

Title

30 December 2019 10:28 AM

Student Name: Mark Hancock

Student Number: 0951081

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

Pathway: Secondary PGCE

Link to OneNote: https://uwotd-my.sharepoint.com/:o/g/personal/0951081_student_uwotd_ac_uk/Esoag3o6u4JBnsucejOuHHYB-EMjF9Sj6K4MVf_47umQrA?e=zNrlex

AFL Evidence 1

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e-commerce

Name/Enw: _____ Date/dyddiad: 10/11

Online shopping is used by many people.

Q1. Give **three** advantages of online shopping for the customer. [3] ②

Advantage 1: No travel ✓

Advantage 2: deals better than retail ✓

Advantage 3: Always open ✓ *am x Buy 24/7*

Q2. Give **two different** methods of finding products on online shopping website. [2] ①

Method 1: search bar ✓

Method 2: Categories ✓

Q3. Give **two** disadvantages and advantages of online shopping for the business. [4] ① ③

Advantage 1: Always open ✓ *x reach 24/7*

Advantage 2: No que's ✓

Disadvantage 1: Website crash ✓ *x and*

Disadvantage 2: Other easier for other businesses to match prices ✓

4/9

The evidence was gathered from several ICT lessons involving pupils from year 10. The main focus of the lessons was e-commerce. In the first couple of lessons we talked about what e-commerce was and went through e-commerce in detail including the advantages and disadvantages for the customer and business and features of an e-commerce website. After this, the following lesson I gave them a worksheet to do in class, made based on a combination of WJEC GCSE past paper regarding questions about e-commerce. This was sat as though it were a mock exam, under controlled conditions. Following this, I decided to use an AFL strategy of peer assessment or peer review (William, 2011), which was done by students swapping papers and the class going through the answers together with me. I used this AFL strategy because, it allowed students to see themselves how well they had done and give them an idea of what the examiners are looking for when marking their exam. This led to them writing comments on their peers' work, looking at the evidence for example, students have written comments on each other's, such as "you need to be more specific" or need to say "24 hours a day, 7 days a week". This helps the students in preparation for their upcoming GCSEs and gave them an idea of where they are at currently (ref). In regards to my future planning, when using peer assessment again I will have to make sure that I tell them they should be putting more detailed feedback on their peers work. As that will help both the peer and the marker improve their understanding of the questions and answers.

e-commerce

Name/Enw: _____ Date/dyddiad: 10/3/12/19

Online shopping is used by many people.

Q1. Give **three** advantages of online shopping for the customer. [3]

Advantage 1: No queue ✓

Advantage 2: availability ✓

Advantage 3: other x too vague

Q2. Give **two different** methods of finding products on online shopping website. [2]

Method 1: Search bar ✓

Method 2: Categories ✓

Q3. Give **two** disadvantages and advantages of online shopping for the business. [4]

Advantage 1: Always open ✓

Advantage 2: free ✓

Disadvantage 1: Website crash ✓

Disadvantage 2: Website could crash ✓

3/9

*you need to be more specific


Name Student X
Form 7D


This sheet will help you to describe all of the work you have done for your PowerPoint presentation.

Audience

Who are your target audience for this presentation?	My target audience is the tourists that have come from anywhere around the world.
Describe the device they will see the presentation on?	The device they will see the presentation on will be a big screen in the airport(not a projecture)!
How much time have they got to watch it?	They have about five minutes to watch the presentation because they will need to get their bags/suitcases.
What will they need to find out from your presentation?	They will need to find out what they can do in wales, and where that place they want to go is.
What important skills will you use in your presentation?	The important skills I will use in my presentation are: The font style, loop, animations, animated images and having a constant style.
How will these skills help the presentation be more suitable for your audience?	These skills will help my presentation because it will make the presentation fun and interesting, it will also make it look colourful.




The evidence has been altered to keep the names of the students anonymous (BERA, 2018). The evidence has been taken from one lesson of a key stage 3 ICT class involving pupils from year 7. The main focus of the lesson was continuing with the creation and design of a PowerPoint presentation based on Welsh tourism this was a major project that spanned over several lessons. The lesson the evidence was taken from was near the end of the project when most of the pupils were almost finished with their presentations. As part of the project both self-assessment and peer assessment AFL strategies were already planned for by School X. However, in the original plan was to be self and peer assessed at the end of the project, however, I decided to bring the peer assessment forward so the pupils would still have time to alter the presentations if the peer assessment had brought of any major points of improvement. As you can see from the evidence student y has given Student x several points to go away and look at. Peer assessment works well here and not only has Student x been given advice on how to improve their presentation but Student y while watching Student x's presentation might have seen something that could help them with their own presentation. In future development if I am doing a project like this Welsh tourism presentation I feel that using this type of peer assessment is very useful the only thing that I might alter the structure as some of the other pupils in the class struggle with giving feedback and although there was a word bank I feel some of them might have needed more scaffolding, to help them write good peer feedback.

Self Assessment

In the box below, describe how you could IMPROVE your own Welsh Tourism Presentation

Peer Assessment

Get a partner to watch your presentation. They must write in the box below WHAT THEY THINK you should do to improve your presentation.

Student X's presentation was very creative. I think she could improve her presentation by adding the music she added to the start as you didn't hear it for long. She could also slow down some of her animations as I couldn't read the writing before the slide was switched. She could also animate the picture because she didn't animate any. The presentation was very colourful though and I think it is well presented.
This feedback was given by Student Y.

