

Overview

Monday, December 9, 2019 9:49 AM

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

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Pathway: P-PGCE

	Target	What I have done in this assignment.
Target 1	Re-look at Harvard referencing guidelines and apply consistently.	I have re visited the Harvard referencing guide and the website in order to reinforce knowledge. I have checked each reference upon completion of a reference in order to confirm I am referencing correctly.
Target 2	Develop criticality in your writing, rather than being too descriptive.	I have tried to use specific examples in order to critically evaluate how I used each one, why I used each one and my thoughts on the outcome.
Target 3	Consider different viewpoints in order to enhance your academic writing.	I have tried to include a range of older and new literature in order to consider different viewpoints within my writing.

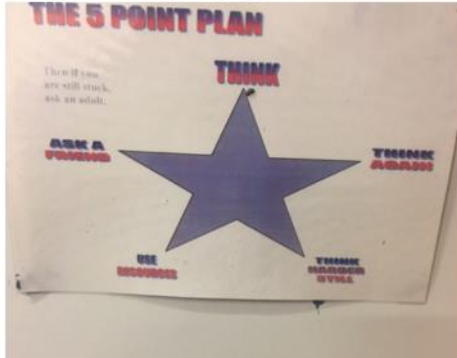
Link To OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1804263_student_uwtsd_ac_uk/EIIRnvlZ-JJBjaQb4bSQ2JwB27Tm_a7_3rllSp_DmAW33g?e=S6Cx4Z

Throughout this portfolio I will be developing and evaluating aspects of my teaching experiences using practical examples in order to relate my lessons and planning to 3 chosen pedagogical principles of Donaldson's new draft curriculum. I will include detailed examples as well as evidence to reinforce the information I provide.

Assessment For Learning Principles

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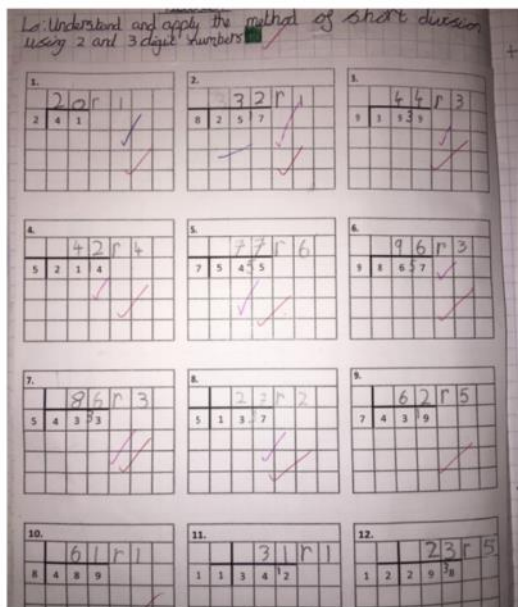
- Good teaching and learning means employing assessment for learning principles.



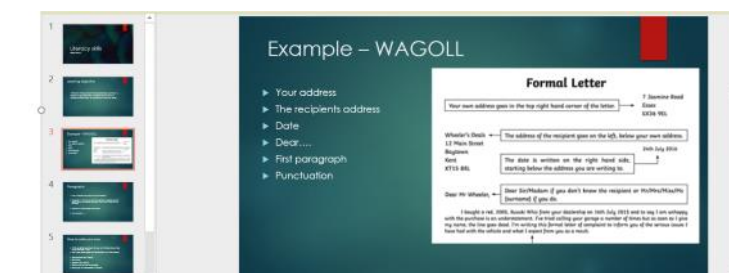
To achieve the learning outcome and clarify success criteria I have been using the 5 point plan. This allows the children to see and perform steps to help and lead their own learning. The plan involves 1. Think

2. Think again
3. Think harder still
4. Use resources
5. Ask a friend.

This promotes children to lead their learning and collaborate with peers if they are still unsure of what to do after trying to help themselves. This was a key theme throughout all my lessons and I reinforced the use of this strategy throughout my time in phase 1.



