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Assignment Title: Critically reflect on your pedagogical progress demonstrated through required elements of the Professional Learning Passport, identifying a specific area for professional development and justifying next steps for improvement

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn... What I have done in this assignment...
Targed/Target 1	At the end you need to show links to professional standards that you described but did not link.	At the end of this assignment in my conclusion I included a paragraph of the links I believe I described throughout the assignment.
Targed/Target 2	You need to use your lit review more effectively to come reach your conclusion.	Throughout this assignment I struggled to find relevant research about this topic. I tried to use some of the lit review in the conclusion at the end on how I could improve for future changes.
Targed/Target 3	---	---

Part 1: Professional Learning Passport

Below is a link to access my Professional Learning Passport (PLP) where the Bridging 2 Reflection can be accessed:

<https://v3.pebblepad.co.uk/spa/#!/public/kwhG4ZcyryGywytycR9qzxzxdc>

Bridging 2 Reflection

Meet

Tystiolaeth / Evidence	Adfyfrio / Reflect
Bridging day on the 11th of November 2020. On this bridging day, there was a meeting on teams. This bridging focussed on Assessment for Learning strategies within schools and looked at the type of strategies they use within the classroom. This presentation showed that teachers use a range of formative assessment strategies to check for understanding, to have an insight into the pupil's knowledge and identify areas where the pupils may need to help to improve their learning.	I found that the bridging meet helpful, however I had already spoken to my teacher regarding Assessment for Learning strategies and had already experienced the use of some. Furthermore, it gave me motivation to try out more strategies with my class to gain that experience and it was great to hear my peer's different ideas they had used in their

Test

Tystiolaeth / Evidence	Adfyfrio / Reflect
I have experienced six types of Assessment for Learning with my class in the Foundation Phase: 1. Traffic lights (self-assessment) was used during a Maths and Numeracy lesson looking at 2D Shapes. Pupils were asked to colour the smiley face after they had finished to show how they felt about the work, green, yellow or red. 2. Thumbs up or down was used after an explanation of a task to see whether they understand. If there are some thumbs in the middle or facing down, I would ask them why and where they are stuck so I can further explain and ensure they understand before starting the task. 3. Peer assessment was used in a Literacy lesson looking at acrostic poems. The pupils were asked to make their own acrostic poem, linking their topic to Christmas, for example, Santa, Snow, Snowman, etc. Once they had finished, they were put into pairs by me and	I will reflect on the six types of Assessment for Learning strategies I have experienced with my class in the Foundation Phase: 1. The traffic lights (self-assessment) strategy worked very well. The children were familiar with it and understood it is process. This strategy was effective, showing that 16 out of 19 pupils showed green, 3 out of 19 showed yellow and 0 showed red, however, I do not think some of the pupils answered as honestly as they should have as lots of them required lots of help. 2. The thumbs strategy is every effective as well. It is something simple to show the pupils understanding, and if there are some unsure, I was able to ask what they did not understand, and further explain and provide extra information to ensure that they understand. However, it is possible that the children may not be answering honestly again and are just copying their peers. 3. The pupils enjoyed the peer assessment, as it allowed them to look at each other's work, and express their feelings and whether they liked it

were asked to read each other's work, and peer assess their partners work, putting a smiley face and writing a little comment whether they liked it or did not like it. 4. Lollypop sticks has been used numerous of times and the pupils really enjoyed it. I have used lollypop sticks for questioning, for example, simple addition maths questions before beginning the lesson. 5. I have used phone a friend lots during this placement. This strategy is really helpful for those who do not feel confident enough to answer a question or do not know the answer, and therefore have the option to phone a friend for help and pass the question on. 6. I use questioning in all my lessons because I believe it is a great way for the children to engage their minds and to start thinking about things.	or did not like it. However, not everyone had finished their work and was able to have a go at the peer assessment. Also, some students needed support to read each other's work. 4. The lollypop sticks strategy was a success in the classroom. The pupils thought the lollypop stick method was exciting and thrilling as they did not know who was going to be chosen, and they did not know it was a form of formative assessment, they just thought it was a game. However, some pupils did not feel confident enough to answer the questions, therefore I used a 'phone a friend' strategy to help them out. The only downfall with this is that the pupils always seem to pick the highest able in the class to answer the questions, therefore not a variety of pupils get picked to answer. Therefore, the next steps would be to encourage those to choose someone else, for example, choosing someone from your table. 5. The phone a friend strategy is used almost daily in my lessons and is a good strategy for them. The pupils really enjoy it, however as already discussed, they chose specific people to pass their question on to, and not being fair sometimes. 6. I have used questioning in every lesson as I feel like it engages the children's minds and starts them off for their learning. However, not everyone is willing to answer questions and they just sit back and let everyone else answer, therefore 'lollypop sticks', or 'random wheel' is a good strategy for this to allow everyone to have a go. Also, group discussions can encourage them to start thinking and discussing in their group. Personally, I really enjoyed testing the Assessment for Learning strategies with my class and gave me an insight in many different ways you can carry out these strategies for the children.
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Share