Keyword bank

pixelated images	custom animation	slide transition
clear images	crop	automated
rotate	presentation	loop
watermark	font size	font style
brightness	text box	font colour

AFL Evidence 3

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12/11/19

4. Binary Number Addition

19

This worksheet covers:

2.1.4d Add two 8-bit binary integers and explain overflow errors that may occur

Notes

Binary Addition

Binary numbers use either 0 or 1. So, the following rules apply:

0 + 0 = 0

1 + 0 = 1

1 + 1 = 2 (which is not a binary number)

So 1 + 1 = 0 and then carry 1 to the next column

Activities

1. Add the binary numbers in the grid below. (6 marks)

a.

0 0 1 0 0 1 1 1

1 0 1 0 1 1 1 1

1 0 1 1 1 1 1 0

good job

b.

0 1 1 1 1 0 1 1

1 0 1 1 1 0 0 0

1 0 0 1 1 0 0 1

c.

1 1 1 0 0 0 0 1

1 0 1 1 1 1 1 0

1 1 0 1 1 1 1 1

2. Calculate the following. (6 marks)

a. 1101₂ + 0011₂

1101

0011

0000

overflow

good exam practice would be to write answer again like 10000

b. 1110 1100₂ + 1001 0011₂

1110 1100

1001 0011

0111 1111

overflow

10111111

c. 1110 0011₂ + 1000 1111₂

1110 0011

1000 1111

0110 0011

overflow

101110010

3. Explain the term 'overflow error'. (2 marks)

The overflow error is where the binary numbers overflow the storage such as a byte

example

1001

1100

0101

this is an overflow error

4. List the questions above where an overflow has taken place. (4 marks)

2) C. ✓

1) B. ✓

C. ✓

5. Convert 28 and 67 to 8-bit binary and add them together. (4 marks)

128/64/32/16/8/4/2/1

0 0 1 1 1 0 0 0 = 67

0 0 1 1 1 0 0 0 = 28

0 1 1 0 0 1 1 0 = 55

Read question

0 1 0 0 0 0 1 1 67

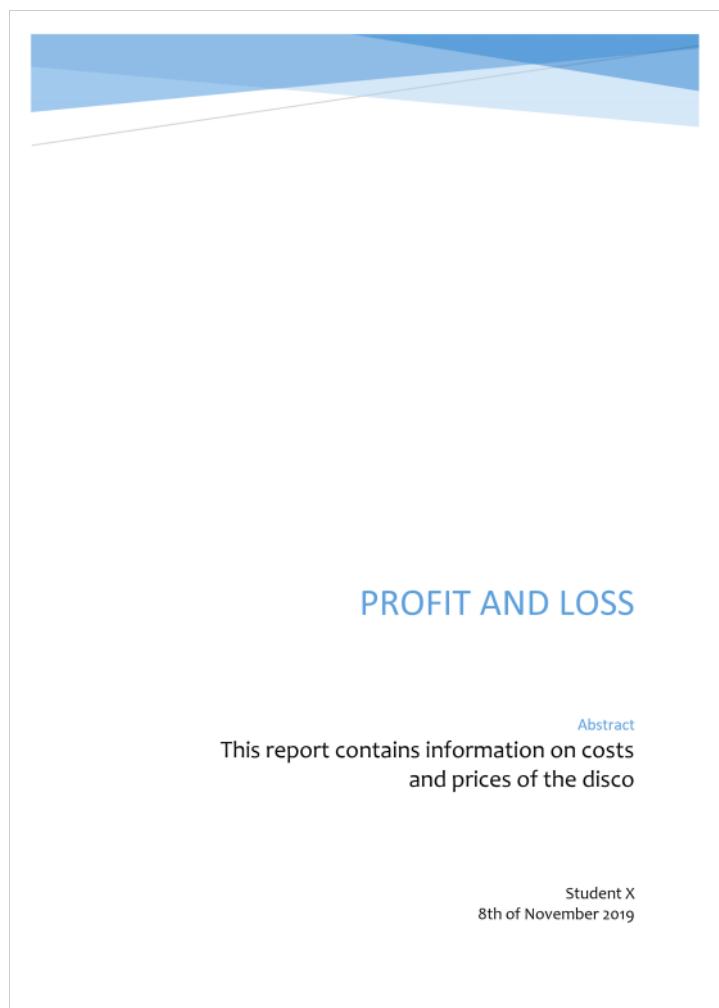
0 0 0 1 1 1 0 0 28

here marked go.

The evidence was taken from a GCSE computer science lesson the pupils involved were year 10. The focus of the lesson was on binary addition. The plan for the lesson was to go over what they learnt previous lesson which was binary numbers, which I had done as a starter then I moved on to the focus of the lesson which was binary addition, this section of the lesson I use the interactive whiteboard to go through how to add binary numbers together, I did several examples on the white board with the class and even got a few pupils to come to the board to write the answers themselves. After that I handed out the worksheet that the school mentor and provided me which as you can see several questions about binary addition on it the worksheet was independent work at the end of the class I took in the worksheet marked it I even gave written feedback I used the marked worksheet following lesson to go through questions that pupils seem to be struggling on. This strategy seemed to work well as by the end of the following lesson all the people seem to really be confident when answering the questions, it also helped me target the areas for the next lesson that needed work rather than moving on to another topic or going over everything again. In the future I will use the strategy again however I feel that it could be improved upon by the addition of peer marking or self-marking.