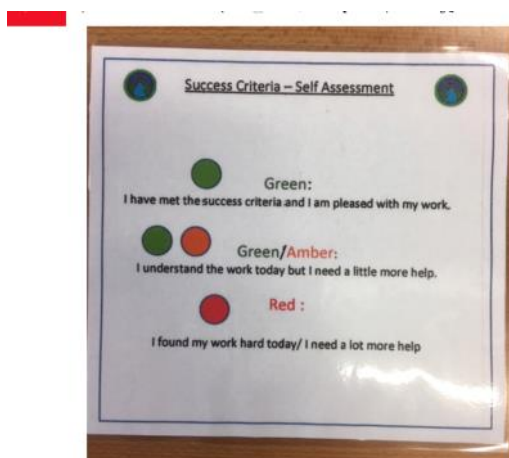
Peer assessment has been used throughout my lesson and involves swapping a piece of work with a peer that is sitting close to you, and the marking is performed by that individual. The children would be asked to peer assess using purple pen in order for the children to identify who is marking their work. I avoided using crosses and suggested dots when improvements could be made. Apart from this, ticks, additional comments, and verbal feedback were encouraged to be used.



WAGOLL – What a good one looks like. This strategy allowed the children to see a particularly good piece of finished work relating to the task they are completing. This allowed the children to view a piece of work and aim to construct a similar piece without copying, but developing ideas they already see. It allows the children to see the finished product, which will spark questions and ways of thinking in order to achieve the end product themselves. The class used this during a writing key skills lesson in order for the children to see and practice the layout and structure of a formal letter.



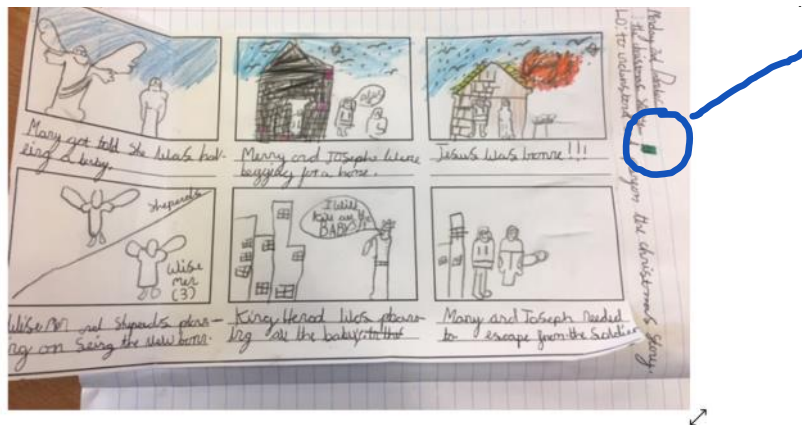
Lolly pop sticks were used when using direct teaching and asking the class questions directly. This was to help pick children to answer at random to avoid the same pupils answering all questions. It did seem to improve engagement as most of the class were waiting and listening in order to answer if picked. The sticks were colour coordinated, this was done in order of attainment and allowed me to spread the questioning across all levels within the class. If a pupil was stuck on an answer I would use basketball questioning to another pupil to ask for help. This proved to be very effective and allowed collaboration between students within a question or discussion. It triggered engagement and additional questions to discuss as the children did not know who was going to be asked next.



The schools self-assessment strategy. I implemented this Strategy into my lessons in order to gain an understanding of How the pupils understood the lesson.



Example of Colour coded Learning objective, completed Completed by the child at the end of the lesson.



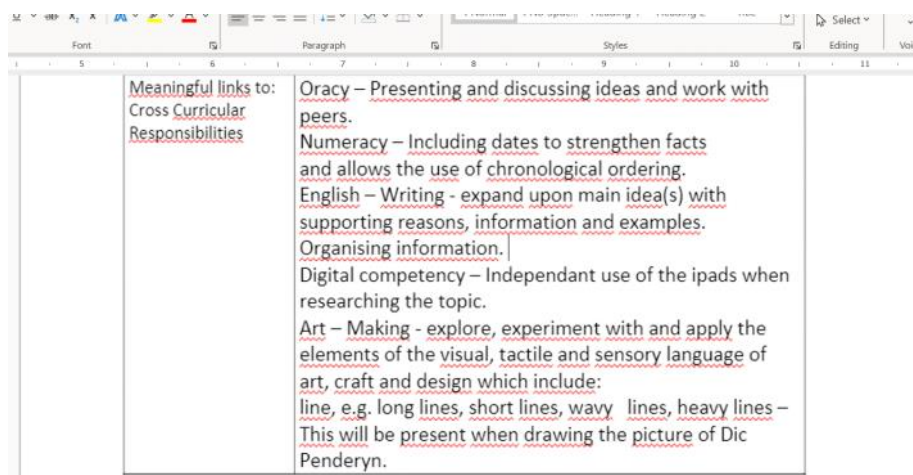
Self-assessment was a clear theme throughout the lessons that I delivered within my phase 1 experience. It involved the children colour coding the learning objective in order to display how they understood the success criteria, the Learning objective and the overall topic covered within the lesson. This was an effective AFL strategy as it allowed the children to display how they felt about their work and understanding in a private way.

