

Overview

Monday, December 9, 2019 9:24 AM

Name: Nicole Heal

Student Number: 1906535

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

Pathway: Secondary PGCE

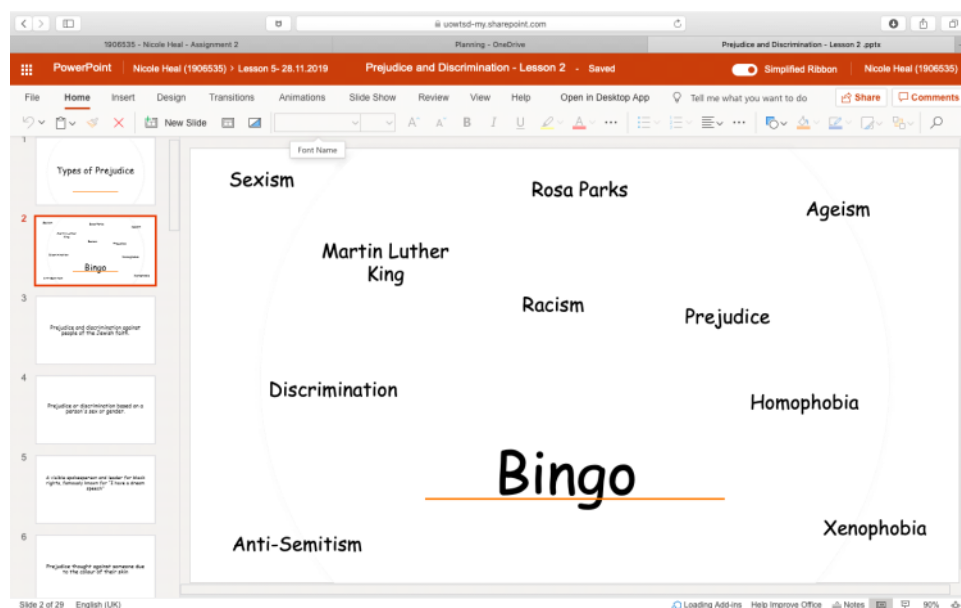
Link to Onenote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1906535_student_uwtsd_ac_uk/Eh2k6P9Zs-9AifeoBQDaq78B4PQ-XxUNVoZDWyU_U5GPYg?e=poAqgs

Principle 1 – Assessment for Learning

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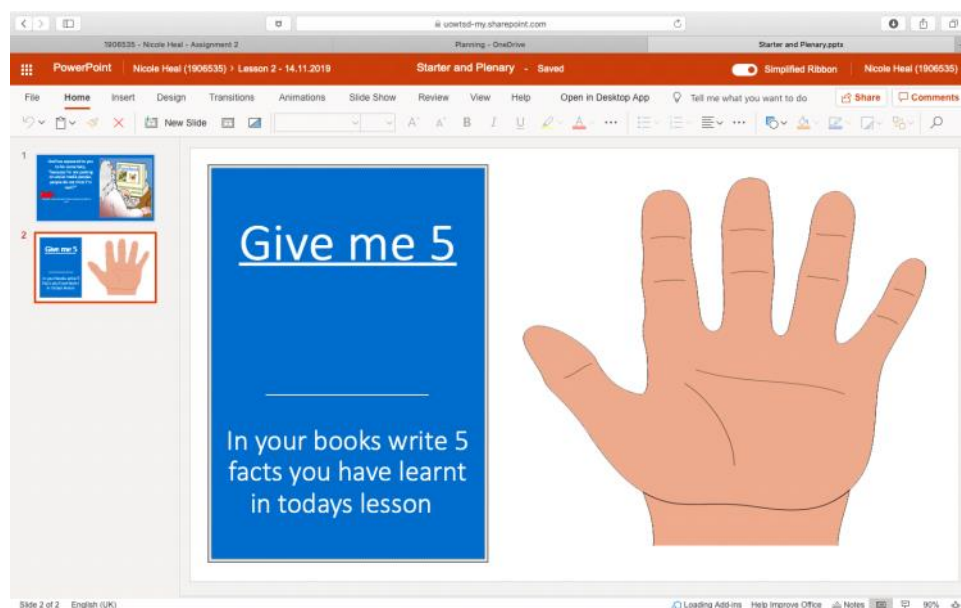
Example 1: APK task – lesson resource

See below an example of a starter plenary I did for a year 9 class. For this plenary I had year 9's write down 4 words which they remember from the previous lesson – for the activity, I put a meanings of a key words on each slide and learners had to cross off each as the meanings were called. After a learner got "bingo" I went through each meaning and questioned learners understanding.



Example 2: Plenary – lesson resource/learner work

Another example of using AFL within the classroom is through plenaries, see below one example of a plenary I did with a year 8 class following a lesson on "Who is God." Following this activity, before letting learners leave I used questioning technique. I asked learners to tell me the 5 facts that they had written down and expand on their answer.



Please see below an example of this activity used within a classroom, below is an example of students work:



Example 3: Questioning

Questioning is another key part of assessment for learning, within my lesson I incorporate a number of both open and closed questions. Please see below feedback within my learning journal with regards to questioning:

Date: 6/12/19
What went well:

Good relationships - using
pupils names

Good questioning - ^{Open} + ^{Closed}

Discos - link to Greg
topic currently

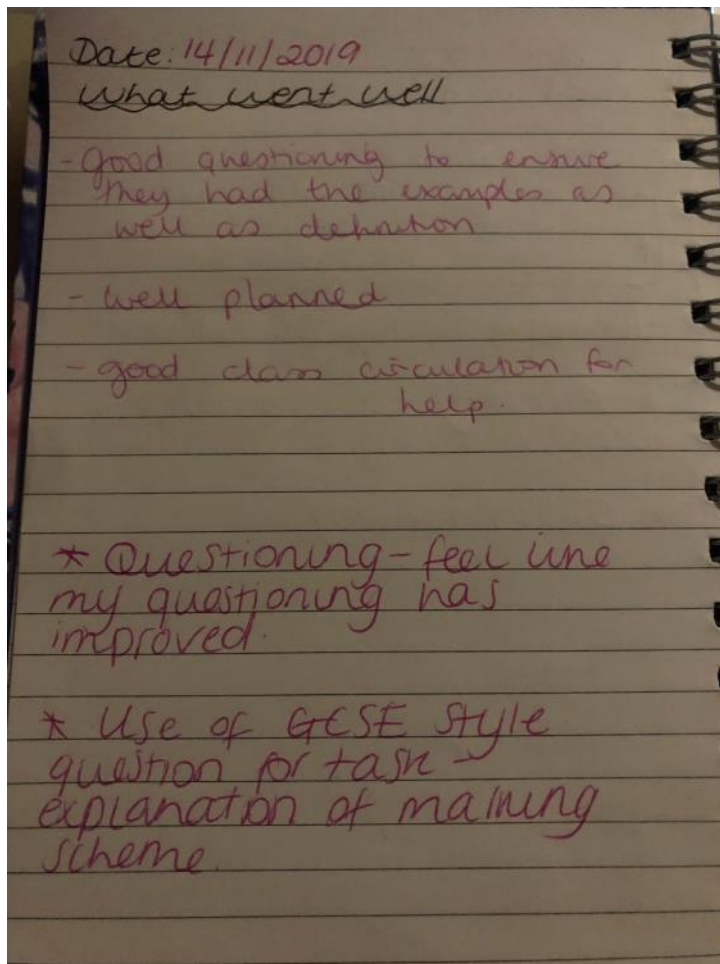
Detailed plan - good
literacy task

Class respect you and
behave well.

