember to use front of the classroom as your platform. Wait for silence, then speak. If they speak - you don't speak.

Year 7H Wednesday 4th December
WWW: Good use to are monitoring with some pupils. Good interaction with pupils Excellent handling of K. All on task.
EBI: ?

Year 8 I3 Wednesday 4th December.
WWW. Love the - and + aspect of your lesson. Excellent rapport with the pupils. They are engaged.

Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Sunday, December 1, 2019 1:01 PM

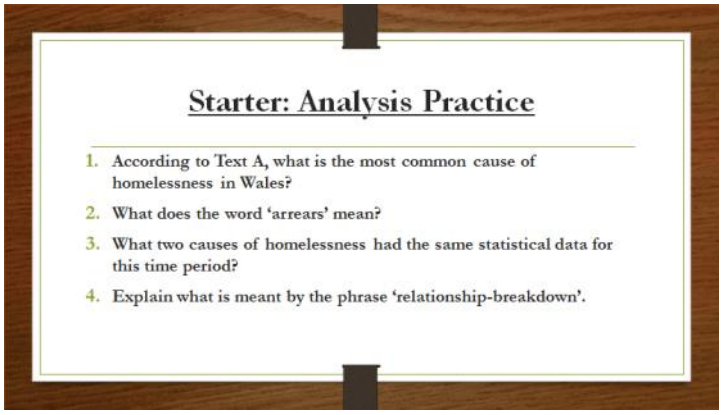


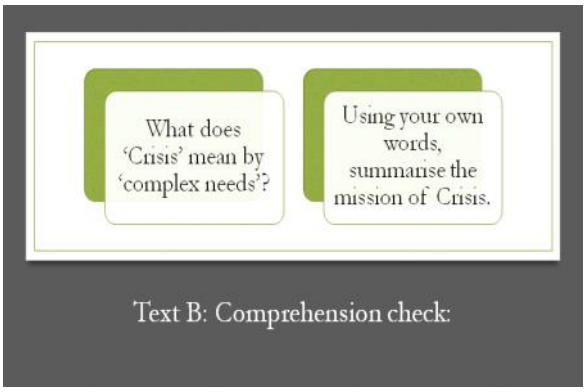
Evidence E: 'Numeracy' Annotation

Context: These slides have been extrapolated from a power-point on 'how to compare' texts and write an effective comparison response. This was an extension task from an introductory lesson on 29/11/19. The power-point was individually created and aimed at medium Y8 group that is relatively small and quiet class containing approximately 15 students. From previous learning, the class were familiar with the homelessness crisis in the UK and current involvement of organizations in protecting people from homelessness. Given the small class size, there is opportunity to challenge the class and develop a sound rapport through 1:1 evaluation and whole-class discussions. During writing time, I am able to assess more students work (compared to a class size of 32) and allow more 1:1 time to help them articulate their points and discuss the material.

Rationale: The reason for the inclusion of the numerical data was multi-faceted. Primarily, I aimed to introduce the students to different types of information and sources, as in their eventual GCSE papers, students will be required to engage with a range of material from infographics to denser passages such as blogs, reviews and report extracts. Indeed, in accordance with the Literacy and Numeracy Framework, selecting this type of source gave students familiarity with comprehending sources that include numerical data. As with language, students should be able to retrieve, explain, contextualize and summarise numerical content that exists alongside written text, such as in the title. Additionally, the numerical data helped deepen the classes' knowledge and understanding of homelessness from a causation perspective. Until this point, the class had mainly examined the consequences of different lifestyles and the different attitudes and impressions we might have of such people. Since Text B, was an extract of Crisis' strategy on tackling homelessness, the table in the second image, served as practice for planning points when learning how to construct a well-organized and effective comparison answer. Application of number is highly valuable for other subjects, especially the Humanities where students will respond to a range of material in Geography, History, RE and business.

Evaluation: The inclusion of numeracy worked particularly well. The class were able to comprehend the data and apply it to their answers when practicing their literary skills such as explanation and answering 'recall' comprehension questions. Most students weren't overly familiar with including numbers in their sentences, therefore this data provided opportunities to practice writing numerical information with the appropriate values (%). In a similar vein to language analysis, during the group-discussion I reminded students of the need to question and evaluate numerical data and consider how the data was arrived at. In the above example, this led to a discussion of *The National Assembly for Wales,* which of course has relevance to ESDGC and the new curriculum which strives to promote 'ethical and informed' citizens. Whilst the set questions did not require students to explicitly evaluate the numerical data, I intend to assess understanding of this in future lessons. There is also a need to be extra attentive to the technical accuracy of written work following the teaching of this data, as students will still be expected to write in full sentences. Since numbers are quicker to write, it is important to assess the balance between written and numerical data. There is also a need to encourage student confidence when reading numerical information out-loud to a group, initially there was some hesitance to read the pie-chart out loud, perhaps this was due to lack of familiarity with reading numerical content.



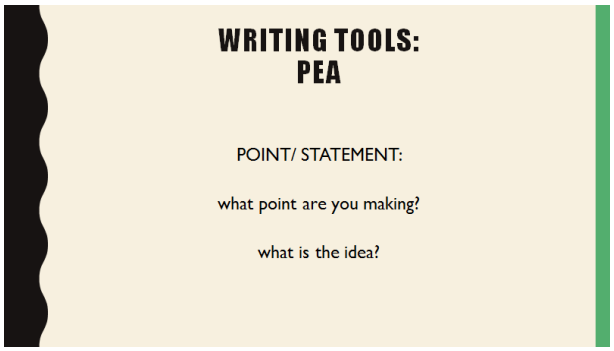


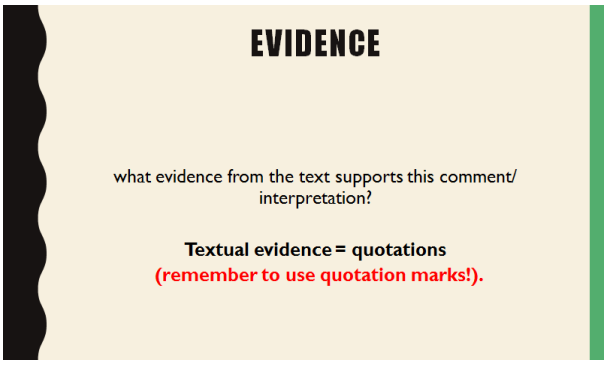
Evidence F: 'Literacy' Annotation (Responding to different question types).