Cross Curricular Evidence 1

30 December 2019 10:35 AM



The evidence has been altered to keep the names of the students anonymous. The evidence was taken from a key stage 3 ICT lesson the pupil involved were year 8. The focus of the lesson was a spreadsheet task where the pupils were using spreadsheets to work out how to put on a disco and break even. One of the tasks in the lesson after the pupils had worked out the spreadsheet, was to write a report to the manager of the local youth club informing them of all the information the pupils had worked out in order to put on their disco. This task of the report the pupils have then fits into several different progression steps in the literacy writing aspect of the national literacy and numeracy framework (Welsh Government, 2019b). The two that stand out for this report would be writing to suit the reader and purpose this is done by aiming the report at the audience which in this case is the manager of the club. The other is the use of on-screen functions to present their work in ways that will interest the reader this was done by adding in the table from the spreadsheet. The report was a good way to include some aspects of their in the ICT lesson and when I taught this lesson for a second time with class I suggested to the pupils that they think about adding their graph into the report as well which several pupils did which did enhance their report even more.

Report

To: Manager of the youth club

Dear Sir,

I have written this report to show you how much we need to change for tickets, pop and crisps in the disco

Break even means it can't be a profit or loss.

The final cost for the tickets are 1.73 this still makes it break even.

If only 50 percent buy pop and crisps the profit just goes down to £13.50

Pop and crisps increases from £13.50 to £15.50

1	Product	Number Sold	Selling Price	Cost	Money Taken	Money Spent	Profit
2	Tickets	100	£1.60	£1.73	£150.00	£200.00	-£50.00
3	Pop	100	£0.65	£0.35	£65.00	£35.00	£30.00
4	Crisps	100	£0.45	£0.25	£45.00	£25.00	£20.00
5							
6				Total	£260.00	£260.00	£0.00
7							

I hope this is helpful

Yours sincerely

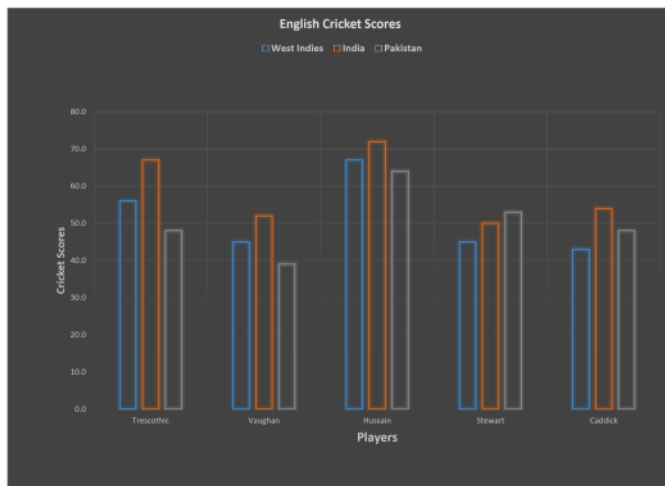
Student X

Cross Curricular Evidence 2

30 December 2019 10:30 AM

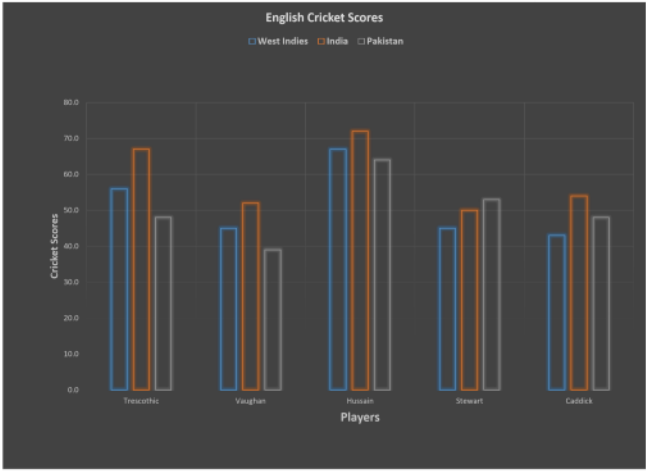
File Home Insert Page Layout Formulas Data Review View Help								
Clipboard Font Alignment Number								
T2								
	A	B	C	D	E	F	G	H
1	Players	West Indies	India	Pakistan	Total Runs	Average	Maximum	Minimum
2	Trescothick	56.0	67.0	48.0	171.0	57.0000	67.0	48.0
3	Vaughan	45.0	52.0	39.0	136.0	45.3333	52.0	39.0
4	Hussain	67.0	72.0	64.0	203.0	67.6667	72.0	64.0
5	Stewart	45.0	50.0	53.0	148.0	49.3333	53.0	45.0
6	Caddick	43.0	54.0	48.0	145.0	48.3333	54.0	43.0
7								
8	Total	256.0	295.0	252.0				
9								

This evidence was taken from a series of key stage 3 ICT lessons. The pupils involved in this class were year 8. The main focus of this class was spreadsheet modelling this was the second project on spreadsheets the pupils had done so the first task was a bit of a retrieval task I asked to enter the data and then as a class we went through how to write formulas to help us work out the answers for the formula to work out total runs in the cell E2. After this I went through functions which the pupils hadn't done before explaining to them that there are several functions in Excel that do the work of complicated formulas for example SUM is used to work out total rather than having to write a very long formula. Once I had gone through all of the functions the pupils would need, the rest of that lesson and following lesson the pupils got on and worked out the average runs, maximum runs, and minimum runs using functions I had taught as well as creating a graph. While the main aspect of the class was spreadsheet modelling, their lessons did meet several aspects of the digital competence framework (Welsh Government, 2019a), under the data and computational thinking strand in the data and information literacy element. If I was planning this lesson again I would of change the order in which I showed them the functions I would have showed them the maximum and minimum first as they are easier than the average.