Date: ~~PM~~ 5/12/2019
What went well:

- Good questioning + explanations.
- engaging video clip.
- much better control in seating plan.
- empathy wheel - good links
to video +
discussion
- moved difficult pupils.
- engaged a lot with naughty
pupils ✓ (i)

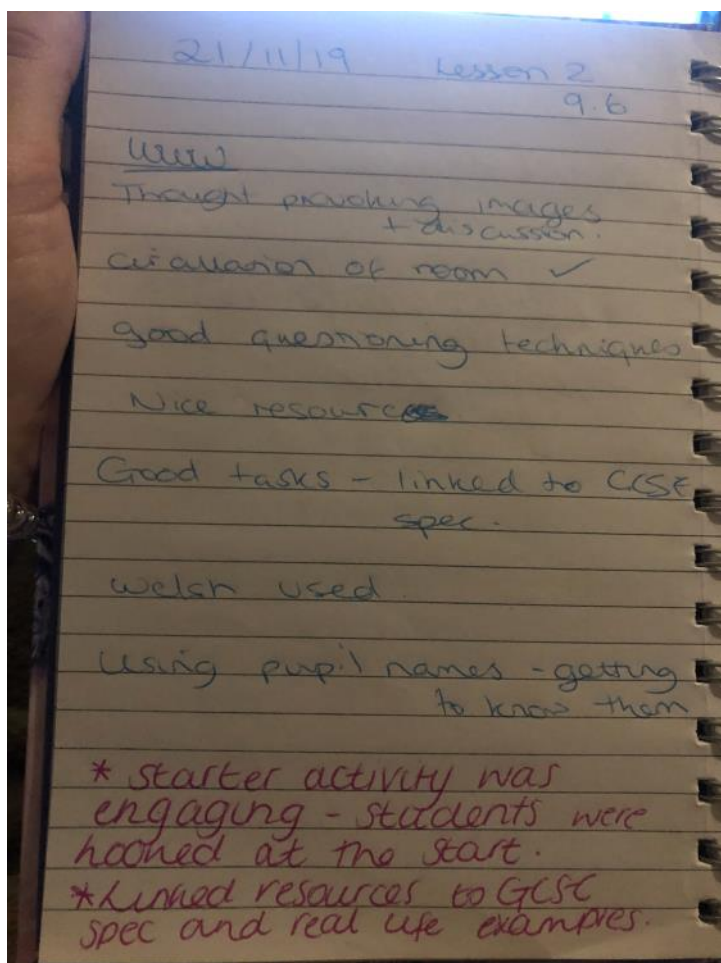
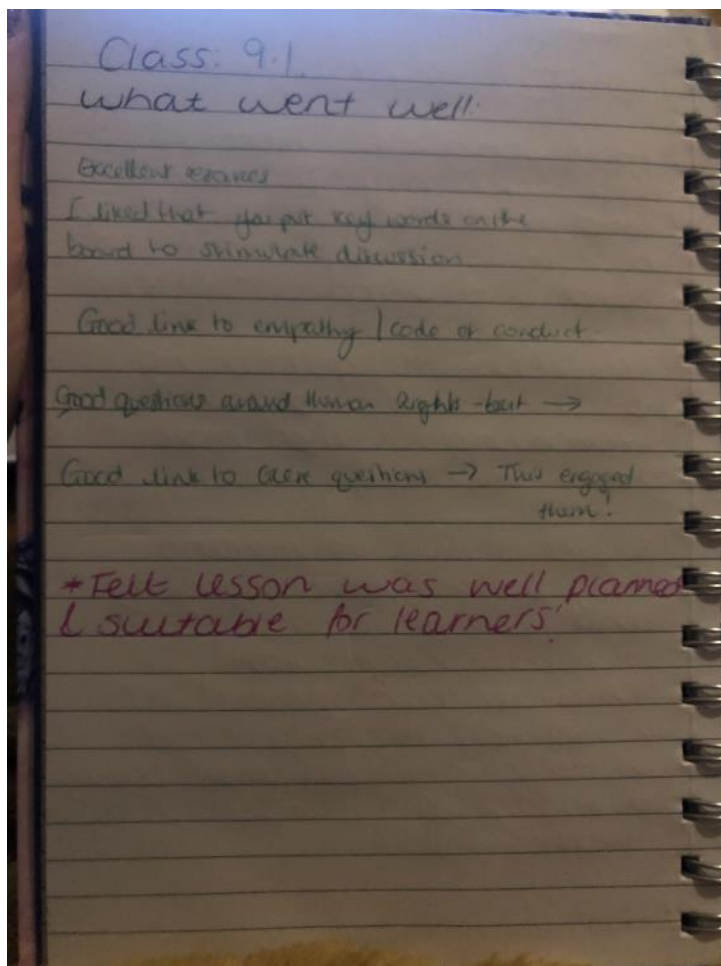
* Questioning & challenging
learners about reasoning
for their answers - getting
learners to ask questions
themselves & to each
other.



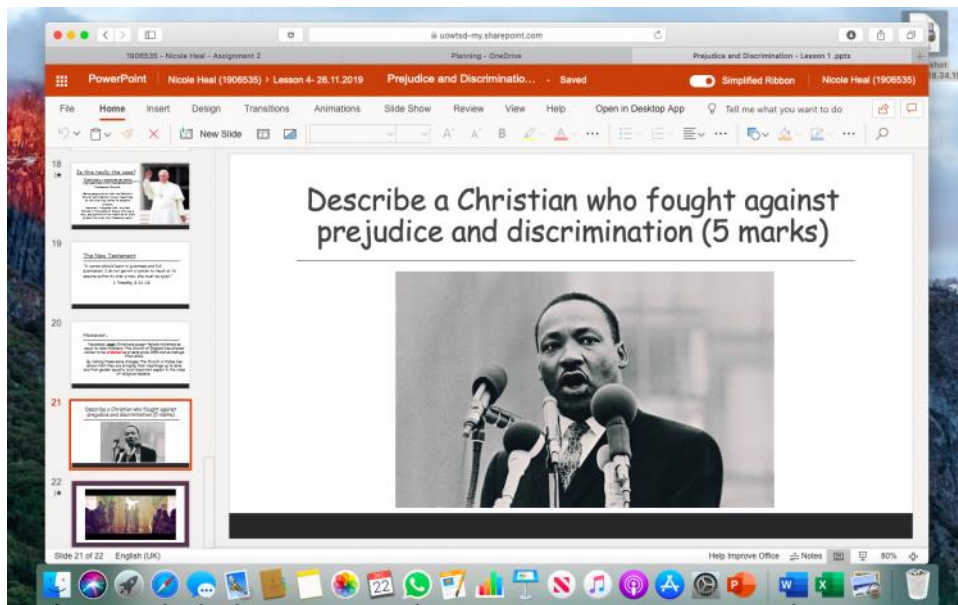
Within my lesson plans I often incorporate questions that I am going to ask learners. I often use sticky notes to remind myself to ask these questions. Please see below an example of my lesson plan:

Example 4: GCSE question –

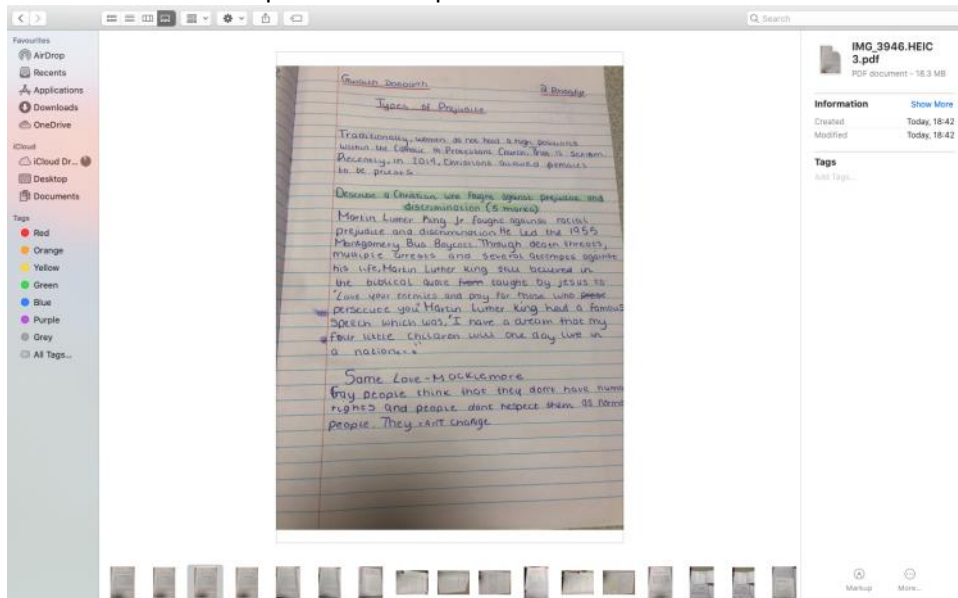
Within a number of my classes I incorporate GCSE style questioning following a learning activity, when learners are doing this task I walk around the classroom reading answers and offering feedback for learners. Please see below feedback within my learning journal:



This is an example of a GCSE question I gave to learners:



See below learner response to this question:



Principle 2 – Cross Curriculum

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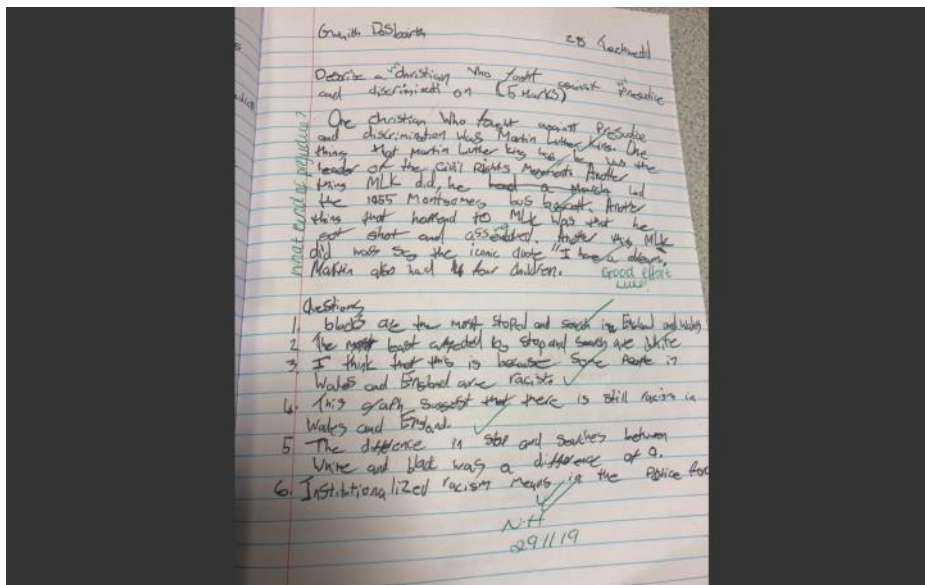
Literacy (Example 1): Wait! Check your eight!

Within my placement school, the English department have put forward a whole school policy in relation to marking and learner feedback. Learners are encouraged to regularly mark their own books and apply the wait! Check your eight policy on all their work. This policy focuses on regular literacy errors that students make across all curriculums. Please see below the wait! Check your eight policy. During marking, teachers are encouraged to also use this. During my teaching practice I have been given the opportunity to mark learners book and give learner feedback - I followed the wait! Check your eight policy when marking. Please see below the example given to students in school:

W1	Capital Letters	Count your caps. Minimum of six per paragraph.
W2	Spelling	Use the spelling mat.
W3	Apostrophes	1. Is there a letter missing? 2. Does it belong to something or someone?
W4	Sentences	Highlight . ? ! to mark the sentence end. Not enough colour? Go back and amend!
W5	Vocabulary	Red pen edit boring words. Don't be <i>silly</i> , be <i>serious</i> !
W6	Paragraphs	TIP TOPS <u>Time</u> <u>Place</u> <u>Topic</u> <u>Person</u> <u>Six</u>
W7	Tense	<u>I was</u> <u>You were</u> <u>He was</u> <u>They were</u> <u>We were</u> <i>Could have</i> <i>would have</i> <i>should have</i>
W8	Homophones	<i>Spelt different but sounds the same?</i> If unsure, take your time. Write out the options and underline.

During my teaching, I have delivered many DIRT lessons (directed independent reflection time). During these lessons learners are directed to go through their books and apply the wait! Check your eight! Policy. Learners are required to apply all the "Ws" and mark their own books. Following the DIRT lesson, I took learners books home to mark myself – the majority of learners had picked up on their own mistakes allowing less time spent for myself to correct mistakes.

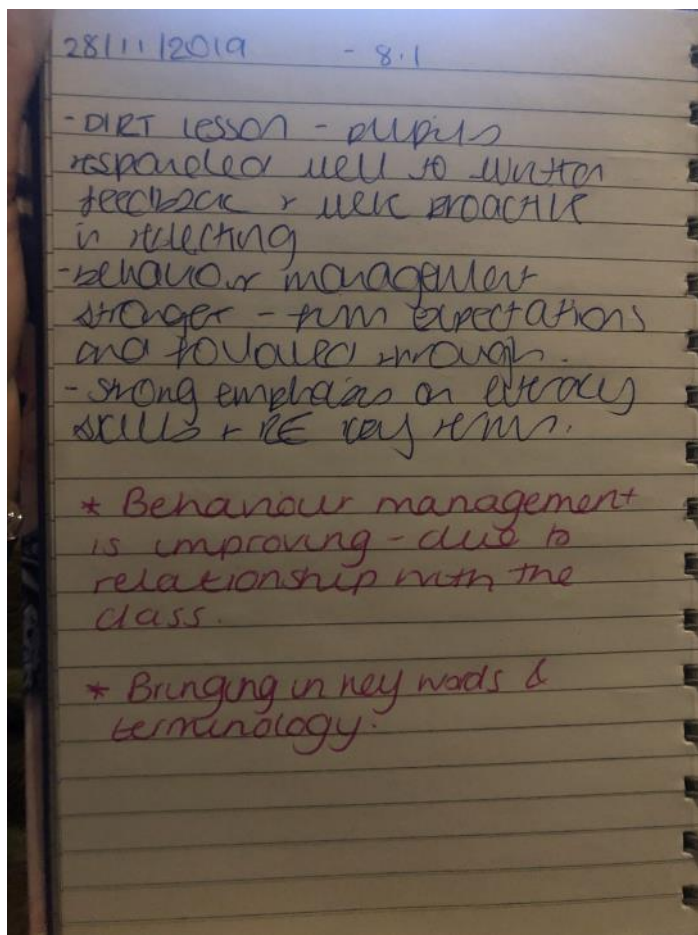
Please see below an example of marking when I used the W8 policy:



Please see below a lesson plan for the DIRT lesson:

Time	Activities/Methodology/Key Concepts (Teacher's Role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupil's role - including differentiation, engagement in formative assessment and homework)	Resources (including Health and Safety requirements)
Opening phase (with links to prior learning)	DIRT task asked to take place from class teacher due to upcoming ESTYN inspection.		
Teaching & Core Learning		Pupils will complete any outstanding tasks/work within their book and go through their books looking for spelling, punctuation and any other mistakes that need amending.	
Plenary			

Please see below feedback for DIRT lesson from within my learning journal:



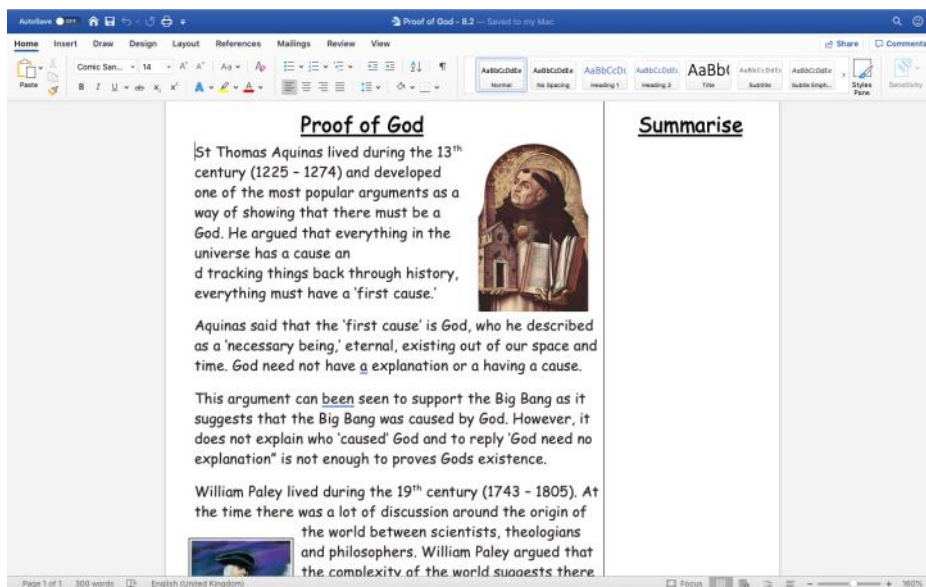
Literacy (Example 2): Reading for YR 7/8 Lesson 5 (EVERYDAY)

In order to improve literacy skills across the school, with particular focus on reading for KS3, year 7 and year 8's have reading books on them at all time. During lesson 5, the first 10 minutes of the lesson are dedicated to silent reading for year 7 and year 8's. As some of my year 7 and year 8 lessons fall during these times, silent reading is incorporated into my lessons. On my slide, I include a timer so learners are aware of how much time they have.

Literacy (Example 3): Reading and summarising

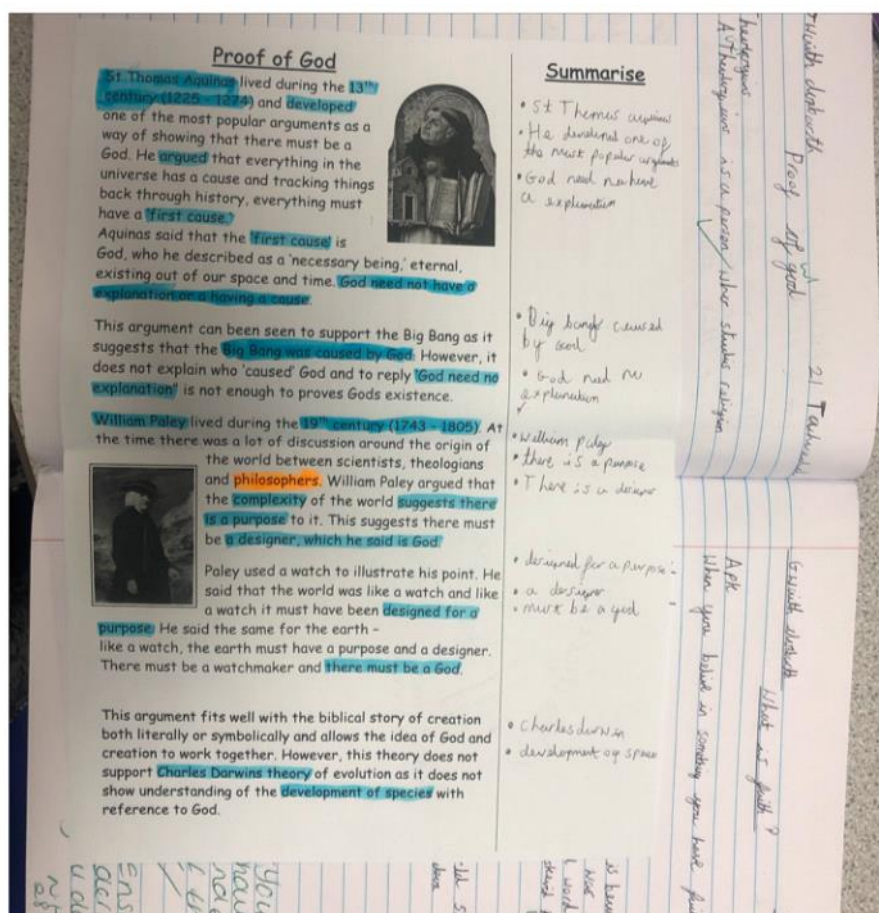
Due to my chosen area of teaching, the subject relies heavily on literacy skills. Within my lessons, I incorporate reading, writing and oral skills. Please see below some examples:

For this task, year 8 pupils were studying proof that God exists. For this task, learners were encouraged to read and summarise each paragraph within 2/3 bullet points.



Most learners were able to read and summarise the information provided appropriately, other students needed more scaffolding and support. I often incorporate this kind of reading task within my lessons as I believe it is important for learners to be able to summarise in their own words what they have read.

Please see below some examples of learners work following this reading task:

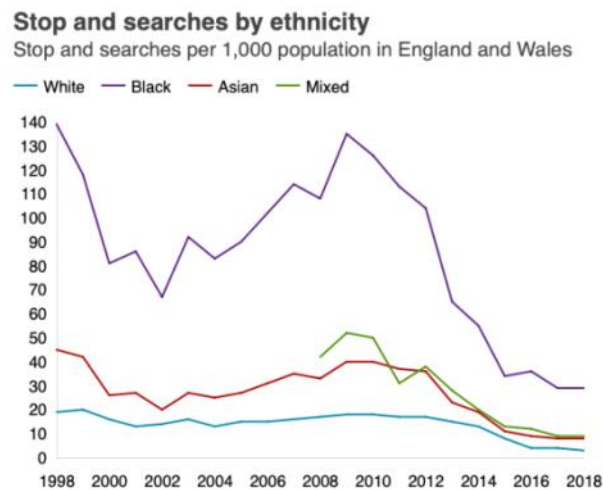


Literacy (Example 4):

Numeracy (Example 1): Year 9 – Prejudice and Discrimination Lesson

Lesson Plan and Resources:

In one lesson I focused on prejudice and discrimination, I used this graph found on the GOV.UK website of recent figures of stop and searches by ethnicity within England and Wales. Each learner received their own copy of this graph to go into their books and were required to answer questions on the graph from the data that shows.