Tystiolaeth / Evidence	Adfyfrio / Reflect
I have created a 5–10-minute presentation on Assessment for Learning strategies. I first started talking about what Assessment for Learning are, and then what ones I have tested in my placement experience. I then chose and discussed two strategies I believe	Personally, I think the presentation went well. Even though I felt nervous, I spoke clearly, gave good information, explained what subject and how I used the Assessment for Learning strategies, and discussing what went well and what did not go so well. I have also included

are affective for my year group, explaining how, why and what subject I used them in. I then evaluated it, discussing what went well or pros, and what did not go so well, or cons of the strategies used.	evidence of the assessments I have used. Next time I would make my PowerPoint more interesting and be discuss next steps for the strategies to recognise where I can improve to fit the needs of children.
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DGB/SKD

This section focuses on skills development in subjects during PTE1 placement. This section will include four professional learning templates for literacy, numeracy, digital competence and subject knowledge. These assets are evidenced on the Professional Learning Passport

Llythrennedd / Literacy

Evidenced by an asset? ✓

Acrostic poem - One lesson I was asked to plan and teach was a lesson on Acrostic Poems in Literacy, Language and Communication. I was not sure what Acrostic Poems were and I had never heard of what they are, therefore, I had to research and google more information before my lesson in order to plan this lesson. I also googled and watched videos on how to make an acrostic poem so that I could model one and make an acrostic poem with and as a class, and from then decided what was the best approach for my year two class. I learnt that an acrostic poem is a fun poem that anyone can write, they do not need to rhyme and do not need to make sense. To make an acrostic poem, you pick a word or topic and use every letter of the topic as the first letter of each line, spelling it vertically on a page. Then, you want to make a sentence about the topic in each line, starting with the letter of the line. To model this with the year two, we made an acrostic poem on owl together as a class. First we brainstormed ideas for each letter included in the word owl. After gathering ideas of words beginning with o, w and l, we decided the best ones for each letter to put in the acrostic poems on the whiteboard together.

Rhifedd / Numeracy

Evidenced by an asset? ✓

Column addition - Planning this lesson gave me the opportunity on learning the new method of working out addition using the column addition method. When I was in school, we learnt a different method where you could put numbers under the bottom line and add them from underneath, however using the new method, you cannot do it this way anymore, you have to create a new sum before working out the answer, adding the ones first and then adding the tens. When the teacher asked me to plan this lesson, I explained that I was unsure how the new method works, therefore I spent time for the teacher to explain, and observed his lesson of column addition the day before to get a better understanding and the opportunity to ask for advice. I am happy that he was pleased with my lesson and made me feel more confident at how successful this lesson was.

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? ✓

Setting assignments on teams - Due to the current circumstances of lockdown in Wales and online learning for pupils, I was asked to set online tasks throughout my placement experience to introduce me and give me an insight into online learning for Primary Schools. Once I had planned and made resources for the pupils, I was asked to use Microsoft teams to upload the work so that the pupils could access it. To upload, I had to go to 'Assignments' tab and create an assignment. I had to ensure that I included a simple and clear instructions for every task for those to understand what to do. I would create resources, such as PowerPoint, Word document with the success criteria or video explaining what the asks and what is expected from the pupils during the lesson. I gave clear instructions whilst setting assignment on teams and tried to be as specific as I could whilst explaining, whilst I or the class teacher if I was teaching the hub pupils were also available when the pupils at home had their online asynchronous session to answer any questions or issues in the chat on Microsoft Teams. I believe I learnt how to do this very quickly and I am happy I have received this opportunity to learn something new and develop my digital competence skills on creating suitable resources for online learning for Primary age pupils and setting tasks online for the pupils learning.