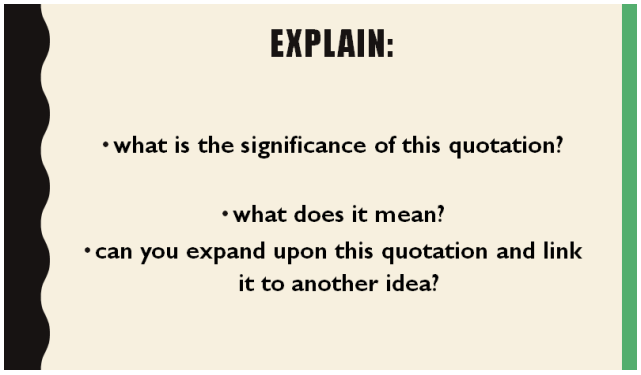
Context: These slides have been taken from a power-point designed and used in a medium ability year 8 class. The class includes approximately 25 students, where the average English level ranges from upper level 4 to lower band 5. The class have recently undertaken work on the theme of Dystopia, and have been looking at various themes such as homelessness in their discussion of different lifestyles and worlds. The classes learning priority is to improve their reading analysis skills and writing competence. Initially, comparison writing was introduced as a starter activity, where two visual sources were analyzed. Following practice of comparison writing using connectives, the comparison theme was extended to allow further practice of reading and writing skills.

Rationale: While effective comparison writing requires students to consistently compare the content and ideas in different sources of information, it is essential that students have secure and confident comprehension skills so that they can engage and comment upon the different information in the sources. Since both Section A's of the GCSE English Language paper have a comprehension section, where students are provided with a resource pack including different texts (continuous and non-continuous), I considered it necessary to expose students to the above questions that require candidates to apply verbal reasoning skills, explain, infer, deduce, retrieve and summarise information. Question two for Text A, and question one for Text B also tested students vocabulary and introduced them to new terminology. In addition to exposing them to new language and knowledge, this also served as preliminary for their GCSE studies where they will be directly tested on the meanings of words and phrases in text and be expected to use a broad and ambitious vocabulary.

Evaluation: Overall, the class responded well to the questions above, and could complete answers fairly independently (using full sentences and information from the texts) based on our whole-class discussion. For Text A, the class were most capable of answering question one and three. These questions required students to locate the relevant information in the source, whilst comprehending the general purpose and meaning of the text. Nearly all students answered this question independently and could explain how they arrived at the correct answers. As anticipated, students found question two the most challenging as 'arrears' was not a term they were overly-familiar with. Given that there are two potential meanings of the word which were relevant to our economic context, I needed to be careful not to over-complicate my verbal-explanation and confuse students. Surprisingly, students grasped this term after explanation fairly quickly and were able to apply this to their answers. Question four was the second question that required explanation and clarity. Although students grasped the main idea behind the phrase, most students struggled to link their explanations back to the homelessness context and poverty. Several students focused too heavily on possible reasons why relationships fail, rather than explaining the link between financial responsibilities, costs of living, poverty and homelessness. Although I supported students 1:1 when monitoring their work, and identified this trend during the lesson, I could have foreseen limitations such as this in my planning and reminded students of their need to contextualize the phrase before writing. To improve assessment of these answers, I could have provided models of different level answers on the power-point.







Evidence G: 'Literacy' Annotation (Utilization of evidence when analyzing and evaluating texts and a framework for constructing arguments).

Context: These slides have been extracted from a power-pointed created and utilized in a mid-ability year 7 group that includes 27 students. While some students are articulate, keen to please and vocal in the lessons, certain students struggle with understanding instructions and the set work because English is not their first language. The class are currently reading a horror series entitled *Cirque du Freak* by Darren Shan.

Rationale: Despite the literary context, the target for the next academic term is to develop writing skills. Before entering year 8, the class should be able to respond to narrative texts with some level of accuracy and confidence, being able to discuss character, setting and plot. In preparation for more advanced Literature studies, the class were also required to develop an insight and awareness of context and authorial intentions. I decided to commence writing skills study by teaching the class 'PEA' or 'SEA': Point/ Statement, Evidence and Explain. Although students will need to go beyond this framework for the highest band marks at GCSE level, and use a range of sentence structures in their own writing style; PEA is an essential framework to understand and use when analyzing text. Prior to this lesson, the class were demonstrating their comprehension of their texts verbally and using descriptive language that was overly descriptive and focused on character and plot. It was thus essential for students to be more critical and engage explicitly with the texts. These slides were displayed on the power-point and I verbally explained each aspect of PEA, utilizing the manual whiteboard and encouraging questions from the class. Following my model on the board, the class wrote PEA in their books and copied the above definitions and key questions for each letter. I encouraged the class to be creative and ensure their work is accessible to their preferred learning style.

Evaluation: This phase of the lesson was very successful. The class were able to comprehend the information above and some students asked pertinent questions to clarify their understanding. Most importantly, the class grasped that 'evidence' referred to the actual text. The class also understood that they needed to use speech marks when using words directly from a text or source. While I needed to repeat the task for certain students and repeat key information for each aspect of the writing framework, all students were able to write 'PEA' in their exercise books with the appropriate definition. Certain students took ownership of their work and used colour and different pens to make their page more presentable and engaging. To improve my teaching of PEA, I could have included more written quotations from the text on the power-point when explaining what a quotation is. In practice, I explained these verbally and wrote several on the manual whiteboard. The reason for this was my reluctance to include too much content on the power-point slide as my mentor advised that I needed to simplify these as much as possible. In future teaching of this, perhaps, I could have asked certain students to write examples of quotations that they find interesting in chapter two on the white-board and in their exercise books. There also could have been opportunities for 'think, pair and share' where students could have selected quotations and discussed what language would be crucial to explore.