Cross Curricular Evidence 3

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The evidence was taken from a key stage 3 ICT lesson the pupils involved were year 8. The focus of the lesson was spreadsheet modelling with a focus on inserting and manipulating data using formulas. This lesson was one of the last in a series of lessons on this topic, at the start of the lesson, all the pupils had entered the data provided to them by their workbook and some pupils had finished entering the formulas needed to work out the average runs, the maximum runs and the minimum runs of the cricket players. One of the tasks in this lesson was to make a graph about half the lesson I stopped the class and show them all how to make several different types of graph after the demonstration I asked random pupils questions about how I go about making graph, it was then up to them to use their spreadsheets to make any graph of their choice. This task comes under several different progression steps in the numeracy aspect of the national literacy and numeracy framework (Welsh Government, 2019b). The creation of an appropriate chart or graph comes under the represent and communicate element of the developing numeracy reasoning strand of the LNF. The key aspect of this task was to allow the pupils to choose what data they are using and how they represented it, as you can see from the evidence this pupil has chosen a column graph that they have colour coded. If I was to plan a lesson like this the only change, I would make is to have more data for example a 4th country or perhaps making the pupils make two different graphs.

Authentic Context Evidence 1

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Name : _____ Form : _____

Task 3

Profit and Loss - Level 5

You have been asked to organise a disco for the local youth club. Here is some information to help you get started.

- The disco **MUST NOT MAKE A PROFIT OR A LOSS** ☀
- The disco must sell 100 tickets
- Each person will buy one can of pop and one packet of crisps
- Last year bottles of pop were sold for 50p
- Last year packets of crisps were sold for 35p
- The hall, equipment, printing posters and tickets will cost £200

Open the **PROFIT AND LOSS TEMPLATE** from the Year 8 T drive folder.

	A	B	C	D	E	F	G
	Product	Number Sold	Selling Price	Cost	Money Taken	Money Spent	Profit
1	Tickets	100	??????			£200.00	
2	Pop	100	£0.50	£0.35			
3	Crisps	100	£0.35	£0.23			
4							
5							
6				Total			

The evidence is taken from a key stage 3 ICT lesson, which involved year 8 students. The main focus of the lesson was spreadsheet modelling. The project was set up by school X however, it was up to me how I wanted to teach. Unlike some of my lessons, where I was just teaching them a concept for example, in GCSE computer science where I was teaching them binary addition, this lesson had an authentic content of being asked to organise a disco at their local youth club, so instead of just teaching them how to use formulas and functions on spreadsheets by adding an authentic context, it makes the lesson more interesting than just adding some numbers together and in some cases, an authentic context can make the lesson easier to understand (Ward-Penny, 2011). As you can see from the second piece of evidence the pupils had to write a report as if they were informing the manager of the local youth club about the disco they have been asked to organise. If I were to redo this lesson, I would alter the task so rather than breaking even the pupils had to achieve a certain amount of profit rather than having to break even.

Report

To – Manager of Youth Club

From – Student X

Dear Manager,

The table below shows all the details on how much you need to pay for the crisps, pop and tickets so your profit will become £ 0.00.

- Break even means to have a profit come to £0.
- To break even, the tickets cost £1.50
- If 50% of the people bought pop and crisps then the profit drops to £13.50.
- If we charge more for the Pop and Crisps, then the profit goes up.

I hope you find this information useful,

Product	Number Sold	Selling Price	Cost	Money Taken	Money Spent	Profit
Tickets	100	£1.50		£150.00	£200.00	£50.00
Pop	200	£0.50	£0.35	£100.00	£70.00	£30.00
Crisps	200	£0.35	£0.25	£70.00	£50.00	£20.00
Total				£320.00	£320.00	£0.00

Yours sincerely Student X

Authentic Context Evidence 2

30 December 2019 10:35 AM

World Wide Web research (Level 4+)

Researching using the World Wide Web is only useful if you check the results a search engine gives you. One way of checking your answers is to have a rough idea of what you expect the answer to be first. If the answer is nothing like you expected then it may be wrong.

Task : Complete the first column of the table below in class. Either use your general knowledge, a book or take a guess but don't use a computer to find the answer. Then complete the second column for homework. Make sure you write down the web address where you find each answer.

You cannot write down Google as the web address

Question	Complete in class	Complete for homework
	Before going on the web	After doing research on the web
1. What is the capital city of Wales?	Cadgrif	Cadgrif ✓
Website you found the answer on →	www.worldatlas.com	✓
2. What was the population of Wales in 2011 during the last census?	2. million	3.06 million ✓
Website you found the answer on →	www.ons.gov.uk	✓
3. In what building do the Welsh Assembly Government meet?	the Millennium dom	The Senedd ✓
Website you found the answer on →	www.assembly.wales	✓
4. Who is the current First Minister for Wales (Prif Weinidog Cymru)?	Mark Drakeford	Mark Drakeford ✓
Website you found the answer on →	www.gov.wales	✓

This evidence was taken from a key stage 3 ICT homework, the pupils involved were year 7. The main focus of this homework is online research. The homework was set by the school and I was tasked with going through and setting it with the student, following this I also marked it. Even though the homework is on online research, due to the fact they were doing a project on Welsh Tourism – it was better for them to have authentic context for this research. The first part of the task was going around the class and answering the questions before looking them up online all the questions were about Wales or about the school. Two of the questions have been removed to ensure the school remains anonymous (BERA, 2018). So, the next part of the task was to do the research as homework. It made sense for the online research assignment to be about Wales since they were already doing a project about Welsh tourism so having this authentic context to the research was much more effective than them starting a whole new task on another topic. Because of this, it meant it fit in with the other work they are doing so they could add the research to their ongoing project, as you can see a pupil has done in Evidence 3 the pupil has added an additional slide to their project as a result of this research.