Cross Curricular Responsibilities

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



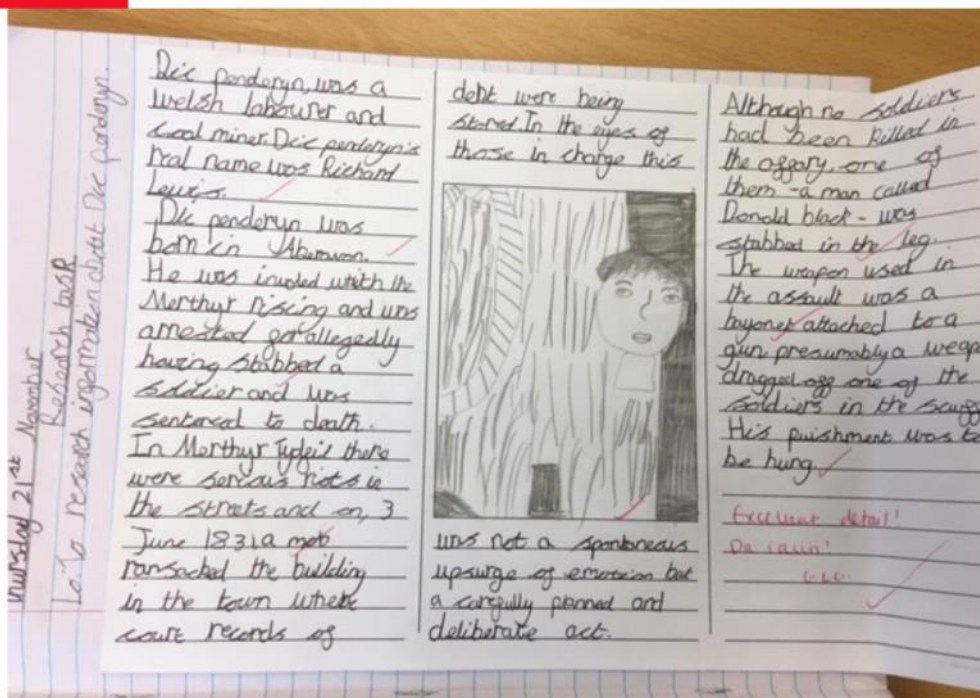
I tried to include a wide range of cross curricular aspects within all of my lessons, while keeping in mind the main focus of the lesson. I did not want to force cross curricular aspects within a lesson but rather use them to develop the learners skills and compliment the main activity.

The lesson above was a research task that I had planned and involved the children working within pairs in order to complete the research on a new topic. A key cross curricular theme was digital competency, as in order to perform the research, I issued the class with an iPad to carry out the research on within their pairs. This worked on ICT skills and developing digital competency when searching and gathering information in order to record it.

Numeracy was also linked into the lesson as they recording of dates from information and facts they have researched were recorded and presented within their own fact file on Dic Penderyn.

Linking to the English key stage 2 curriculum the cross curricular skills were displayed through literacy through the recording of the fact file and the information they have written down. Oracy is the second link as the children presented and explained important facts they have included within their fact files. This promoted peer assessment and group discussion.

Lastly Art was linked to reinforce the main theme of the lesson with a picture of Dic Penderyn being illustrated onto the children's fact file, calling on prior knowledge learnt in previous art sessions.



Within this one lesson I feel like I smoothly linked and delivered cross curricular responsibilities as explained in Donaldson's 'successful futures.' Throughout my teaching I also had regular discussions with the children about the 4 aims of the new curriculum, and the importance of developing the learner as a whole and by meeting the aims this is made possible.