Meaningful links to: Cross Curricular Responsibilities	• ESDGC: Climate Change (Extinction Rebellion). Political language in source. (Difference between ideological motivations and the means in which we might act upon these. Discussion of the impact of ERs protests & an evaluation of their mission). This is very topical and relevant, since ER has caused uproar in Cardiff and London, and has been heavily reported on in the news/ social media and radio. • Literacy skills (i.e. the ability to write technically accurate sentences, use a range of punctuation and use a variety of sentence types).

	• Oracy skills (opportunities to communicate ideas, thoughts and answers to the rest of the group. Chance to practice reading continuous texts out-loud with expression and correct pronunciation. Opportunities to share ideas with rest of the class to deepen cross-curricular links and depth of understanding and analysis). • Humanities AoLE: especially History with source analysis and evaluation skills.

Evidence H: Annotation

Context: This is an excerpt from an APLP lesson plan designed for a re-sit Y12 GCSE group for English Language (Unit 2 & Unit 3). This class contains 20 students, of which the majority are obtaining border-line 'C' grades. The class are due to re-sit at various points throughout the academic year, especially in June. The class are currently revising the various question types and answering methods for both Section A and Section B.

Rationale: Since the WJEC uses topical (and controversial) contexts for both reading and writing sections, climate change was chosen as a potential theme to occur in the examination. The class have previously undertaken work on Chernobyl (a nuclear disaster) and were thus somewhat familiar with the arguments for and against climate change. As outlined in my lesson plan above, this theme of work, which was first taught in November was responding to the very recent protests in London. As mentioned above, I was aware when planning these lessons, that Extinction Rebellion was well known, occurring on multiple social media channels, the television and News. Since this is a GCSE re-sit group, I also tried to link the environmental concerns and the effects on wildlife and endangered species to Biological and Geographical studies where pollution, food-chains, weather and the impacts of human behaviour are investigated. From a skills point of view, engagement with the material also had links with the Humanities as explaining, justifying and unpacking different points of view are central to these disciplines.

Evaluation: Overall, the interdisciplinary nature of these texts worked well. I received positive feedback from my observer on my selection of this material and the way I connected it to the reading and writing skills for the GCSE paper. While certain students could engage with the material confidently, and link the key ideas to political debates on Climate Change, certain students lack considerable confidence in the class and were reluctant to engage in discussion on the topic and material.

Consequently, from a teaching perspective, it seemed quite difficult to engage the class and stimulate interest in the topic. I also later discovered that certain students were not receptive to discussing the topic because of their religious convictions. When reflecting on my practice after discussing my feedback with the observer, I learnt that the class are not overly engaging and conversational anyway. Moreover, I discovered that their lack of apparent enthusiasm was due to their inability to achieve a 'C' grade upon their first attempt and their requirement to re-sit the course.

i)

Meaningful links to: Cross Curricular Responsibilities	• Literacy. (Students have the opportunity to explain orally and in writing). • Digital competence: Students use IPADs when completing accelerated reader tests and undertaking research for visual ideas & inspiration. • Context: Links to Victorian Freak Shows (History). • Donaldson: being creative & enterprising students. • Learner Autonomy: students are to undertake work independently and in silence using their own ideas.

Ii)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	• Overall, Students were co-operative and quiet. • Students showed knowledge & understanding about the book after Chapter 1. • Students were willing to share their ideas during oral review Qs & mini-plenaries whilst using 'hands-up'. • Students grasped the task and understood what a flyer is. 1 student actually provided a explanation early on. • Students that were absent were able to catch up & follow the instructions. • No BP awarded. • Students were calmer and more receptive to learning. • Students used colour, IPADs for research & were fairly independent in the task. • Certain students required re-assurance but appeared to respond well to positive comments.
Next Steps for Progress	• Completion of flyer & annotation using own words. • Further reading of book.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	

Evidence of my Effective Practice	• Circulation of room/ Monitoring. • Transitions between whole class & 1:1. • Incorporated use of IPADs for educational research. • Observer commented that there was 'good clarity of instructions. Good development of task through labelling. Nice class atmosphere'.

Iii)

Plenary		• Depending on the success of the lesson, next lesson, I will ask the students to research who 'Elephant Man' is (using school/home computers) and ask them to recall and present 5 facts. • This provides students with an independent research opportunity. There might be scope to do this in 2s and 3s where findings can be shared with the class. • In addition to giving them a research opportunity, this provides students with: • further independent writing practice (autonomous learning). • oracy practice (with contributions) • a chance to develop knowledge and understanding of Freak Shows as a contextual theme for *Cirque du Freak.*

Evidence I: Annotation

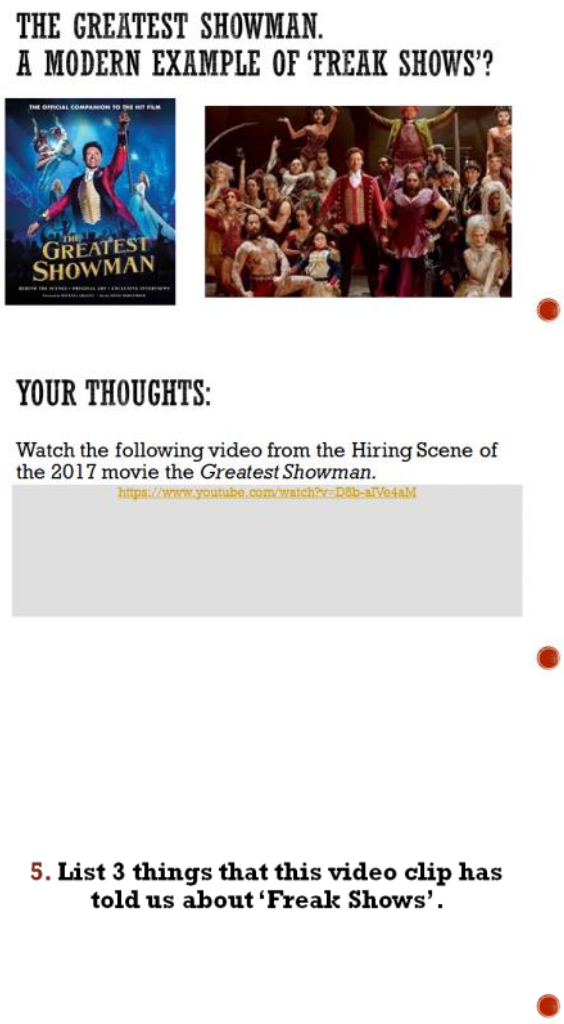
Context: The evidence above includes extracts from lesson plans (i) and (iii) and the corresponding reflection of the lesson (ii). The class are a relatively small low ability Year 7 group, with a number of English as a Second Language (ESL) and Additional Learning Needs (ALN) students.