Gwybodaeth bynciol / Subject knowledge

Evidenced by an asset? ✓

Tooth decay (Science and topic) - The focus of this lesson was to look at sugar in foods and liquids that we eat or drink, and what the sugar can do to teeth. This is known as tooth decay, where the condition of your teeth change. I felt as though to be more confident for this lesson, I must do some research on tooth decay, and provide some important information regarding before explaining the egg experiment, and why it is important to look after your teeth. Then, I will be able to explain to the pupils that this egg experiment will show you what different liquids can do to your teeth due to the amount of sugar in them and if you do not eat the recommended nutrition and look after your teeth, you can develop tooth decay.

Safonau/ Standards

Professional Experience Template 1: Maths and Numeracy – 2D

Shapes

Pedagogy Standard: Refining: Differentiation

What did you do and why?

This lesson I was keen to broaden my knowledge on what they teach in Maths and Numeracy in Year 2 and watched very carefully during these lessons. This Maths and Numeracy lesson, we focussed primarily on 2D shapes looking at how they look and how many sides they have. First, I presented a short presentation on the important information about 2D shapes, including a short game in the presentation of match the shape to the word/name on the projector board (**cross-curricular**). Then I set tasks for the pupils to complete in the lesson. This lesson included three **differentiated** worksheets (higher, middle and lower abilities), with the names of the shapes shown on the whiteboard (to help with spelling and recognising the name). With this task, the pupils were asked to use straws and pencils to create the shape, in order to help them count the sides, and recognise the shape (**real life authentic context**). At the end of this task, I asked the pupils to complete the self-**assessment** at the bottom of the page, in which they completed with no problem.

There was also another activity specifically aimed for the higher able student to find shapes in their garden and count how many they see (this allowed them to use their knowledge on counting, counting past 100/200). There were also two extended tasks where the pupils were asked to find items in the class or the garden that are the shapes we have learnt today (**blended learning experience**), and another one is make the shapes we learnt about today using sticks that we had collected a few days prior to the lesson (more of a one-to-one with the pupil).

What have you learned?

I have learnt that there are many ways and a range of techniques you can use to enhance their learning such as using learning resources, for example using the sticks outside to make the shapes in another setting (**blended learning experience**) and allowing them to **lead their own learning** finding the items in the class or garden. I have also learnt that it is important to **differentiate** appropriately to their abilities, that enable a bit of challenge for them. Overall, it met the intended outcomes for the pupils, and they really enjoyed the lesson. There was a variety of choice of activities for the pupils to do or pick from and are very practical. We also had the higher ability working together to count the number of rectangles they could see on the fence surrounding their small world garden, which I believe they counted over 200. They also continued to use the sticks to make shapes for the rest of the week as an enhanced provision activity before moving class which was lovely to see. It was also great to see that pupils were able to complete the self-**assessment** independently regarding how they felt during the lesson. The

teacher was happy with the lesson and this gave me more confidence to deliver Math and Numeracy lessons in the future.

What next?

I would certainly use a similar approach to teach 2D shapes to pupils in a Primary School because it was very practical with lots of different activities going on in the classroom. However, next time I would try other methods and activities to gain more experience in teaching 2D shapes with children. This has developed my subject knowledge in Math and Numeracy for Year 2 and has given me opportunities to use different methods in this lesson.

Professional Experience Template 2: Physical Education - Gymnastics

Pedagogy Standard: Advancing: Blended learning

What did you do and why?

Before this lesson, I had sat down with my senior mentor in the school to help me plan a Physical Education lesson for the pupils as I have not yet had this experience and felt that I needed support (**working with in-school colleagues**). This lesson focusing on Physical Education and well-being. In this lesson, the pupils focused on Gymnastics (PESS) in the gymnasium hall. The gymnasium hall was a better suited choice of area for this physical education due to the large number of pupils in the class and to give the pupils a different area of experience (**blended learning experience**). The outcome of this lesson was to recap the shapes and movements in PESS Gymnastics, and to create their own sequence or routine using those shapes in a group. First, I sat down the pupils around me to explain the rules in this lesson, to set the tone on how the learning environment will be. I then started with a warmup game called traffic lights. After the warmup, I asked the pupils if they felt warmer, had more or less energy, and if their heart or pulse was beating faster (**learning outcomes and well-being**). Then the pupils were asked to find space and to revisit the shapes and movements on the PESS programme on the server. I put them into groups of 4, and asked them to communicate, share ideas and come with up a sequence or routine using three to six of the shapes or movements, where they would present to the rest of the class. To finish, I planned a game of foxes and bunnies, and then a cool down session after.