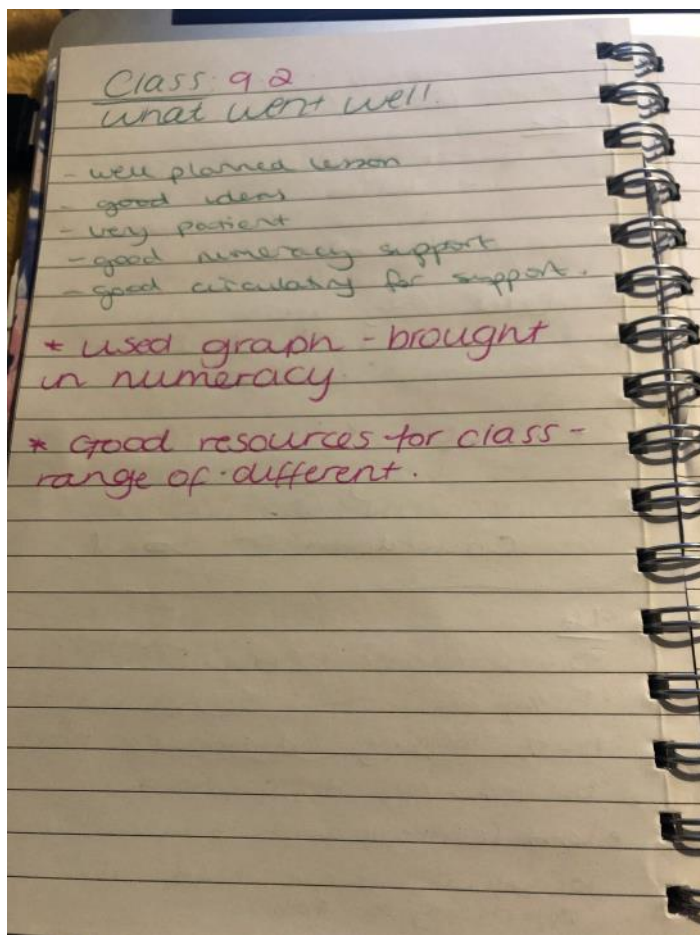
Following giving the graph to the learners, on a PowerPoint slide I gave these questions to answer based on the data within their graph.

Questions

- 1a) Who is most affected by stop and searches within England and Wales?
- 1b) Who is least affected by stop and searches within England and Wales?
- 1c) Why do you think this is?
- 2) What does this graph suggest about stop and searches within England and Wales?
- 3) In 2018 what was the difference in stop and searches between white and black ethnicity?
- 4) What do you think is meant by "institutionalized racism?"

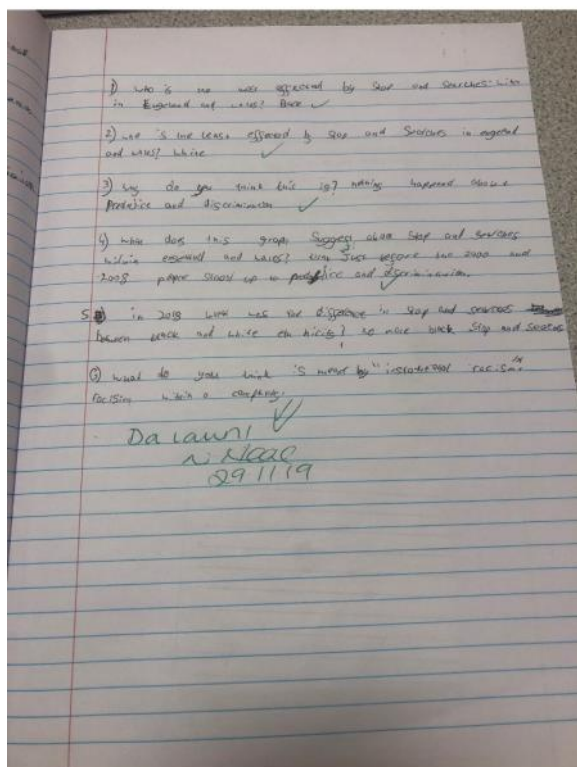
Learning Journal:

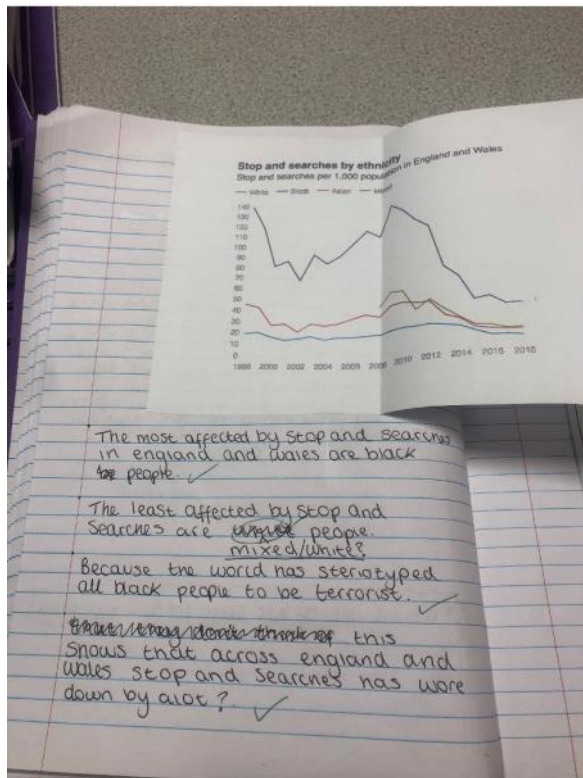
Feedback in my learning journal stated, "good numeracy support" (green). My own feedback is in pink.



Learner Work:

Following example1 for numeracy, this is some work produced by the learners based on the graph and questions in which I provided.





Gwraith Dastbarth 28th Tachwedd

Describe a Christian who fought against prejudice and discrimination. Rosa Parks was black and she didn't give up her seat for a white person. She stood up for her race which was black. All the blacks were sent to the back of the bus and the whites were at the front. ✓

1a) Who is most affected by stop and searches within England and Wales? Black ✓

1b) Who is least affected by stop and searches within England and Wales? White ✓

1c) Why do you think this? because people have a fear of black people which is called xenophobia. ✓