Rationale: The focus of the lesson was the study of *Cirque du Freak*, the chosen literary text for the academic year. This children's novel was written by Darren Shan and includes gothic elements: telling the story of a school-boy's experience after observing a Freak Show. Given the early stages of learning, the class were beginning to study the contextual background of the text and the relevance of the *Cirque du Freak* 'Freak Show' to the plot. The creation of the flyers (i) was designed to cement their understanding and knowledge of chapter 2, especially the acts involved in the Freak Show that Darren and his friends were planning to observe. Since this was a creative task, after consultation with my subject mentor, it was deemed useful to set a creative task where students could use their imagination and illustrate their interpretation in original ways.

Evaluation: As supported by 'Evidence C' and the comments in (ii) above, the planned opportunities to practice digital competence were successful, and arised organically. This was an extension of the routine use of IPADs for their completion of accelerated reader tests. Whilst certain students spent too long on the research stage rather than the drawing, planning and creating; other students capitalised on the set research time effectively, being able to complete full stencil drawings. The inclusion of individual research time was highly effective (as demonstrated by the quality of the flyers produced). The students expressed enjoyment of the task and recalled pertinent information which featured in their flyers in future lessons. To improve the planning and implementation of digital competence, I could have scheduled whole-class time in the computer suite. Additionally, in the case of IPAD misuse, I could issue behaviour points and make warnings more explicit when distractions and side-tracking occurs.

Good teaching and learning creates authentic contexts for learning.

Sunday, December 1, 2019 1:02 PM



Evidence J: Annotation

Context:

The slides above have been extracted from a power-point designed for a medium ability Year 7 group for English Literature. This power-point was developed independently during the first week of PTE1, and corresponds with 'Evidence A' in the planning and application of Assessment for Learning Principles.

The class were relatively large, containing approximately 32 students. Whilst overall, the class has academic potential and some competence in English studies, there are several *English as a Second Language* pupils. Additionally, certain students have disruptive behavior tendencies, requiring effective behavioural management techniques, the use of a carefully constructed seating plan and issuing of behavior points during the lesson.

The focus of the lesson was the study of *Cirque du Freak*, the chosen literary text for the academic year. This children's novel was written by Darren Shan and includes gothic elements: telling the story of a school-boy's experience after observing a Freak Show. Given the early stages of learning, the class were beginning to study the contextual background of the text and the relevance of the *Cirque du Freak* 'Freak Show' to the plot.

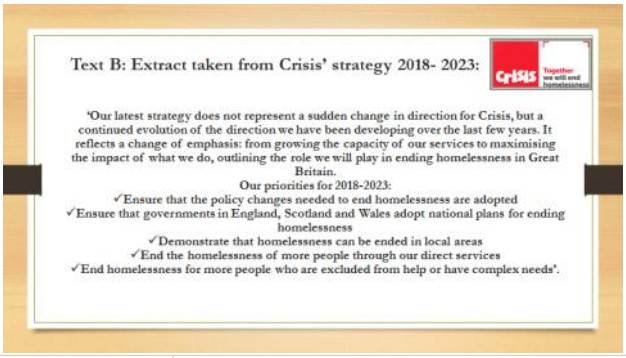
Rationale:

I decided to teach the contextual influences and background of *Cirque du Freak* by referring to a modern example of a 'Freak Show'. *The Greatest Showman* is a popular family movie that was released in 2017. Given the overwhelming reception of the movie, and its overt moral message and optimism regarding self-expression, individuality and overcoming fear of judgement and ostracization; I deemed the 'Hiring Scene' in the video to be a relevant and effective way to teach the historical context of the book and explain the key ideas and issues bound up with 'Freak Shows'. This was not only relevant in terms of contextual knowledge and understanding, but when thinking about authorial intentions (i.e. why Darren decided to use the term 'Freak' in his title) and the significance of the show to the plot, presentational features in the front cover and presentation of character.

Given the tendency for behavioural volatility, and the classes partial distaste of writing, I considered the use of a video to frame the comprehension questions, would help engage the class and stimulate genuine interest in the book and intended learning. I also considered the video to be a convenient way to introduce complex ideas such as shame, familial embarrassment and society's treatment of outcasts, which would have been difficult without media support.

Evaluation:

As explained in my immediate reflection of the lesson, the application of this plan was overwhelmingly successful. The class grasped the key ideas of the video and were able to apply their knowledge and understanding when communicating orally (to the class) and writing (when completing independent comprehension questions). The class were considerably quiet during the showing of the video and obeyed the 'hands-up' rule when answering questions in the whole-class discussion. Furthermore, the class were familiar with my chosen 'authentic context' (*The Greatest Showman)* and expressed their fondness of the movie. The class were able to make effective connections from the movie and apply it to the text. My idea also earned praise by my mentor who considered the scene to be very apt and would apply it to their future teaching.



Meaningful links to: Cross Curricular Responsibilities	• ESDGC: broader links to homelessness and the different standards of living that people have. Discussion of potential reasons why this happens and the consequences.