What have you learned?

This experience taught me how to control the class in a hard environment (**managing the learning environment**), as they have too much joy being in a big hall. The pupils were very excited and lively, and I believe that I had managed the **learning environment** really well. This lesson enhanced their physical development by creating different shapes and movements and developed my knowledge on programmes to use to teach a Physical Education lesson in a Primary School. This lesson met the intended outcomes and I really enjoyed this lesson, however, unfortunately there was no time to play the game of foxes and bunnies or a cool down session as they had to use the gymnasium for something, therefore I learnt that I must manage my time better. I have learnt that I need to allow time to play a game with the pupils, however, there was a mix up with this lesson, so we had to post-pone it until the gym hall was available.

What next?

Next time I would work on my time management skills and discuss with the class teacher regarding time before the lesson to ensure the pupils have time to play a game before they need to use the gym hall for something else. In similar circumstances, I would use similar resources as I believe the PESS programme was a good programme to use as it was suitable for the pupils' ages and physical abilities. This has developed my knowledge on teaching a successful physical education lesson and has given me opportunities on **managing my learning environment** in another setting outside of the classroom. It would also be good to use outdoor environment to teach a Physical Education lesson to use another setting with the pupils (**blended learning experience**).

Professional Experience Template 3: Behaviour Management Strategy

Pedagogy Standard: Refining: Managing Learning Environment

What did you do and why?

Majority of the pupils in the hub had Additional Learning Needs and therefore was very difficult to control their behaviour. Also, during a numeracy lesson I had done with the pupils in the hub, I found it very difficult to stop the pupils from calling out the answers after I had asked them repeatedly not to call out the answers and to raise their hand if they knew the answer to allow the others to work out the answers themselves. Therefore, one of my weekly targets was to research and use a behaviour management strategy in the classroom with the pupils in the hub to control and manage their behaviour a lot better than the previous week and **managing the learning environment** with a method to make it easier for me (**developing new techniques**). After discussing with the class teacher and taking advice and discussing the matter with one of my peers on the PGCE course, I had decided to use two strategies and link them together. My peer from the PGCE course had explained that he uses class dojo as a behaviour management and for positive reinforcement in the Foundation Phase hub and therefore I took this onboard (**seeking advice and support**). One strategy was to use class dojo and to create my own class on there to include the pupils in the hub. This is shown in the document and was named 'Miss Keeble's class' so that I could gain control and the title of the teacher for the pupils to take it seriously. There was also an end of week target of 5 points, if they had received 5 points they would get a reward at the end of the week. The second strategy involved a 5-step warning system where the pupil(s) would receive a prewarning about their behaviour, then their first warning, then their second warning. Once all their chances has been given, the pupils will then have a point taken from them on class dojo. If they still do not change or improve their behaviour, they will be sent out of the class for 3 minutes to calm down and think about their behaviour. The two strategies would allow me to control and manage the pupil's behaviour and **manage the learning environment** effectively.

What have you learned?

This experience and strategy is important for my teaching experience to allow me to gain experience on managing pupil's behaviour during lessons and using effective strategies to **manage the learning environment** and create a more positive learning environment within the class. I have learnt how important behaviour management strategies are to manage behaviour of the pupils and ensure that they are developing their learning and I had taken that **responsibility for myself** to introduce this strategy in one of my lessons. Overall, this strategy worked really well and showed great differences in the pupil's behaviour during my

lessons, looking more positively and using positive reinforcement to motivate the pupils to learn and to earn points to receive a reward at the end of the week for good behaviour and reaching or getting more than the target. I was able to successfully tick off the outcomes of this weekly target and I am very happy to be able to gain this experience and learn new strategies to control pupils' behaviours in the classroom. I will definitely share these strategies with other colleagues and learners because it was successful.

What next?