Question	Before going on the web	After doing research on the web
5. How many letters are there in the Welsh alphabet?	24	29 ✓
Website you found the answer on →	canolfaniaith.brycheiniog.com	✓
6. What are the names of the three highest mountains in Wales?	1. Snowden 2. Aber Vor Glyn 3. Pen y Fan	Snowden ✓ Barnoldwyn ✓ Carnedd Idris ✓ Glyder fawr ✓
Website you found the answer on →	www.mountainsofscotland.com	✓
7. How much does it cost to drive a car into Wales over the second Severn Bridge?	It's about cost.	No Cost ✓
Website you found the answer on →	www.visitwales.com	✓
8. When did Wales last win the Six Nations Championship?	2019	2019 ✓
Website you found the answer on →	www.wales.com	✓

Teacher feedback

- ☒ Remember to include **WWW** in front of web addresses and the ending e.g. **.co.uk**
- ☐ Use the research on this sheet in your Welsh Tourism presentation.
- ☐ Type the web address you used next to the information in your slides.

- ☒ Remember to include **WWW** in front of web addresses and the ending e.g. **.co.uk**
- ☐ Use the research on this sheet in your Welsh Tourism presentation.
- ☐ Type the web address you used next to the information in your slides.

Teacher comment

mgj 2.12.19

1/12 Well done good work, Make sure it's on time next time

Fun facts about Wales!

1. Cardiff is the capital of Wales

https://en.Wikipedia.org/wiki/capital_of_Wales

2. The current First minister of Wales is Mark Drakeford

https://en.wikipedia.org/wiki/Mark_Drakeford

3. There are 29 letters in the Welsh alphabet

www.comislyngdyfyrnawg.cymru/English/Pages/10-2-Alphabets

4. Its free to drive a car over the second Severn bridge!

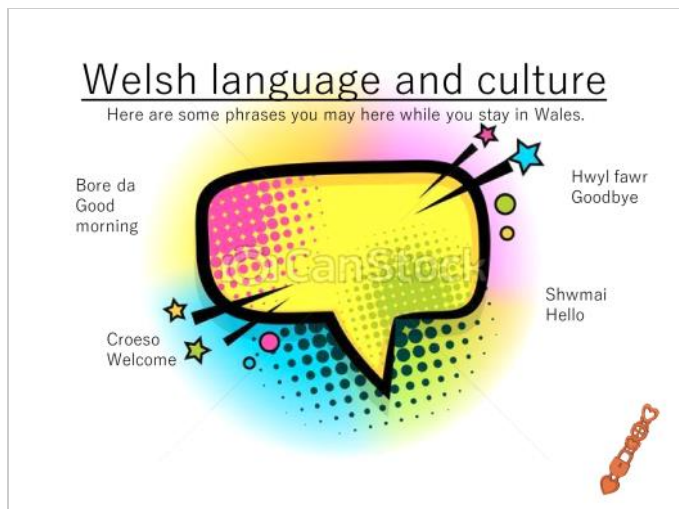
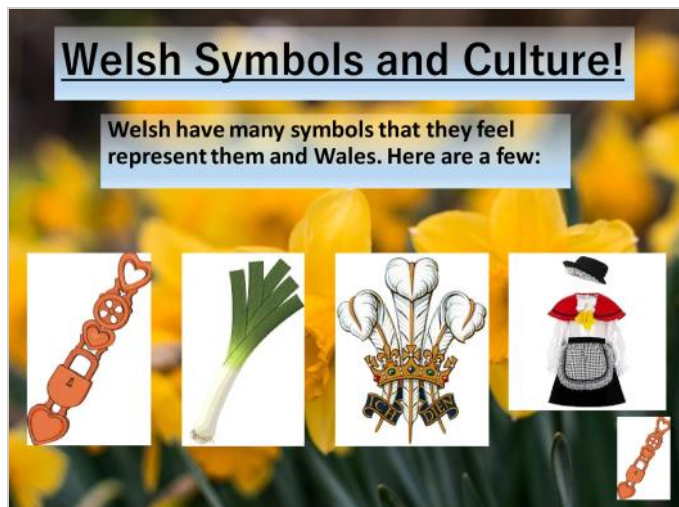
<https://www.bbc.co.uk/news/uk-wales-46539184>

5. The welsh Government assemble in the Senedd

https://www.Wales.com/about-facts_about_Wales

Authentic Context Evidence 3

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The evidence was taken from several key stage 3 ICT lessons, the pupils involved were 7. The main focus of all these lessons was to develop their skills in using presentation software, in this example they're using PowerPoint. School X is set the project up and started before I had arrived on placement, however the first lesson I had planned and taught was the first time most of them had ever used PowerPoint while the previous lessons I observed with this class, already had the authentic context in them as this major project started the second week of term where they would discussing purpose and audience for the presentation. The presentation was supposed to be designed as if it was being played in Cardiff airport, welcoming in tourists into Wales and informing the tourists of all the fun activities and Welsh cultural experiences they could have. The overall project took several lessons and while each lesson had its own main focus, for example adding transitions and animations or how to add in audio or videos every single lesson came back to the authentic context of trying to show their tourists, all the fun activities they can do while visiting Wales. As you can see from the evidence, this pupil has done a really good job making their PowerPoint suited for audience and purpose, as well as using all the schools that I taught to them over the course of several lessons. If I was to redo a project like this, I probably do it in a similar way however, before they started making the presentation I would have made sure they done more research about Wales and made a very detailed plan.