<u>Evidence K: Annotation</u>

Context: 'Text B' is a slide taken from a power-point on 'how to compare' texts and write an effective comparison response. This was a development task from an introductory lesson on 29/11/19. The power-point was individually created and aimed at medium and high ability Y8 group. From previous learning, the class were familiar with the homelessness crisis in the UK and the current organizations and charities involved in protecting people from homelessness.

The second image is an extract from an APLP lesson plan for a medium ability Y8 class. The connections to the numeracy and literacy framework were discussed in the annotation of 'cross-curriculum responsibilities' in the previous tab. The lesson was based on how to answer compare questions. This was framed in the context of homelessness given the classes current thematic study on dystopia, utopia, Planet Earth and Blue Planet. The lesson was first delivered on 29/11/19 and will be developed in future lessons week commencing 02/12/19.

Rationale: Text B was selected as an appropriate comparison text, as it derives from a recent strategy policy document from one of the leading homeless charities in the UK. As explained in the passage above, one of Crisis' key roles is to lobby the Government and encourage them to develop policy to protect people from homelessness, especially those that are most vulnerable. Since the UK includes devolved powers in Wales, Scotland and Ireland, the text had relevance to the modern economic, social and political structure of the UK. Furthermore, given the excessive media coverage of political debates and issues such as 'Brexit', younger members of society are now aware of the political worlds in which they live and are politically curious. I therefore deemed it very apt to include a political dimension in our analysis. An authentic context was created not only because of the current- day relevance of the content, (as homelessness is a very current concern that has escalated in Wales in particular), but, that in 'real life' outside the classroom and in future life, students are likely to encounter dense and lengthy documents such as these in their careers, when reading, signing and dealing with documents and when reading and watching the news, which regularly includes primary evidence from law, individuals and documents.

Evaluation: The class had limited understanding of *The National Assembly for Wales* and their devolved responsibility over national domestic affairs such as homelessness; however, the class were engaged in the discussion, and showed an interest in developing their knowledge by asking questions. Most students simplified the authorship of the sources by referring to *The National Assembly for Wales*, as the 'Government' which is partly true. The other tendency was to perceive 'Crisis' as a company rather than a charity. This required further explanation when monitoring and evaluating written work and oral contributions. Nonetheless, the class demonstrated a general understanding of the political context and could appreciate the severity of homeless from their personal encounters and observations of homeless people in Cardiff. Several students found the strategy document somewhat unappealing to read, yet, other students appeared to embrace the challenge and seemed keen to read more advanced text that had real-world relevance. All students were able to link these texts to their previous lessons where they watched children such as 'Shelby' and 'Brogan' being interviewed on the news about their relative standards of living and quality of life.

The Independent

Chris Key, October 2019.

Last Friday, as I walked to my office through Trafalgar Square, I was impressed at the **tenacity** of the Extinction Rebellion protestors camped out in the driving rain. Fast forward a week, and my sympathy and that of the public is **vanishing** *at the speed of the Bullet train* after protests which turned violent yesterday.

ER protestors decided to stand on the roof of a total of three tube trains (one of which was electric) in the middle of the rush hour. One was caught on camera kicking a commuter in the head who tried to pull them off. Scuffles **ensued** with some of the protestors being attacked before being arrested. By the evening, Trafalgar Square was full of police **anticipating** more potential problems as a result of ER demonstrations.

Extinction Rebellion 'Act Now' Tab on Website

We are unprepared for the danger our future holds. We face floods, wildfires, extreme weather, crop failure, mass displacement and the breakdown of society. The time for denial is over. It is time to act.
Conventional approaches of voting, lobbying, petitions and protest have failed because powerful political and economic interests prevent change. Our strategy is therefore one of non-violent, disruptive civil disobedience – a rebellion.
Historical evidence shows that we need the involvement of 3.5% of the population to succeed – in the UK that's about 2 million people.
The science is clear: It is understood that we are facing an unprecedented global emergency. We are in a life or death situation of our own making. We must act now.

Evidence L: Annotation.

Context: In correspondence with 'Evidence H' and 'Evidence A', the above extracts have been extracted from two texts regarding Climate Change. The resources created were discovered from individual research and designed for a re-sit Y12 GCSE group for English Language (Unit 2 & Unit 3). This class contains 20 students, of which the majority are obtaining border-line 'C' grades. The class are due to re-sit at various points throughout the academic year, especially in June. The class are currently revising the various question types and answering techniques for both Section A and Section B.

Rationale: Since the WJEC uses topical (and controversial) contexts for both reading and writing sections, climate change was chosen as a potential theme to occur in the examination. The class have previously undertaken work on Chernobyl (a nuclear disaster) and were thus somewhat familiar with the arguments for and against climate change. I was aware when planning these lessons, that Extinction Rebellion was well known, occurring on multiple social media channels, the television and News. The purpose of engaging with these texts was to decipher the key lines of reasoning and to summarise each view using their own words. After summarising each text, the class were required to compare the contrasting ideas and opinions. Both of these question types were recapped before independent tasks were set, and pertinent advice from the WJEC's examiner's reports were discussed. Certain vocabulary and phrases were underlined and highlighted to encourage students to engage with this aspect of the text when forming their answer and develop their vocabulary.

Evaluation: Overall, the chosen texts worked well. I received positive feedback from my observer on my selection of this material and the way I connected it to the reading and writing skills for the GCSE paper. While certain students could engage with the material confidently, and link the key ideas to political debates on Climate Change, certain students lack considerable confidence in the class and were reluctant to engage in discussion on the topic and material. This was partly the result of absenteeism, given that the class have other re-sit priorities, and were somewhat disengaged from learning given some level of repetition. Nonetheless, generally, the class were interested in the subject material and welcomed modern and relevant views on climate change which they had background knowledge about from outside of school. Some members of the class capitalised on the topic to express their personal views and to ask questions regarding the global impact of climate change and various policies in place.

Critical Reflection (3294).