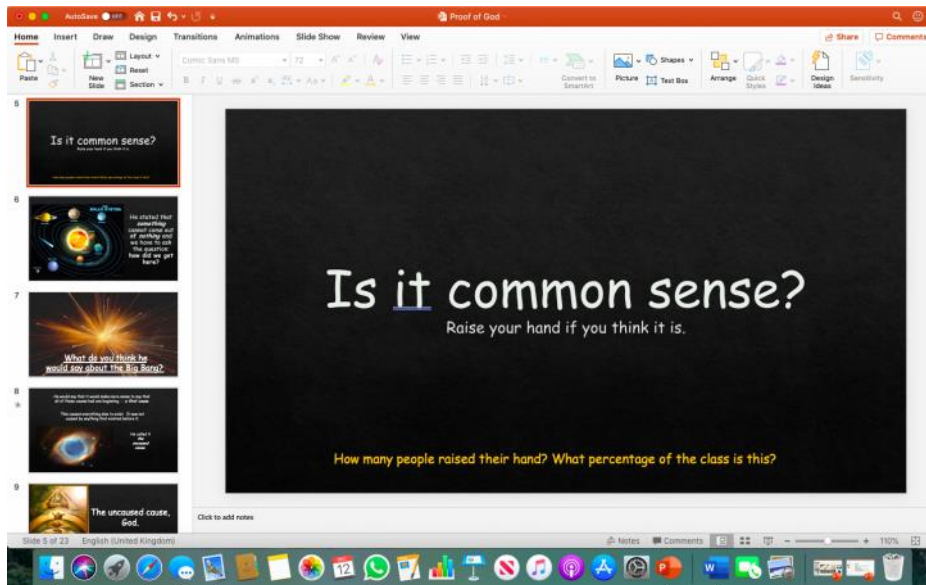
2) What does this graph suggest about stop and searches within England and Wales? That people have different backgrounds and people might be scared of them. ✓

Numeracy (Example 2) - Year 8 - Proof of God

Lesson Plan and Resources

During a lesson with Year 8's on proof of God, a directed teaching approach was used to discuss Thomas Aquinas and his theory behind God's existence. Thomas Aquinas stated that his viewpoint was "common sense." I questioned learners on if they thought it was common sense and asked

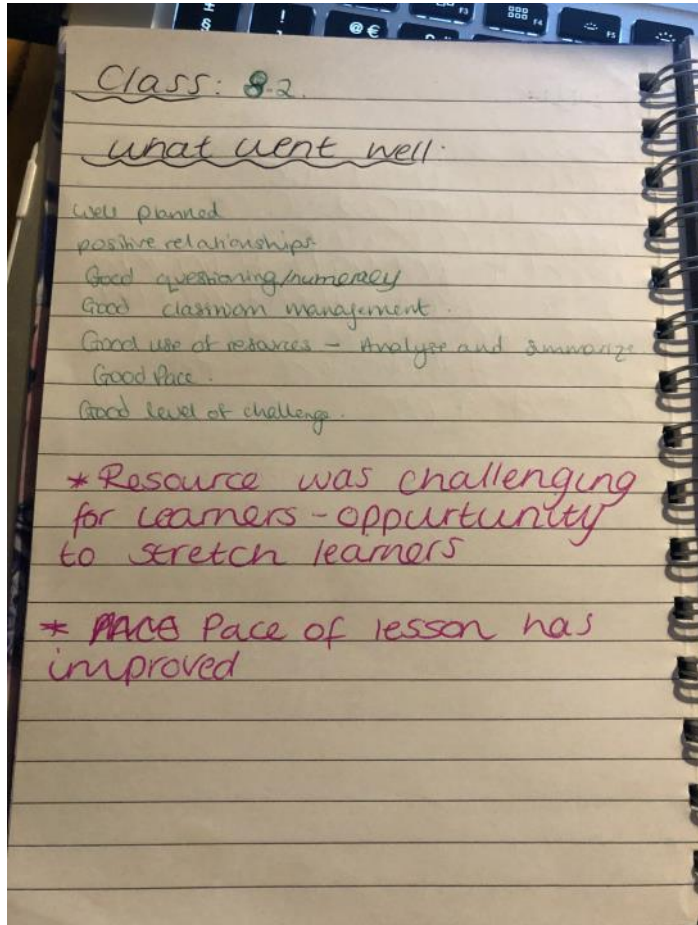
them to raise their hand if they thought it is, I then asked the class to look around the room at the number of classmates with their hand raised and work out the percentage of people who agreed. See below an example of the slide:



This was easy to bring into the lesson and did not take much time. Due to the number of learners within the class the short task was challenging for the learners but got them thinking.

Learning Journal:

The observer also picked up on the small use of numeracy within the classroom and this was reflected within my learning journal:



Digital Literacy - Example 1- Year 7 – Black Death

Lesson Plan and Resource

See below a plan and reflection of a year 7 lesson on the Black Death. For this lesson learners were expected to create a script including stage directions and to perform and record this as a "news clip" using the schools iPad. Following recording, learners were expected to edit email to the teacher. Learners were also expected to give feedback on other groups presentations using "what went well" and "even better if." Unfortunately on the day of recording, there was issues with using the school iPad so learners were unable to record their news clip and could only present to the class. Please see below lesson plan and lesson reflection:



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Nicole Heal	Class:	7.1 - mixed ability class
AoLE or Subject	Humanities	Date:	20/11/19
Lesson Focus:	Causes, prevention and treatment of the Black Death		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	Literacy Digital Competency		
Personal Targets (Linked to QTS and identified in weekly review)			
• Developing pupil interest and engagement in planning of lessons • Experimenting with groupings of pupils • Researching different scaffolding and resource aids (use three next week)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Confidently speak and present to the whole class about causes, treatment and prevention of the Black Plague - Work within a group to establish roles and responsibilities - Critically evaluate other groups work and feedback with constructive criticism

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Learners will produce a script based on a news clip about the Black Plague, learners will practice in groups and then film (using I pads) and present in front of the class. - Learners will work in groups to produce a script, stage directions, present and film to their class. - Learners will be given resource to help assess others work.	- Learners will perform and record a news clip article based on causes, treatment, prevention and events caused by the black plague. - Learners will produce a script (literacy) within the group. - Learners will fill in a resource that critically evaluates other learners and their own work.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning) (15 mins)	1. Learners will have 10 minutes to prepare for performance. Learners will be reminded of the success criteria. 2. Learners will be given critical reflection sheet and questioned on their understanding of "constructive criticism."	1. Learners will have 10 minutes to organise and prepare for their performance. 2. Learners will be directed to the critical reflection resource – and questioned on their understanding on constructive criticism.	Evaluation sheet. Pen. Book. Learners planned resources.
Teaching & Core Learning (40 minutes)	1. Teacher will explain to learners they are to deliver their news clip on the Black Plague and that their work is going to be assessed by their peers based on "what went well, and even better if"	1. In groups learners will perform and record their news clip on the Black Death. 2. Learners not performing will be expected to listen and assess their learners performances – learners will be reminded that they must give constructive criticism	Learners planned resources. Evaluation sheet. Pen.

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Learners were able to orally discuss causes, prevention and treatment of the Black Death in their own words. Learners also produced a written script per group discussing their key points.
Next Steps for Progress	Each learner will complete an assessment and write about the cases, prevention, treatment and impact the Black Death had on Britain.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Learners were enthusiastic about group work and the task. Groups spoke about the Black Death and were creative in doing so. Good feedback in my learning journal – included a success criteria for learners to refer to and a peer assessment sheet.
Areas for my Development Personal Targets for Progress	I allowed learners to group themselves in order to encourage problem solving and independent thinking – next time I will group learners myself based on ability and ensure a mix of different abilities within. Unfortunately, on the day of the recording there was no access to the iPads, this meant that the learners were unable to record their “clip” and use any digital competency skills.