Blend of approaches

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- **Good teaching and learning means employing a blend of approaches including direct teaching.**

1 - Direct teaching

A lot of my lessons included the direct teaching approach. This involved an introduction, understanding and identifying prior knowledge of the children. Then I would introduce the Learning objective for that lesson, explain and give examples. These examples would often be completed by myself and then a further example for the class to complete. The main task would be explained and then the main task would be introduced for the class to complete. This approach involves scaffolding and enables the class to have steady support and use of examples to work their way to the main task. The success criteria were displayed to the class before starting the main lesson so the class were aware what was expected and I helped the class to get them there throughout the lesson with examples and also at certain points of the lesson, stopping and explaining where I felt the class needed help with an issue.

AREA
<https://www.bbc.co.uk/bitesize/topics/zibg87h/articles/zwqt6fr>

Calculating area
To work out the area of a square or rectangle, multiply its height by its width.

If the height and width are in cm, the area is shown in cm². If the height and width are in m, the area is shown in m².

A square with sides of 5 m has an area of 25 m², because $5 \times 5 = 25$.

Success Criteria....

Example which was explained
To the class to ensure all
pupils had an understanding of the method
Used to calculate area.

Examples

- 1.
- 2.
- 3.
- 4.
- 5.

Example for the class to complete
And the answer was then discussed and
Explained as a class.

Task – AREA ROBOTS

- ▶ Using your books and pencil draw yourself as a robot using rectangles and squares.
- ▶ Use a square or rectangle for each body part – Head, body, arms, legs, feet.
- ▶ Work out the AREA of each body part shape.
- ▶ You will be able to see which body parts hold the biggest area.
- ▶ Colour and make it yours =)

This is where the main task is introduced,
And by this point the class have had scaffolding
In order to complete it using examples and
What has been discussed.

2. Independent group challenges.

In contrast to the direct teaching approach, I did implement a different approach when delivering different lessons. One example being the challenge days that I helped plan through collaboration with other members of staff and delivered independently.

Teaching & Core Learning	The 5 main activities will be set out around the class on 5 different tables and areas. The children will complete one challenge per hour, then the groups will swap challenge. Activity 1 – Science - Cut out, arrange and stick the body parts in the correct places of the human body! Draw on knowledge you have learnt from your lessons in science. The children will then link the effects of smoking on these body parts once they have stuck them in. Activity 2 – Art - Draw on the skills that you have been developing in your creative art sessions and create a picture of The Big Pit. Activity 3 – maths – With diagrams of rich and poor Victorian house plans provided, work out the perimeter and area of each room within the house and compare the difference. There will be different levels of difficulty displayed in relation of stars. Activity 4 – Narrative writing - write a narrative taking on the role of either the chimney sweep or the rich girl. Use a Pie Corbett approach to sequence the events in the story	The children will attempt each challenge and try to solve the challenge at each table. These challenges will be completed independently or by using collaboration with the children's groups. The children will be given the opportunity to choose what difficulty they will complete a task in order for the children to lead their own learning.	Workbooks, print outs of the challenge cards, Print outs of Human body and body parts, Printout of picture to draw, Printouts of the house plans of the rich and poor, Laptops to use for the ICT challenge. Area for each challenge in the class.
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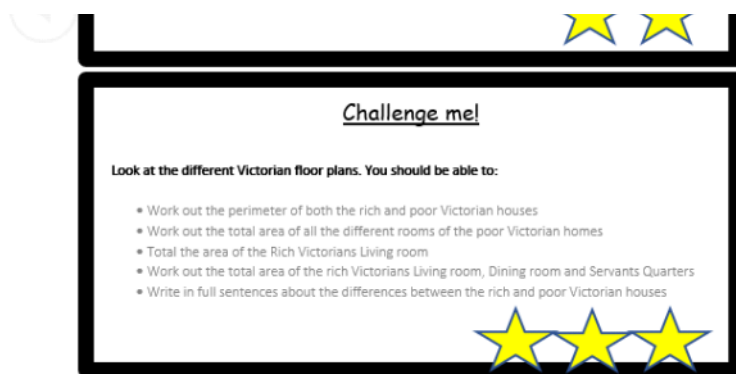
The challenge days consisted of 5 separate challenges all linking to different areas of learning. The approach used involved the children working independently, and working on their tables, using collaboration to complete each challenge. Each group would have the same amount of time on each challenge and once the 60 minutes was finished they would then rotate onto a different challenge and try to complete that one. This type of lesson was designed to promote independent learning and the children leading their own learning. As the tasks were introduced in one 30 minute block by myself, the challenges were then completed by the children without any direct teaching from me. This relied on the children accessing prior knowledge as each challenge linked to topics of work that they had covered over the last term within their lessons.