Sunday, December 1, 2019 1:05 PM

Brookfield (1995) and Mezirow (1998), vouch that critical reflection (CR) allows teachers to challenge their assumptions regarding teaching, learning and education to enhance professional practice. A pivotal way that this can be achieved is through reflective writing (Bassot, 2015, pp. 31-32). As indicated by the supporting evidence, the pedagogical principles under consideration include Assessment for Learning (AfL), cross-curricular responsibilities and authentic contexts. The practice being examined pertains to the first part of PTE1, which was undertaken in a large multi-cultural Secondary school in South Wales. The school serves a disadvantaged demographic, with an above-average number of free school meal recipients (Estyn, 2017, p.1).

Whilst, Brown (2019) and Coe (Kime et al, 2017) consider that AfL belongs more to effective pedagogy than assessment, student understanding and progress is recognized by scholarship as integral to AfL (Didau, 2015). As defined by Black & Wiliam (1998), and Brookhart (2016), AfL is the term given to the techniques and tools adopted by teachers when trying to elicit and gauge student understanding, to stimulate and channel pupil progress. Whilst AfL may inform summative planning and predictions, summative assessment refers to data obtained in formal assessments such as internal and external examinations, where examination conditions are applied (Welsh Government, 2010).

According to Brown (2019), AfL is different from summative assessment, in that the data used to inform feedback is less 'verifiable' and more subjective, as it occurs during interactions. Crucially, teachers can use this information from students, to identify and clarify any misunderstandings and inaccuracies, adapt learning activities and adjust the pace of teaching, depending on students' current understanding, skills, ideas and knowledge. This can be achieved by teacher feedback, higher-order thinking questions, peer and self-assessment and 'open-ended' tasks where students have a proactive role in learning (Leahy et al,2015; Black and Wiliam,1998).

Turning to 'evidence B', I assessed the classes' understanding of the climate change text, *during* the lesson through questioning, individual monitoring of pupils' work and the setting of individual writing tasks. Regarding questioning, in accordance with Lemov (2010, pp.57-59) who advises teachers to 'begin with the end' (meaning the level of progress from the previous lesson), I commenced the lesson asking a series of oral review questions to ascertain what students could recall about Chris Key's views on climate change and Extinction Rebellion's (ER) protests. Rosenshine (2010) corroborates this approach

explaining that reviewing previous material enhances working memory capacity and enables students to grasp what is fundamental for progression, such as terminology and concepts (p. 13).

These AfL strategies were also developed following William's (2011) advice to capitalize on opportunities pragmatically, to deepen student understanding and knowledge, and prevent the repetition of misconceptions in subsequent learning. As explained in 'evidence D', following the whole class marking of comprehension homework, I recognized that most students were starting sentences with 'because' and omitting capital letters and full stops. Consequently, I used this data in the following starter activity, where I modelled re-occurring spelling errors and technical inaccuracies on the whiteboard. Similarly, I set the class a two-week target to pay extra attention to full stops and capital letters.

Reverting to 'evidence C', in addition to allowing students to volunteer their ideas, in congruence with Spendlove's argument that AfL promotes student empowerment and autonomy (2015, pp. x- xi), I also *selected* certain students, so that all members of the class were engaging in the lesson and prepared to participate. Lemov (2010) describes this questioning approach as 'cold-calling 'and 'No-opt- out'(p. 27). Indeed, William (2011) reminds teachers not to inadvertently augment the 'achievement gap' by allowing certain pupils to withdraw from learning by abstaining from questioning (p.81).

Responsivity (Timperley, 2008, p.41; William, 2011); and challenge (Welsh government, 2010, pp. 4-9; Donaldson, 2015, pp. 63-70), are also focal to AfL. As illustrated by 'evidence c', my subject mentor explains how I can adapt my lesson plans during the lesson based upon pupil understanding and progression: 'She is always ready to adapt her ideas within a lesson, to help support further learning'. This is corroborated by 'evidence B', where, the experienced English teacher observing, praised me for: 'continually checking pupils' understanding'; 'checking the accuracy of pupils' work'; keeping up a 'continual commentary to keep pupils engaged'; selecting students 'to feedback their answers' and linking formative assessment to summative assessment by referring to their final exam paper.

Nonetheless, during the latter, I recognized that multiple students were reluctant to contribute, thus I adopted alternative AfL techniques, by interacting 1:1 with students and circulating the entire class during writing time. This helped ensure that certain students weren't neglected nor appropriately challenged. However, in some cases, these interactions led to further trade-offs, as it revealed the disparate level of understanding and ability in the class. For instance, some students required support with detailed analysis and explanation, whereas several students struggled to comprehend the text. Often, this was due to

absenteeism, distraction and a poor attitude to learning since this was a re-sit class.

To overcome these challenges, I endeavoured to balance clarifying the key ideas with encouraging more able students to probe and interrogate key language and phrases. In terms of improvement, as discussed by Bloom (1956), Mercer (2000), Alexander (2017) and Lemov (2012), my priority is to extend differentiated questioning, so that each student is appropriately challenged. When planning, I will utilize pertinent student data such as reading ages and target grades (from SIMS). As recommended by Denby (2015, p.6), I will also use student names when directing questions. Furthermore, I will seek to incorporate self-assessment in plenaries, so students can consider the merits and weaknesses of their learning and communicate any questions. These weaknesses and questions will then inform future planning and pedagogical implementation (Fletcher-Wood, 2016).

In the new curriculum for Wales, Literacy, Numeracy and Digital Competence are defined as 'cross-curricular responsibilities' along with education regarding religion, relationships and sexuality (Welsh Government, 2019). Crucially, these responsibilities are meant to be appropriately 'embedded' within and across the six areas of learning and experience (Ibid). As explained in *Successful Futures,* the planning and inclusion of these cross-curricular responsibilities should be 'natural and authentic', to support the holistic development of each student based on the four overarching purposes (Donaldson, 2015, p. 69). Essentially, children should be developing subject knowledge and understanding *through* their acquisition and development of Literacy, Numeracy and Digital Literacy. These skills, therefore, underpin student learning and success across the curriculum and equip students for life-long learning and work beyond the classroom in a rapidly evolving world (Ibid; PISA, 2015, p. 5; Walters, 2013; Painter & Bamfield, 2015).