Welsh Scenery

Snowdon is the tallest mountain in Wales with a towering height of 1,085 metres

Did you know that Snowdon used to be a volcano?

Snowdon is between 485 and 433 million years old!



Welsh History

Wales is known for its castles and rich history. These are some of the best castles in Wales

1. Chepstow Castle. Standing proudly at the southern gateway into Wales, this is Wales' oldest castle at 950 years old!
2. Caerphilly Castle. Caerphilly castle lies a few miles north of Cardiff, and is Wales' largest castle, and second largest in the UK after Windsor
3. Carreg Cennen.



Welsh sports and sports people

Did you know the men's Welsh rugby team won the six nation in 2019?

Wales is **FOURTH!** In men's rugby, **NINTH!** In womens rugby, **TWENTY-FOURTH!** In mens Football and, **THIRTY-THIRD!** In womens football.



Welsh food and where to get it!

If you want the best ice cream pop down to Joes ice cream based In Mumbles. A normal vanilla ice cream is only £1.20 for a generous single scoop.

Here are some traditionally Welsh bwyd. (food.)

If you want to make the best welsh cakes ever come to this website

<https://www.bbcgoodfood.com/recipes/welsh-cakes>



Fun facts about Wales!

1. Cardiff is the capital of Wales

https://en.wikipedia.org/wiki/Capital_of_Wales

2. The current First minister of Wales is Mark Drakeford

https://en.wikipedia.org/wiki/Mark_Drakeford

3. There are 29 letters in the Welsh alphabet

www.comisweddysamraeg.com/ymys/English/Pages/18-29-Alphabets

4. Its free to drive a car over the second Severn bridge!

<https://www.bbc.co.uk/news/uk-wales-56539284>

5. The welsh Government assemble in the Senedd

https://www.Wales.com/about-facts_about_Wales

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

Introduction

Within this assignment, I will be collecting, collating and critically reflecting on examples of my teaching from my first teaching placement. In Donaldson's Successful Futures Report (Donaldson, 2015), Professor Donaldson outlined twelve pedagogical (a method and practice of teaching) principles that he believes are vital to make a good teacher. Of these twelve principles, I will be focussing on three. They are good teaching and learning through employing assessment for learning principles, good teaching and learning through cross-curricula responsibilities and good teaching and learning creates authentic contexts for learning.

I taught at a school, which for the context of this assignment will be referred to as School X, in accordance with the anonymity guidelines set out by BERA (BERA, 2018). School X is my first professional teaching experience therefore, it is still early in my teaching development and I am still growing as a teacher. School X is an English-medium, mixed gender, secondary comprehensive school, catering for ages 11-16 years. It is based in South Wales and has around 900 pupils, according to My Local School (My Local School, 2018). In the last Estyn report (Estyn, 2018), it was placed in the "Yellow" category, which means it requires little support from Estyn for its future development.

Assessment for Learning

Assessment for Learning is defined by the Cambridge Assessment as, "an approach to teaching and learning that creates feedback, which is then used to improve students' performance." (Cambridge Assessment, 2016). Assessment for Learning (AFL) is one of the main principles, Donaldson has proposed in his successful futures document (Donaldson, 2015). Donaldson explains that, the AFL approach is a very effective way of teaching as it allows, the teacher to modify their techniques using a feedback gather. Using AFL strategies also helps to provide meaningful feedback to a pupil, which will allow them to improve themselves independently. In turn, this will make the pupil a more ambitious learner, which is one of the key purposes of the Successful Futures document (Donaldson, 2015), that provided recommendations for the 2022 Welsh curriculum which is yet to be finalised. While AFL is one of the principles for the new curriculum, it is not anything new and could be taken to be a byword for the principles of formative assessment. It is recognising that we need to assess learning (Assessment of Learning), however it is far better to use AFL so that, the teachers are structuring and scaffolding things in order for pupils to achieve, and for teachers to check the learning process as they go along, rather than relying on a summative assessment at the end, to judge its effectivity (William, 2011), (Kennewell et al, 2003). When you are talking about AFL, you must first gather information about where the pupil is in their learning. Using that information, the teacher can determine where the pupil needs to be and the best way to get them there. One of the ways a teacher would do this, is by giving the pupil appropriate feedback (Connell et al, 2015). When used correctly, AFL is an effective method to improve standards of learning in the classroom (Black and William, 1998). AFL can do this because, if used frequently it can provide the teacher and pupil with regular feedback. Using that feedback, the current or future lessons can be modify accordingly and means that the pupils are aware of how to progress in the area they need to (Petty, 2014). There are several different forms of AFL such as, sharing the learning objectives and

success criteria, effective questioning, oral or written feedback, peer assessment, self-assessment and using a piece of summative assessment to modify teaching or learning (Connell et al, 2015).