Pupil choice – Leading their own learning



This different approach combines the idea of differentiation But also focuses on a different approach to teaching. It relies on pupil choice and children leading their own Learning based on their perceived understanding.

The tasks were planned and designed in order to increase In difficulty from one star being the least challenging, To three stars being the most challenging. All of the class were given the choice of which task to Complete. This changed the approach to more pupil Led learning and allowed the children to take responsibility Of their own learning and judge where they think their Current understanding is in relation to the amount of stars.



Current understanding is in relation to the amount of stars.

As displayed within the picture above, The difficulty of the question increases by the addition of additional success criteria points within the question. This provides more for the children to identify and complete as the stars increase with each activity.

Pair work -

Opening phase (with links to prior learning)	Introduction – What do we already know? Discussion. Look to engage prior knowledge and engage the children to focus on the topic. Questioning by the teacher at random.	Questions asked by the teacher using lolly pop questioning. Pupils are to display prior knowledge and answer questions relating to the topic.	Questioning, area for discussion, powerpoint presentation.
Teaching & Core Learning	Research task – Using the ipads, the class will perform research into the Rebecca riots, collecting information, dates, key people and events throughout the riots. I will display on the board helpful tips for when researching topics, and also helpful websites that they could look on as part of their research. Differentiation.	The children should research the Rebecca riots, displaying the information they find in the form of a mind map. They will be using the iPad and I think this will give independence and an opportunity to collaborate with their peers. This will be performed in pairs.	Ipads, Workbooks, and time for research.

This task involved some guidance from the teacher but the main focus was on the approach of pair work within the peer group, with a focus of researching and gathering information on the Rebecca riots which happened during the Victorian era. The guidance was given at the beginning of lesson in the form of online safety discussions, and research tips or helpful websites. This was down the pairs if they were to use the suggestions given. Through observation it was clear that this was effective and the children enjoyed the aspect of using the iPad's to independently research their own work. This was implemented in order to see if this approach could have an impact on the class's learning as a whole. The relationships within the class were sometimes an issue as a disagreement did have to be resolved but this allows the children to develop skills like team work and problem solving and links to the aims of the new curriculum in forming ambitious, capable learners.

able to be successful. His power points have been an asset to his teaching and have been of a very high standard, and always pitched at the appropriate level. He actively seeks, listens to and takes account of the views of learners in order to fully engage and encourage them as active participants in their own learning. The way in which he interacts with the children creates a positive learning environment and they respond well to him always giving their best. He has worked tirelessly with a certain

This is a comment from my mid placement review
Written by my class mentor. This shows evidence of different
That I have implemented and also links to the emphasis put on
Children being active participants in their own learning.
This was illustrated above in the maths choice lesson.

Critical reflection

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A critical reflection of progress made on the planning and implementation of three pedagogical principles.

Introduction

The purpose of good teaching and learning is to develop the learner. “requires high-quality teachers with a sound understanding of the ‘why’ and ‘how’ of teaching as well as the what.” (Donaldson, 2015.). This quote displays how effective pedagogy requires teachers to understand what they are teaching children, but also how they are teaching them. The idea of critical reflection and progression links directly to the 12 pedagogical principles stated in Donaldson’s successful futures. Throughout my reflection I will be critically evaluating how I related my planning and delivery of lessons to the pedagogical principles illustrated in Donaldson’s Successful futures, with emphasis on 3 principles. The evidence displayed is taken from a five-week teaching period, within a year 5 class of 27 pupils of mixed ability. I was able to plan, and deliver lessons based on the topics that the children needed to cover through discussion with my class mentor’s. I found my placement school to be very advanced when implementing the new curriculum, and as a lead school this proved to be effective when reinforcing the aims and pedagogical principles within my lessons.

Literature review

The use of assessment is common throughout teaching, “There is nothing new about this. All teachers make assessments in every class they teach.” (Black & Wiliam. 1998.) Taking this into account it is then important to justify when, how and why as the teacher you are using assessment and what sort of impact this has on teaching and learning.