Research regarding the relationship between literacy and quality of life has confirmed that underdeveloped Literacy skills are associated with higher unemployment, reduced health, and higher deprivation (*National Literacy Trust,* 2018, p. 4; Ofsted, 2013, p.6). Despite recent attention to improving Literacy standards, misconceptions often reduce 'Literacy' to reading and writing (Ofsted, 2013, pp. 4-5). Yet, 'Literacy' encapsulates all the intricate skills and processes involved when processing and interpreting language (Ibid). This includes: the ability to create sound from letters and words (phonetics) and understand and apply the syntactical (technical) and semantic (contextual) dimensions of language.

Following leading language educationalists Alexander (2008) and Mercer (2007), *Successful Futures* recognizes the multi-faceted nature of language, especially its role in interaction, and thinking (Donaldson, 2015, pp. 40-42). Contrary to the traditional teaching of Literacy,

the 'transformational' curriculum, aspires to balance technical accuracy with reading and writing competence, and the development of meta-cognitive skills (Ibid; Welsh Government, 2010, p.20). I have sought to balance these aspects of literacy when planning and delivering lessons and assessing pupil progress. As illustrated by 'evidence D', when marking student work, I am cautious to improve and correct not only the technical accuracy of the work (using the Department marking code such as 'p' for punctuation), but, also develop students' thinking and comprehension skills by posing specific questions and providing examples of improved expression and word order. As explored by Coe et al (2014), Rosenshine (2012) and Hamre et al (2008) who discuss the characteristics of effective teaching, such instruction affords learners genuine opportunities to refine their understanding and improve any misunderstandings.

Furthermore, in 'evidence A', my evaluation of pupil learning was based on the quality and accuracy of students' written and oral work through whole-class discussion, independent writing time and peer assessment of answers that were read aloud. These methods were chosen not only to gauge pupil understanding of the video and its relationship with the text but to provide students with opportunities to develop their literacy skills. Overall, channelling peer-assessment through discussion was successful, as students' feedback and responses became more mature, relevant, constructive and articulate as the discussion developed. Upon receiving feedback from their peers, students became more aware of how they could improve their reasoning and apply the success criteria exemplified on the power-point.

In addition to content, as demonstrated by the 'success criteria' column, students were being assessed on whether they articulated clearly and confidently using Standard English and technical accuracy, both verbally and in writing. When mispronunciation occurred and students appeared to lack confidence following mispronunciation, I gave pupils praise and reassurance. Usually, per Lemov's (2010) emphasis on setting high expectations; before modelling the correct pronunciation of words, I allowed pupils to pronounce words independently. Indeed, as cautioned by Hattie and Yates (2014, p. 70), providing pronunciation feedback also ensured that the praise was genuinely related to pupil progress.

However, when interacting with students with English as a Second Language (ESL) or Additional Learning Needs (ALN), differentiated feedback is essential (Logan, 2011; Colbert et al (2017)). In these cases, students may lack confidence in their ability, therefore praise may also be warranted for effort. This is certainly applicable for certain Y7 groups, who can feel disengaged from learning because of confidence. Thus, implementing 'Literacy' as a

core-responsibility is not only inherent in teaching English but, relates to the other pedagogical principles under consideration, especially AfL.

The ability to respond and comprehend information is another key dimension of the Literacy Framework, which outlines the progression stages from the foundation phase (LNF, 2019). As indicated by the 'extension' column, the most competent students will: summarise, analyse, explain, collate and synthesize a broad range of qualitative and quantitative data, confidently and critically. These skills are also assessed in the WJEC English Language and Literature specification (WJEC, 2019; Welsh Government, 2016). This is most explicit in the GCSE Language papers, where students are required to 'summarise', 'compare' and 'synthesise' various continuous and non-continuous texts (PISA, 2015). Hence, pedagogical principles relate to subject curriculums as well as each other.

As evidenced in 'Tab 2', I have incorporated such questions and literacy skills into my teaching for both Year 7 and Year 8. ‘Evidence G' relates to the responding, and organising ideas and information criteria on the LNF (2013). At year 7, students are expected to 'select' and 'identify' the pertinent information from texts and use more refined reading skills such as inference and deduction. Moreover, when responding, students should be able to utilise evidence from the text and organise their answers using well-structured paragraphs and a range of punctuation (LNF, 2013).

As explained in the 'rationale', although Point Evidence and Analysis was taught for students to demonstrate their Literature specific knowledge on character, setting and plot, this had direct relevance to Literacy skills. When teaching PEA, I verbally explained and modelled vital content from each slide, so that the class understood the components of the writing framework and could apply it to their analysis of *Cirque du Freak*. The 'evidence' aspect of PEA required the most clarification during this lesson and subsequent lessons, where modelling developed into sentence scaffolding so that students could analyse the text with increased independence and depth.

This approach follows the 'challenge', 'explanation', 'modelling' and 'practice' process recommended by Tharby (2015). PEA was initially a difficult construct for year 7 to grasp ('challenge'), however with instruction most students were able to utilise PEA when examining the quotations. In accordance with Cotton (1988) and Rosenshine (2012) who advocate circulating the classroom with productive 1:1 interaction with students, this judgement was made when monitoring pupils' work. Before the lesson, the class did not know what PEA was, yet, during the lesson the students were applying PEA to their writing and, in some cases, unpacking the author's use of language, by analysing keywords in the

text.

Nonetheless, in future teaching of 'evidence', I could include physical examples of 'evidence' such as images of archaeological remains, as this may ease students' initial comprehension of 'evidence'. Additionally, this could stimulate higher-order thinking skills (Bloom, 1956), regarding what 'evidence' is and the different forms it can have. To integrate student autonomy earlier in the learning, I could ask certain students to write examples of quotations on the whiteboard. Alternatively, students could have selected quotations from the text and discussed these with their partner before sharing their ideas to the class ('think, pair and share') (Lyman, 1981).