AFL is mainly about giving or receiving feedback, with each type having its own positives and negatives. For example, Kennewell explains that oral feedback is considered the most effective, as the teacher is able to provide the feedback immediately (Kennewell et al, 2003). However, this is not always the case as expressed by William (1999). In some cases, the overuse of oral feedback may hurt the pupil's development, as it would be as though a pupil is just following command, rather than thinking or acting for themselves. It is important for teachers to provide only the necessary support, for pupils to improve and progress alone.

When it came to implementing AFL in the classroom I felt that, while I knew enough to use AFL strategies, I had begun teaching a few weeks into term meaning many classroom routines had already been established. This meant that whilst I wanted to use AFL, it was not always possible to do so. Furthermore for the topic of ICT, most classes had started a large project that had been planned by School X, and although there were some opportunities for me to modify the over arching project plan as you can see from AFL Evidence 2, where I brought the peer assessment sheet forward a couple of lessons meaning rather than it being at the end of the project as an almost summative assessment, the pupils now had at least, a few lessons where they could use the peer assessment experience they had, to improve their work. I believe this worked well, as it taught the pupils a valuable skill of being able to assess a piece of work (Kyriacou, 2014) and from this they will be able to reflect on their own work, which is very important for pupils to become independent learners, a very important goal of the new curriculum (Welsh Government, 2017).

When it came to my GSCE classes, I was able to plan the lessons in more detail and I had more freedom in doing so, as I was not limited by the project they were completing. This meant, I was able to plan a piece of work which leant itself well to peer assessing, as shown in AFL Evidence 1. However, there was an issue with peer assessment in both classes because I did not know the pupils very well nor their current academic ability, so when assigning work amongst the pupils to peer assess, this was done at random. While this is not a major problem in the GSCE class, where I was going through the answers with them and answering any questions about the mark scheme. In the KS3 class year 7 class (AFL Evidence 2), it was a problem as the pupils were working independently and giving feedback to their peers, with some help on the whiteboard and some keywords on the document. So, whilst some pupils gave or received great feedback that was really helpful, there were others who did not give or receive helpful feedback. According to Lau (2018), this can happen if there is a wide gap in abilities amongst the pupils, as those who are weaker cannot access the stronger pupils' work effectively. That is not always the case though, as a lot of the time both pupils do benefit from peer assessment.

Cross-Curriculum Responsibilities

The next pedagogy principle I will be reflecting on is Cross-Curriculum Responsibilities. Professor Donaldson (2015) explains in his Successful Futures document, that Cross-Curriculum responsibilities are split into three different parts: literacy, numeracy and digital competence. Those three parts make up two documents, the National Literacy and Numeracy Framework (LNF) (Welsh Government, 2019b) and the Digital Competence Framework (DCF) (Welsh Government, 2019a). A good teacher should try to embed the DCF and LNF into their lesson, however, the application of these responsibilities should feel like part of the lesson and not just added at the last minute (Donaldson, 2015). While Cross-Curriculum Responsibilities are something that should be included in every lesson, each part has got a subject that plays a major role in their development. For example, Mathematics would be the subject that had the biggest impact on the numeracy aspect of the LNF. However, the idea is to appropriately embed the knowledge into other subjects so, that the

pupil has a more authentic way to use their skills and understanding in various areas (Ward-Penny, 2011). Maths, English and ICT will always have a huge role in Cross-Curriculum Responsibilities and it will be up to those departments, to make sure that the other subject departments are embedding their practice correctly (Petty, 2014). For example, the way in which a technology class explains how to calculate ratio may be different to the way a mathematics class would. This could happen because, the teachers' cross-curricular knowledge could be influenced by prior knowledge in their specialist subject background (Stables, 2007), which could confuse the pupil and impede their development. It is therefore important, for cross-departmental partnerships to be developed effectively to plan and discuss cross-curriculum applications (Byrne and Brodie, 2011). In the subject of ICT, its diverse nature makes it ideal to embed the DCF and the LNF (Kennewell et al, 2003).

Traditionally ICT has always been the focus for the DCF, because of the belief they needed access to a computer to do DCF. However, now that the education system has realised that ICT is a major part of everyone's life and it is becoming more important to be digital literate (Lau, 2018). With the increase of digital device availability in the classroom such as, iPads and smart phones, it has become easier to incorporate the DCF into an everyday classroom. Furthermore, there are a number of strands of the DCF that do not require a digital device for example, the computational thinking strand (Connell et al, 2015).

Overall, there are several benefits to cross-curriculum teaching. For example, the pupil gets to develop and use their skills outside of the specific teaching subjects (Pound and Lee, 2011), meaning the pupil gets to benefits from real world and creative contexts and shows the student that their skills are transferable in turn, preparing them for the world of work (Byrne and Brodie, 2011). Each of these benefits relate to the four purposes outlined in Donaldson's successful futures (Donaldson, 2015), lending themselves nicely to the holistic approach that the new curriculum is heading (Welsh Government, 2017).