“learning can be particularly powerful when learners are given feedback that helps them to think through the issues and provides them with guidance on next steps.” (Donaldson. 2015.). Formative assessment is a type of continuous, immediate assessment which could come in the form of on the spot feedback. As described by Black and Wiliam (1998), formative assessment is when opportunities are taken to adapt children’s work in order to meet the needs of that child. This could be creating a more individual form of assessment which is more specific to an individual. However, certain considerations might have to be made. For example, “For Formative assessment to be productive, pupils should be trained in self-assessment.” (Black & Wiliam. 1998.) This consideration is seen to be essential as it allows the child to identify their own understanding of the topic they are studying. If this is not the case, there could be an issue with the child not understanding the formative assessment or provided.

Kay Burke (2010) in the book Balanced assessment explains how summative assessment supports final test, marks and achievements after pupil’s performance. These can then be viewed by them, their parents, teachers, the school and governments. This could be one of the main reasons to why such focus could be put on summative assessment as there are measured expectations that come with

summative assessment. The difficulty occurs if teachers are too focused on teaching for a test. Authentic context for learning may suffer as a result. A representation of formative and summative assessment is illustrated by Bransford J, Darling-Hammond L. "One enables learning and the other documents achievement." (Bransford, Darling Hammond, 2005.). This shows how formative is seen to enable learning and summative assessment is used to measure an end goal. In some cases, summative assessment can display a great achievement and acknowledge improvement from a previous example of work. This could possibly have a positive impact on motivation and self-esteem within their learning. As mentioned by Roberts R "Child's self-esteem, which is seen as the key to balanced development and learning." (Roberts, 2006.). However, within the book preparing teachers for a changing world Bransford J and Darling-Hammond L go on to explain how with a balance of both types of assessment, these practices can be supportive and helpful to one another. This shows how used correctly, the impact of both forms of assessment can have an overall impact on teaching and learning.

Cross curricular responsibilities as referred to within the Donaldson's Successful futures, establishes the importance of developing children's skills across all areas of learning, while maintaining a natural and authentic learning environment. Cross curricular development especially is seen to take into consideration the development of the whole child. Barnes explains "When the skills, knowledge and attitudes of a number of different disciplines are applied to a single experience, problem, questions, theme or idea, we are working within a cross curricular way." (Barnes, 2015.). It can be considered as an underlying theme within the lesson which helps develop key skills, within one experience. Digital competency could be a very important skill to develop today due to the growth of social media and technology in everyday life. This skill development within school prepares children for the society they are to grow up in and relates to the four aims of Donaldson's Successful futures (2015) in developing "Ethical, informed citizens.". Hattie (2012) talks deeply about how teachers can identify prior knowledge of their students and then they can relate current lesson content to other areas of learning within the curriculum. This will possibly depend on the teacher knowing their learners and understanding their needs as well as measuring them against what needs to be taught to the class. This identifies how cross curricular teaching can occur but certain considerations such as the needs of the class and level of attainment may need to be considered at some points. As noted by Kerry "Learning beyond subject boundaries provides learners with the opportunity to experience deep, challenging and relevant learning." (Kerry, 2015.). Cross curricular themed lessons can develop areas without the children knowing they are doing so, which may put less of a pressure on specific subjects. However, the delivery of cross curricular themes is important they should not take over the focus of a lesson. Allowing for cross curricular themes to be blended within lessons could allow teachers to develop pupils in line with the aims of the new curriculum and "deliver an entitlement to a broad and balanced education for all children." (Donaldson, 2015.).

A variety of approaches can create the possibility of increased engagement throughout the class, due to the different experiences that they are presented with. Teacher led learning is more of a one-way type of teaching and this is described by Killen (2007) as a very structured way of teaching with a focus on achievement and completion of tasks by directing the activities to the pupils. This can be seen as a more traditional way of teaching and as Killen (2007) identifies it could be used effectively to control time during the lesson, and there is also a focus on academic achievement which will reinforce and strengthen the teachers summative assessment at the end of the topic. However, does direct teaching alone create a good teaching and learning environment?