Turning to Numeracy, as investigated by National Numeracy (2019) and OECD (2015), in addition to problem-solving skills and Mathematical competence, the development of numeracy skills is essential to students' financial management and independence, and, is positively related to better health and reduced crime statistics. For year 8, prior to comparing the pie chart (in 'evidence E') to Crisis' strategy (n 'evidence K'), attention was focused on the former to ensure pupils' understanding and to practice analyzing and interpreting numerical data. Indeed, the LNF (2013) states that year 8 students should be able to 'interpret graphs that describe real-life situations' and 'draw conclusions from data'. Before applying verbal reasoning and using correct SYNTAX, students needed to recognize that each segment of the pie chart represented the percentage value for each causal factor of homelessness.

Successful Futures explains that children should apply their numerical knowledge to contexts other than Mathematics, to ensure that they have ample opportunities to develop their skills (Donaldson, 2015). Therefore, once again, the guidance illuminates the inter-relatedness of pedagogical principles: in this case, authentic contexts, literacy and numeracy skills. As well as addressing the LNF, the resources created on homelessness ('evidence E', 'F' and 'K'), can be considered 'authentic', because homelessness is a very current concern that has escalated in Wales.

In accordance with Blumenfeld (2001) who stresses the importance of student engagement in authentic learning, the class were very engaged in the subject matter and asked multiple questions regarding living and accommodation costs, and the collapse of relationships. Thus, explicit recognition of the real-life relevance of the data and curiosity about the issues bound up with various factors was displayed. Such curiosity adheres to Rule's (2006) conception of 'authentic learning', where students adopt an enquiry role, connecting classroom knowledge to the broader world (pp.1-7).

Regarding 'relationship-breakdown', several students associated this with mental health difficulties, illness, divorce and addiction. In consonance with Pearce (2016), who considers fluidity to be one of the key elements of authentic learning, it can be argued that knowledge and understanding from subjects such as Personal Social Health and Education (PSHE) and other realms of life had informed their questions. To extend my practice with the professional teaching standards (Welsh Government, 2019; EWC, 2019) and the holistic emphasis of the new curriculum, I could collaborate with other members of staff, to maximize the relevance and impact of the selected material.

Interaction and openness are further characteristics of authentic contexts, especially when trying to develop 'content literacy' skills (Parsons and Ward, 2011, pp. 464-5). According to McKenna (1990), this relates to students' ability to deepen discipline knowledge and acquire new knowledge. In 'evidence J', as explained in the annotation, the purpose of the lesson was to develop contextual knowledge to comprehend why the author based his plot on a 'Freak' show and used the term in the title. As demonstrated by 'evidence A', the comprehension of the video was exceptionally interactive and open, as each question was answered following a whole-class discussion.

Whilst I strove to channel the classes' interpretation of the video to the text, I actively encouraged students to relay their favourite moments of the scene. Although momentarily this led to some tangential responses, overall, the open whole-class discussion enabled students to respond to their peers' comments and complete the independent questions using key terminology (such as 'unique') and concepts such as 'equality' and 'respect' which have present-day significance, especially with modern debates regarding employment and human rights.

Furthermore, given that the Freak Show in *The Greatest Showma*n was based on a genuine historic circus (Barnum and Bailey Circus), interdisciplinarity was inherent in both the planning and implementation (Pearce, 2016). The class thus developed cross-curricular knowledge regarding the Victorian treatment of 'freaks'. Crucially, in congruence with Waters (2013) who argues that children need opportunities to make sense of their world and the differences and transitions within it, the class understood that the term 'freak' would be inappropriate in modern society, where such people would be considered disabled and vulnerable.

As explained in 'evidence I', this was facilitated by their use of IPADs for creative research to produce flyers and their research of 'Elephant Man' (Joseph Merrick) using the internet, to

present five key facts about his life, condition and treatment by others. Whilst opportunities to practice literacy and digital skills naturally overlapped, once a progressive framework has been agreed for digital competence, the practice of digital skills can be monitored and planned more effectively with LNF.

The overlap between authentic contexts and cross-curricular responsibilities is also epitomized by ‘evidence B’, 'H' and 'L', where the texts related to climate change and ERs recent protests in Cardiff and London. *Successful Futures* stresses that classroom learning needs to be relevant to the ‘outside’ world, thus, the texts allowed the class to connect and apply knowledge from outside of the lesson. This included: their awareness of ER’s activities and the public’s reaction from social media and their scientific understanding of the dangers of improperly disposed of plastic, rising temperatures and extreme weather on agriculture and animal life.

In parallel with Walters (2013), who states that teachers need to use ‘real’ texts, the data in 'evidence E' derived from *The National Assembly for Wales.* ‘Evidence H’ also included a 2019 political journal article from *The Independent* and extracts from ER’s ‘About us’ and ‘Our Mission’. Similarly, ‘evidence J’ included an extract from Crisis’ 2018-2023 strategy on tackling homelessness. Since engaging with documentation such as strategies are integral to many professions and employment responsibilities, opportunities to ‘think and act like professionals’ (Herrington et al, 2014) were authentically incorporated.

This critical reflection has illuminated the interconnectedness between the pedagogical principles, during both planning and implementation. As epitomised by ‘authentic literacy’ (Duke et al, 2006), overlaps were experienced with authentic contexts and Literacy. As highlighted by evidence E-L, the texts being studied originated from modern-day sources and thus had real-life relevance. Whilst opportunities to practice digital and literacy skills naturally coincided (evidence I), AfL was inherent throughout the planning and implementation of all cross-curricular responsibilities and authentic contexts. To progressively plan and implement these principles, information regarding student understanding and competence is essential.

Overall, the reflection has emphasized the importance of pragmaticism and experimentation, especially for year 7 and year 8, where more differentiation and creativity are required. Following Timperley (2007), I intend to engage in a range of professional learning opportunities, to further integrate pedagogical, subject and assessment knowledge. This should also ensure that my teaching is pertinent to the students I teach and the challenges I face with certain classes. Regarding assumptions, the reflection reminded me

to exploit opportunities to further learning (Bjork,2011), whether that be clarifying seemingly basic vocabulary or repeating previous material. Finally, I learnt that maintaining high expectations for all students does not mean that each student needs to complete independent tasks to the same standard.

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