When it came to implementing this principle in my classroom in School X, I had similar issues to the ones that I had for implementing my AFL. Due the fact that I started teaching in School X a couple of weeks into the beginning of the term, most of the classes I was teaching had already started their main projects. This meant that, I was unable to alter the overall topics that I was supposed to teach. However while this was an issue, it did not mean that I could not embed some elements of the DCF and LNF into the lessons that I had planned. Due to the nature of the ICT curriculum, most of the lessons I had planned also incorporated elements of the DCF (Lau, 2018). Looking at my Cross-Curriculum Responsibilities Evidence 2 showing a cricket spreadsheet, while School X had planned the context of the project, in my planning and teaching of the lessons I was able to focus on the DCF element of the ICT curriculum. The first part of the lesson was working out the average runs using a spreadsheet function, then the pupils had to make a graph to represent the data in the spreadsheet, the manipulation and representational data, which are key elements of the DCF (Welsh Government, 2019a). In that lesson rather than just showing the pupils how to make a column graph, I showed them several different graphs that they could create. So after my demonstration, I told the pupils that they could use any graph they wanted to represent the data and it was their choice. While working independently, I observed a few pupils creating a graph and then deciding it was not the best graph to represent their data, this added an element to the lesson that hits on one of the key purpose (Donaldson, 2015). The literacy aspect of the LNF, was something that struggled with in my planning lessons. This could be because of the topics that I was covering at the time however, there were some incidences that I could use aspects of the LNF. Looking at Evidence 1, this is the lesson where following the spreadsheet work on profit and loss, the pupils had to write a report and keep in mind the audience and purpose. In this case, it was to inform the manager of their youth club about the disco and to tell the manager the cost of the tickets, food and drink. While it may not look like a lot of English skill, it is the amount of English that is used during the lesson, which determines literacy of the LNF (Welsh Government, 2019b) and in this case, making the report and aiming it at the correct audience is what I was looking for.

Authentic Contexts

The last principle I will be talking about is teaching to create authentic context for learning. Prof Dawson explains, "it is important for children and young people to see relevance in their learning and to the world beyond the school gates" (Donaldson, 2015), Donaldson goes on to explain, that creating authentic contexts brings abstract learning to life. Learning is done best through the act of experience, rather than just listening and observing (e-Teaching, 2016). From my experience in my placement school, ICT is a subject where pupils do receive learning in the form of experience. At Key Stage 3, the majority of my teaching has been through the use of creating something, be it a presentation or a spreadsheet. However without the authentic context, the experience will be quickly forgotten (e-Teaching, 2016). So from my experience in ICT, while the pupils will be gaining knowledge whilst making a spreadsheet, having a real-world context will improve their learning further. In a Mathematics class for example, if they were learning about currency then it would be a good strategy to bring in real money, to improve the teaching with the authentic context and allow the pupils to use them in a problem-solving activities (Estyn 2015). While the use of authentic context is useful, it is important for the teacher to aim the context to the pupil correctly and take into account the age range and interests (MathVIDS, 2009). Furthermore while authentic contexts are useful, the teacher needs to remember that the pupil must be engaged, so getting feedback from the pupils and the context is helpful (e-Teaching, 2016). Another major part of an authentic context is their ability to work as part of a team. This is an important part of authentic context because, when the pupils go out into the world of work, it is extremely likely that they will be working as part of a team (Educational Research, 2007).

When I began trying to implement an authentic context into the classroom, I felt that KS3 ICT would be best to do this as the overall curriculum for KS3 ICT is mostly based of gathering evidence, rather than lots of tests. However, due to the timetable for ICT classes being once a week, the main way School X has been teaching them is through projects. As you can see from Authentic Context 3 evidence, the aim of this group lessons was to make a presentation and develop their skills in using presentations software and tools, such as using transitions and animations. However, the context of these lesson was to make a presentation for tourists visiting Wales, with the presentation being played in Cardiff airport on one of their advertising screens. I feel that, not only is this much more entertaining for the pupils then just any old presentation to show the necessary skills, it is also something professions are paid to make for those adverting screens in airports, which shows the pupils a real-word context (Educational Research, 2007). Teaching the class that way, is also useful for a number of different reasons. The first is that it makes the pupils think about Wales further and leads to lesson/homework on research about Wales. This is useful, as it is part of Donaldson's four purposes (Donaldson, 2015) and also a part of Curriculum Cymreig (ACCAC, 2003). I feel that Authentic Context and Cross-Curriculum Responsibilities both have similar role to play in the classroom, as they are both about embedding more information into an everyday class to ensure the pupil gets an overall better learning experience.

Conclusion/ Recommendations for Further Development

In conclusion, I feel that my first teaching practice has gone well and through the process of this assessment, I have been able to reflect on my teaching practice and identify areas I need to develop. Moving forward, I need to develop my use of AFL and need to make sure that I use AFL as often as I can, embedding it into my teaching practice (Glazzard, 2014). I also must try and use different forms of AFL, as I have mostly been using questioning and peer assessment, such as think-pair-share and exit tickets. As well as this, I should try to improve my quality of feedback, both oral and written (Connell et al, 2015).

Overall through my Cross-Curriculum Responsibilities, I will need to develop my use of the literacy aspect of the LNF. In addition, I will need to develop and embed LNF further into my teaching practice. While researching for this assignment, it has become apparent that just because the lesson uses numbers does not mean that, an element of the numeracy aspect of the LNF is being taught (Welsh Government, 2019b). So, going forward I need to make sure that when I am using numeracy in my lessons, that it is an aspect of the LNF.

In future for the development of my Authentic Context, I need to take the different pupil groups into account, as what might work for one year group might not for others (e-Teaching, 2016). I also need to add Authentic Context to my KS4 classes when it is possible, without affecting the main lesson points. I should do this, especially for my GCSE Year 11 classes a lesson comes up where the authentic content could be implemented, such as a real-world job context, as they would be at that point where they are looking at employment or further education.

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