A contrasting approach is more of a child centred approach. This could be through small group work, pair work within the class or independent learning within a task or lesson. This approach will help to guide teaching and learning to Donaldson's new

curriculum (2015) and as stated within the curriculum document it allows the child to develop problem solving, critical thinking and creativity skills as they are being given the opportunity to experience things and complete tasks without direct input from the teacher. This could possibly help the children to call on prior knowledge and link new knowledge that they are learning independently or through peer collaboration in order to impact on their own learning. This idea links to Piaget (1977) with the idea of schema and how by new experiences, in this case independent work during an activity can lead to new information being recognised and remembered. As illustrated by Cooper (1998) one consideration while using the child centred approach could be the importance of the teacher understanding the needs and the beliefs of their class. This will link closely to cross curricular themes as these two aspects of teaching could show importance in order to create links from the curriculum to their lives and experiences. Approaches to teaching and learning are varied and it is important to remember that more than one can be used. There are perceived benefits to all approaches, and it is important to identify what works within the class you are teaching. "Try some and then decide to adapt them to suit your own learners' requirements." (Mansell, Gravells, Hampel, 2019.). This suggestion shows how the approaches can be adapted in order to suit the needs of learners and more than one can be used. A blend of approaches within the classroom will be able to create experiences for the children to develop from.

Critical reflection

Throughout my Professional Teaching Experience (PTE1) part 1, the assessment for learning strategies were at the forefront of my thinking when planning and delivering lessons. It was important as a student teacher to try to build good relationships with the pupils and staff in order to start to implement and adapt strategies that will have the greatest positive impact. Examples of how I have used Assessment for learning strategies include the use of self and peer assessment.

Self-assessment took place at the end of the lesson and these strategies were implemented within the second week. I used Colour coding as it allowed the child to colour green, amber or red next to the learning objective depending on their understanding. This was very useful as it allowed me as the teacher when marking to identify who understood the work and who didn't. This helped me when planning, as I could decide on what is needed for the next steps. Whether it be a full recap lesson or just revisiting and quizzing the class on the topic at the beginning of the next lesson. This self-assessment that the children completed relied a lot on pupils remembering to complete it at the end of the lesson even when reminded. This benefit was limited when it has not been completed by all. This method also relied on honesty of the children, and as they were on tables, even though it was a self-assessment, the children may not want to colour the objective red if their friends can see. This would identify a lack of understanding on their part. This would relate to Covington's (1992) research which identified a child's reluctance to display having a lack of understanding and this could cause embarrassment.

Peer assessment is a strategy that worked well towards the end of my teaching experience. I tried to use peer marking at the end of certain tasks, this did prove to be a difficulty at times due to certain relationships between peers on their desks, however due to adapting the technique slightly and asking the children to swap books with the person sitting next to you instead of 'swap books with someone else on your desk' this proved to be more helpful and eliminated that discussion of who everyone wanted to swap with. This added to the clarity and I felt the children really benefited from having their own work marked by peers and receiving verbal feedback from them. This adds to the feedback they received from the me and

allowed discussion of a task to happen to promote collaboration within the class. "Peer collaboration and feedback can provide a safe environment to articulate and test ideas." (Donaldson, 2015.).

Overall, I think the children responded well to these assessment for learning strategies and I was able to plan and deliver recap sessions to strengthen their understanding. However, it did occur to me that the use of the red colour may be an issue when the children don't understand a topic. I will focus on self and peer assessment from the beginning of my new PTE1 phase and will look to adapt the strategy for the foundation phase class I transition to. This could include emoji stickers of happy and unhappy faces instead of the use of three colours. This will then indicate to me if they are happy or unhappy with the work and their own understanding of it while avoiding any negative opinions from the children.

Principle 2

"Promote coherence and encourage children and young people to make connections across different aspects of their learning" (Donaldson, 2015.). I found it difficult at times to incorporate cross curricular themes within my planning. I thought it was best to try to include as many cross curricular responsibilities within each lesson as possible every time, when in fact I saw how this could draw away from the main learning objective instead of adding to it. I then identified how links could be made in order to benefit teaching and learning. This involved including 3 key themes of digital competency, numeracy and literacy.

Digital competency was one of my strengths as I felt confident in the lessons, I was delivering to include use of the Ipads in history research lessons and using games in maths on the interactive whiteboard. This was used where possible as within the class there were always Ipads ready to be used. This was encouraging and made the implementation of digital competency within lessons easier.