Next time, I would change the weekly target for the pupils to reach on class dojo to challenge them a little bit more to work harder on reaching the target. I will also include end of week prizes/gifts for those who come first, second and third to motivate the pupils and work harder to receive more points weekly to gain a reward. However, if there was no use of class dojo, I would think of using another strategy for behaviour management, for example, the use of pebbles. Every time they are respectful, ready, working hard and safe, they can put a pebble in a pot on their table (as a group) and whichever group has the most pebbles gets a reward at the end of the week.

Part 2: Critical Reflection

Differentiation

Introduction

My chosen aspect for the critical reflection part of this assignment is differentiation. I have chosen differentiation because during my PTE1 placement, I found it a little bit difficult knowing the level of appropriate differentiation for primary age pupils therefore I would like to research about it, build on my knowledge and learn more of its purpose. During my placement, I had used differentiation in numerous lessons in both Foundation Phase and Key Stage 2. The chosen aspect on differentiation I have chosen is a Maths and Numeracy lesson on 2D shapes with year 2 pupils. We started the lesson with PowerPoint introducing the kinds of 2D shapes and counting how many sides they have. Also, there was a short game to match up the words with the shape on the PowerPoint. I used lollypop sticks to choose the pupils at random to come up and match the names to the shape and asked the rest of the class 'is he/she right?' where they would answer with yes or no. Then, there was a task to complete with three differentiated sheets to name the word of the shape and count how many sides they have. During this task, the pupils had straws and pencils to create the shape and help them count the sides and recognise the shape, particularly for the middle or lower ability pupils. At the bottom of this sheet, there was a self-assessment to complete using the traffic light method where pupils were asked to complete after completing this sheet/task. Then there was a range of activities to do after this, with differentiation included for the higher, middle and lower ability pupils.

This essay will include a critical discussion of differentiation, linking to any relevant theories and perspectives that may exist around differentiation, highlighting its benefits and challenges. Then to conclude, I will discuss the main key points discussed in the critical discussion, linking to my experience and introducing an action plan to improve my knowledge of differentiation in my future teaching experiences.

Critical Discussion of Differentiation

Nansen (2015) argues that differentiation's meaning is broad because it includes any way which you modify the content, environment, presentation or expectations of teaching and learning. Differentiation is explained as a framework or philosophy to enable students of all levels to attain their full potential (Munro, 2012). Moreover, Tomlinson and Moon (2013) stated that differentiation is "a proactively planned approach to what students need to learn, how they will learn it, and/or how they can express what they have learned". Additionally, differentiation in teaching and learning refers to teaching methods used by teachers to extend the knowledge and skills of every student in the classroom, regardless of their starting point (The Education state, 2020). This can be achieved by using differentiated tasks and/or by ability setting (Siraj-Blatchford et al, 2011). Its intention is to respect and stand by to the individuals needs of each student and allow them to progress at or beyond an expected standard for them (McNarama and Moreton, 1997). Furthermore, differentiation involves matching students' needs and approach to learning with the most appropriate pedagogy, curriculum goals and opportunities for showing the knowledge gained (Anderson, 2007). However, the Department of Education (2011) argue that although classroom's today are high in diversity to class, socio-economic background, gender, culture, language and abilities/disabilities, students are being failed, because their individual needs were not met. Moreover, Dyson (2001) argues that all learners are different with their own individual distinctive learning style, needs and interests, therefore, using these differences teachers place students in different teaching groups and offer variations to the curriculum. Furthermore, through the use of differentiation

Recent studies has shown a positive impact to teaching and learning from differentiation in the classroom (Taylor, 2017). Munro (2012) and Konstantinou-Katzi (2013) has both argued that studies show that using differentiation effectively can help increase students' motivation, constructively build on students' previous knowledge and increase academic achievement. Furthermore, a study by Joseph et al (2013) revealed that students responded positively to differentiation, with 90% of participants reported higher levels of intellectual growth and interest in subjects.

One benefit of differentiation is that this method in teaching and learning can assist teachers in addressing a variety of abilities and responding to the pupils' individual needs (Konstantinou-Katzia et al, 2013). Moreover, educators are recognising the use of effective differentiation to fulfil the needs of every learner (Taylor, 2017). Another benefit is that differentiation allows students to progress at a pace suitable for them regardless of their knowledge, skills or previous understandings (Wu, 2013).

Additionally, with differentiation you can provide multiple pathways for students to have access to the most appropriate learning opportunities corresponding with their capacity to learn, to fit the needs of the pupils (Munro, 2012). Furthermore, Tomlinson (2001) argues that individuals learn best when they are challenged slightly by differentiation, when an activity pushes them just beyond their comfort level. However, if the challenge is too much or too hard, this would result in the learner acting out instead of learning (Kapusnick and Hauslein, 2001).

In contrast, a challenge of differentiation is that if a task is too difficult for the student to complete, students can feel intimidated and frustrated and lead them to shut down or refuse to do the work (Kapusnick and Hauslein, 2001). Another challenge is that differentiation can be a time-consuming process and it takes longer to plan thoughtful differentiated units and lessons (Hertberg-Davis, 2009) and that many teachers are already overloaded by their workload (Least, 2014). Another challenge for differentiation would be not receiving the right training in the use of differentiation techniques, particularly with new teachers and therefore teachers lack confidence, efficacy and persistence in its application (West and West 2016). Moreover, due to lack of training and knowledge of differentiation from teachers can lead to less challenging tasks for some learners and restrict reaching their full potential (Hertberg-Davis, 2009). Lastly, differentiation can be seen to be more beneficial to certain groups than others, for example, Westwood (2013) argues that differentiation is more of a support mechanism for weaker learners and does little to challenge more able learners.

Theories from theorists:

Vygotsky – Zone of Proximal Development

One theorist that relates to differentiation is Lev Vygotsky, a psychologist in Russia (Scott and Palincsar, 2013). Vygotsky's theory is based on a sociocultural approach to human and cognitive development as a socially mediated process where children gain cultural values, beliefs and problem-solving strategies through communication with more knowledgeable members of society (McLoed, 2020). Therefore, learning develops within a social environment, not just an individual matter (Hall, 2007).

Vygotsky created the "Zone of Proximal Development (ZPD)" concept, to build on his idea of social interaction as the basis for learning and the value of a mentor or a teacher in the life of a student (Kurt, 2020). The Zone of Proximal Development shows the distance between the actual development level that is determined by independent problem solving and the potential level of development as determined through problem solving under adult guidance or in collaboration with peers (Vygotsky, 1934). Moreover, this theory represents the difference between two learning zones: The Lower Limit Zone and the Upper Limit Zone. Sarker (2019) explained that within the Zone of Proximal Development, pupils in the lower limit zone try to analyse and solve problems independently, whereas pupils in the upper limit zone become additionally accountable for completing a task when they receive help from a mentor or a teacher. As shown in figure 1, the bigger circle includes what pupils cannot do, the middle circle shows the zone of proximal development, where the learners need to be, and the smallest circle shows the zone of achieved development where learner is. Therefore, by guiding and assisting the individuals in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough "boost" to achieve the task (McLoed, 2019).

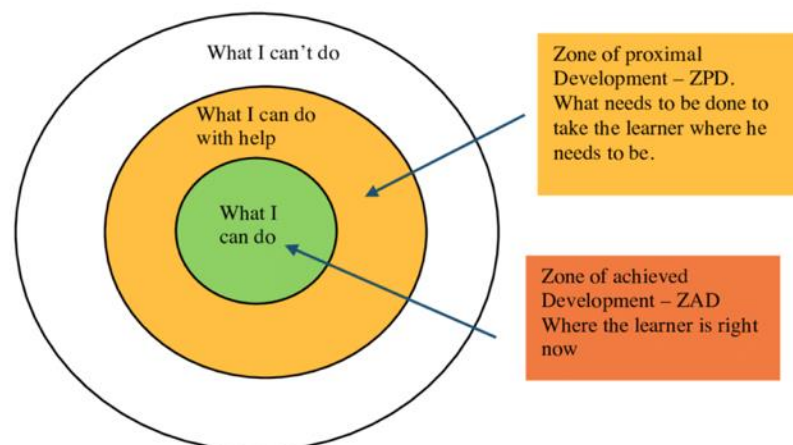


Figure 1: Vygotsky's Zone of Proximal Development and Scaffolding (Kurt, 2020).

In contrast, there are arguments of implications to Vygotsky's zone of proximal development (ZPD) theory (Fani and Ghaemi, 2011). One problem highlighted from Didau (2017) is that most people who use the "Zone of Proximal Development" apply it to learning, not development. Additionally, Palinscar (1998) suggests that in the context of research this theory is one of the most used and least understood to appear in educational literature.