Literacy and Oracy were also a strength within my lessons as I always planned for pupil feedback, presentation and examples of work within the plenary of the lesson. Although I have identified now that examples can be displayed throughout the lesson, not just at the end and can be as effective. Holderness and Lalljee (1998) explain how by planning to involve talk within lessons allows the children to have opportunity to broaden their vocabulary and their understanding of words when talking and explaining topics within different areas of learning. This shows how within each lesson, I was actively trying to promote the use of new words and discussions, developing Oracy skills as well as adding to the vocabulary of the children relating to different areas of the curriculum.

An area for improvement is inclusion of numeracy within my lessons in order to strengthen the impact on learning. I feel I have been looking for ways to include it which don't make the greatest impact on the learner. An example is shown within the portfolio, and I have included numeracy through the sorting of dates within a History lesson. By year 5 this is a skill that the class are comfortable with and it did add a cross curricular theme although I need to address how much of an effect that would have on a class of this level. More time when planning needs to be taken in order to include numeracy within lessons to develop the pupils to the level they are at.

Principle 3

In the beginning I had limited confidence when implementing a blend of teaching approaches within my lessons. After the first week I identified opportunities

to do so and my confidence had grown. The year 5 class were very capable and there were various approaches I used by the end of the experience.

Direct teaching was implemented from the start and this allowed the children to be led by me. I researched Piaget's (1977) theory of scaffolding when working through a topic. I used power point presentations to guide the class through a lesson, offering a warmup activity, examples and a completed example, then an explanation of the main task. I would regularly stop the lesson where needed to help solve problems as I saw them occurring. This would reinforce understanding of the task and the children would carry on. I do feel as though the class were learning and engaged throughout my lessons using this approach, and the lesson structure was clear. However, I do feel the lesson lacked collaboration between pupils and teacher and I knew quickly that they were very knowledgeable pupils within the class that could be given responsibility within the lesson.

I then decided to use a more child-centred approach with the use of pair work and small group work within the class. As proposed by Vygotsky (1978) a more knowledgeable other can help guide and add to a child's learning and understanding. This shows how the use of peer work has such an importance as they can learn from each other. I delivered numerous lessons based on researching a proposed topic, which was completed in pairs. I also linked digital competency with this lesson as within their pairs they were using Ipad's in order to collect and record information. This approach helped engage the children and allow them to collaborate with another pupil in order to get to the end goal. This approach tended to be very effective as it seemed to engage the children fully and allow for that other person to help and guide them through any difficulties they were having. I will be using pair work again within the lessons that I teach.

I also used independent student learning and pupil choice within some of the lessons that I taught. Dweck (1999) explains how it is very important to acknowledge that people learn through challenge and relates to growth mindset and how effort can allow pupils to learn and develop and therefore more effort is put into the tasks. In order to create challenge, the use of independent work allowed the children time to put in that effort in order to achieve. The contrast of independent work compared to the other approach used of pair work is huge and it relies a lot on the understanding of the individual child. This was used with independent working time allocated in order to complete a task. It was used within problem solving lessons and emphasis was placed on the importance of showing workings and how mistakes made by the children are not wrong, just guides on how to adapt what they did to find the final answer. This helped to take the pressure off the idea of independent work and some pupils were apprehensive at first of being wrong. In addition to this, pupils were also given control over what difficulty task they would complete by choosing 'star questions' which range from 1 star to 3-star, 3 stars being the highest difficulty. This took place within numerous maths lessons and choice allowed the children to think honestly about their understanding of a topic and decide at what level they will complete it at. This allowed me to see where their perceived understanding is and where they could be attempting the questions based on previous work and observations. This proved to be very effective and some pupils within the class excelled, however the lower attaining pupils at times became disengaged with the work. I have realised when using this approach, it is a time to observe and guide the children where needed. This still allows independent work to take place, but it promotes engagement to stay on the task with me there as a guide and support rather than directly teaching the children to complete a question.

Conclusion

Regarding my PTE1 experience I do feel as though I made good progress and received some good feedback from my class mentor's. I feel my blend of approaches when teaching is strong and identifying effective approaches for that class was a

positive within my planning of lessons. Moving forward I would like to target my use of cross curricular themes within my lessons. I will aim for a smooth blend of themes within a lesson and I will speak to mentors and other staff members in order to try to gain advice on how to do so in order to allow my confidence to grow. I will continue to incorporate all aspects and principles evidenced within my writing, however always trying to improve and adapt in order to deliver lessons and approaches that will benefit that class and the individuals within it in the best way possible.

Word Count: 3299

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