Regardless, the concept of the "Zone of Proximal Development" theory is examine an individual's intellectual potential and to tailor to the child's specific learning needs that builds on the child's capabilities (Gauvain, 2020). Vygotsky suggests that teachers should teach their students within their zone of proximal development, and in practice, giving guidance and scaffold their learning with support (Least, 2014). However, Tomlinson et al (2005) argues that teachers should push individuals into his or her zone of proximal develop, teach for success with a task that is slightly more difficult than the individuals comfort zone to challenge the individual and push forward the area of independence. Overall, Vygotsky's findings suggest that the curriculum should generally challenge and stretch learner's competence, providing opportunities to apply their skills, knowledge and experiences (Dahms et al, 2007). With differentiation, the Zone of Proximal Development (ZPD) theory is relevant and suitable. The Zone of Proximal Development (ZPD) explains how challenging students using teaching and learning strategies can push the pupils to out of their comfort zone to progress their learning and become more independent. With differentiation, teachers are able to challenge pupils past their ability levels to progress their learning and develop a more independent learning. Also, differentiation in the zone of proximal development can move pupils from what they can do with help and support, to what they can do, therefore again arguing to become independent learners and achieve their full potential.

Conclusion

Overall, it is clear that differentiation is important in classroom's today. As it is consistently highlighted, differentiation is a teaching method that is used in classrooms to stand by the individuals needs and abilities and to encourage progression in their learning (McNarama and Moreton, 1997). Although it is an effective model to fulfil the needs of every learner (Taylor, 2017) and allows progress at a pace suitable for the individuals (Wu, 2013), it has been argued to be a time-consuming task for teachers (Hertberg-Davis, 2009) on top of their overloaded workload (Least, 2014). Additionally, Vygotsky's "Zone of Proximal Development (ZDP)" theory explains how teachers or mentors should guide the pupils past their comfort zone to progress in their learning that is suitable for their ability (Tomlinson et al, 2005). By doing this, differentiation is a great, suitable and appropriate method to push pupils past their comfort zone and challenge them to progress their learning and improve their development.

During my PTE1, I struggled with the knowledge and to understand the purpose of differentiation. After researching into differentiation and Vygotsky's "Zone of Proximal Development (ZPD)" theory, it definitely makes more sense and value that I could add in my future teaching practices. Also, I have learnt a lot more about differentiation and how it can be to value for attainment in pupils. I have learnt that it is not just differentiating work, it could also be done by asking questions to push the higher ability pupils. As I now know the importance of differentiation, to improve my differentiation into my teaching practice I will consider targets and an action plan to relate to during PTE2 and to gain professional training from teachers. Below shows my action plan for my PTE2 and future experiences, discussing how I would approach it and what I would like as an outcome:

Action description	How	Start date	Hopeful outcome
Knowledge development about differentiation and how to differentiate	During my PTE2 experience, I would like to sit down with the class teacher or	12 th April 2021	Gain knowledge development about differentiation and how to differentiate

appropriately and suitably for the pupils of all ages in a Primary School.	senior mentor and discuss differentiation in depth to attempt professional training and knowledge development regarding ages, levels and suitability before I graduate.		work and lessons suitable for the pupils age, suitability and level. For example, if some pupils struggle to write a sentence, get them to fill in gaps to make a sentence.
Include differentiation in all my lessons.	Ensure that I include differentiation when I plan my lessons.	12 th April 2021.	I will have the knowledge and confidence to apply differentiation during all my lessons in my teaching practice and experiences, using different methods and strategies of applying it.
Use different strategies and methods of differentiation in the classroom.	Discuss with my PTE2 regarding different methods and strategies of differentiation. Use these ideas in my lesson, for	12 th April 2021.	I will be able to plan a lesson and include different strategies and methods to include differentiation so that it is not always

	example, giving higher ability pupils a responsibility in a task to further develop them through challenge and work to encourage the lower ability.		on a task on paper.
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Figures

Figure 1: Kurt, S. (2020). Vygotsky's Zone of Proximal Development and Scaffolding. *Educational Technology*. [blog]. Available at: <https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/> [Accessed 1 March 2021].