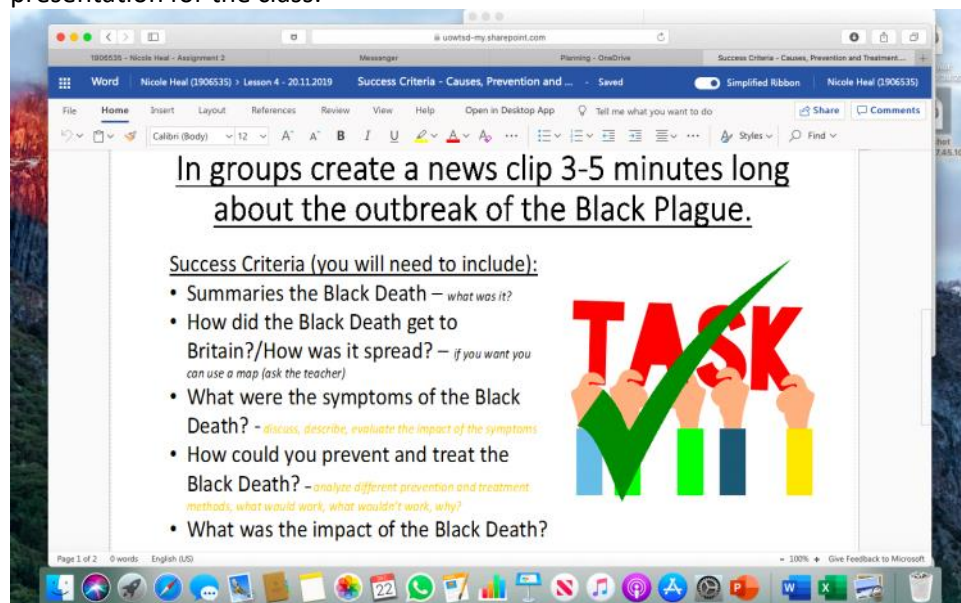
Principle 3 – Direct Teaching

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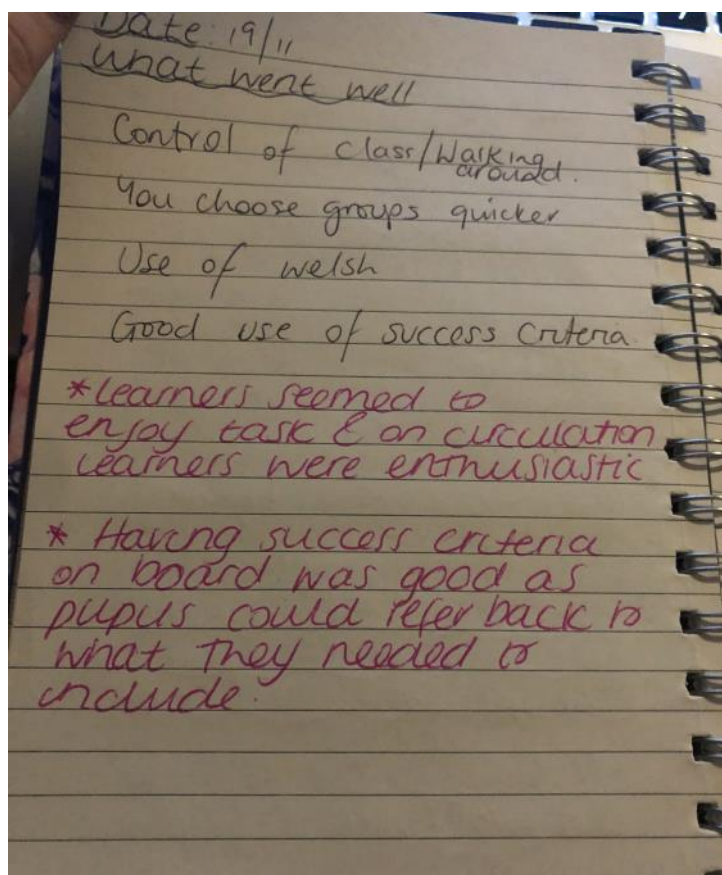
Example 1: Success Criteria

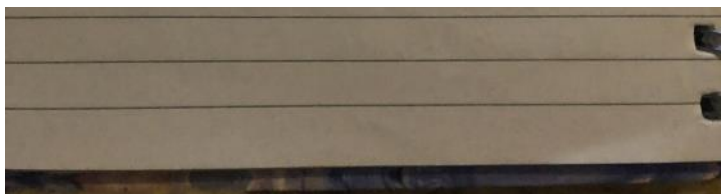
Donaldson stated that direct teaching involves setting learners up for success, and this can be done by giving learners a success criteria when answering lessons. This allows learners to know what they need to include. Please see below some examples of success criteria's I have created and used within my lesson:

This is an example of a success criteria I used with my year 7 class when asking them to prepare a presentation for the class:



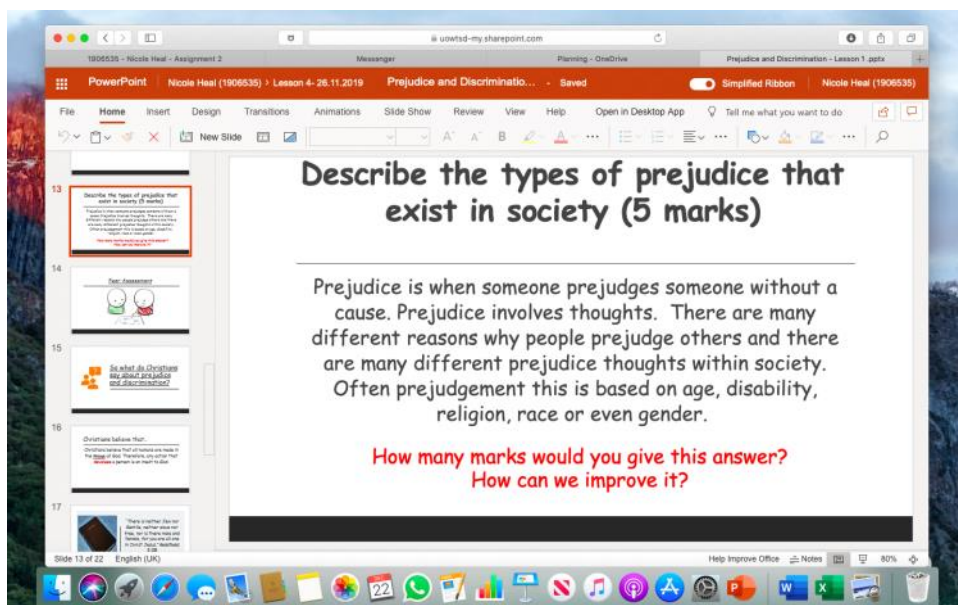
Please see below feedback within my learning journal referring to success criteria:





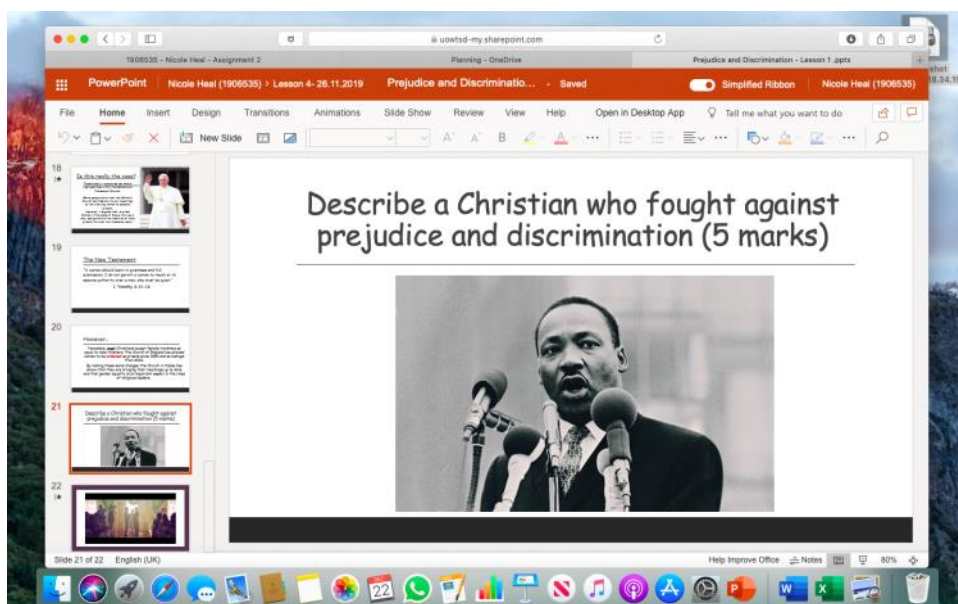
Example 2: Modelling Answers

Donaldson also stated that direct teaching can also including modelling answers for learners. Within my teaching practice I use model answers. I feel that this works particularly well with GCSE classes. I often give GCSE learners a GCSE question and then afterwards give them a model answer and highlight what would've got them marks. I often get learners to either peer or self-mark their own work based on model answers.

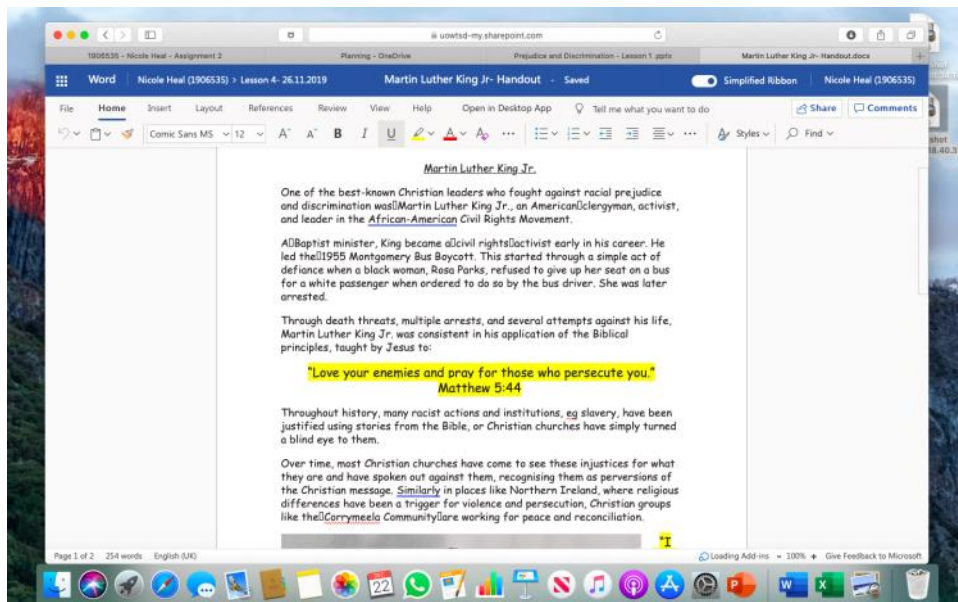


Example 3: Scaffolding

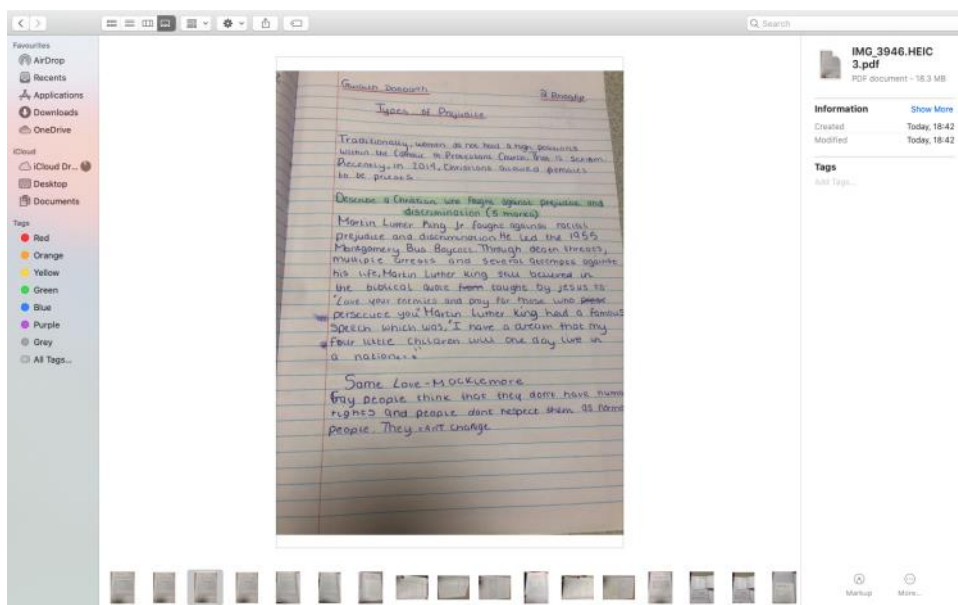
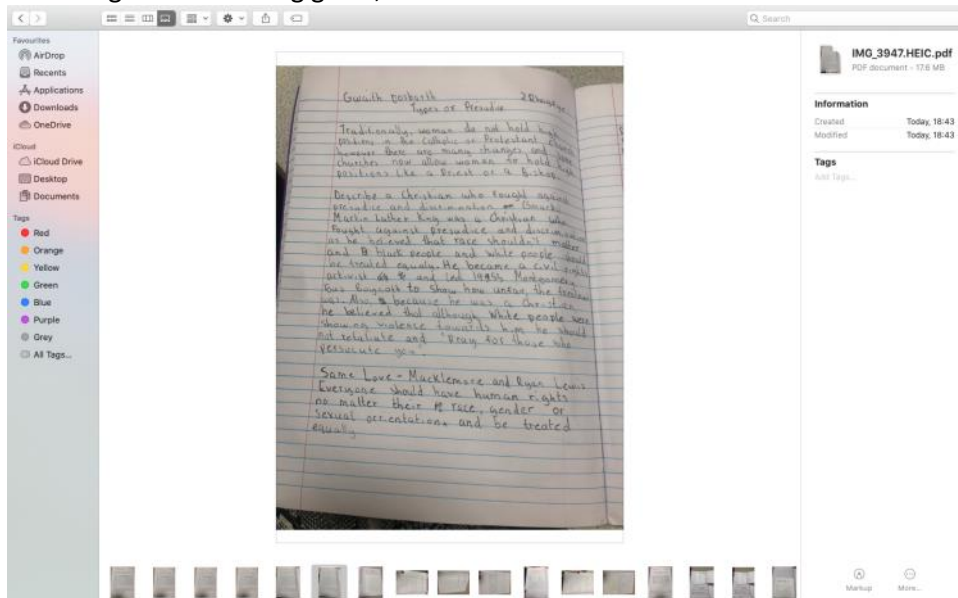
Within some lessons scaffolding is needed for some learners, following a lesson on prejudice and discrimination, learners were asked to complete a GCSE question on what had been learnt during that lesson. Some learners were given reading resources for examples of what they could include in their answer. Please see below the Powerpoint resource including the question:



This is the reading sheet which I provided for learners that were struggling:



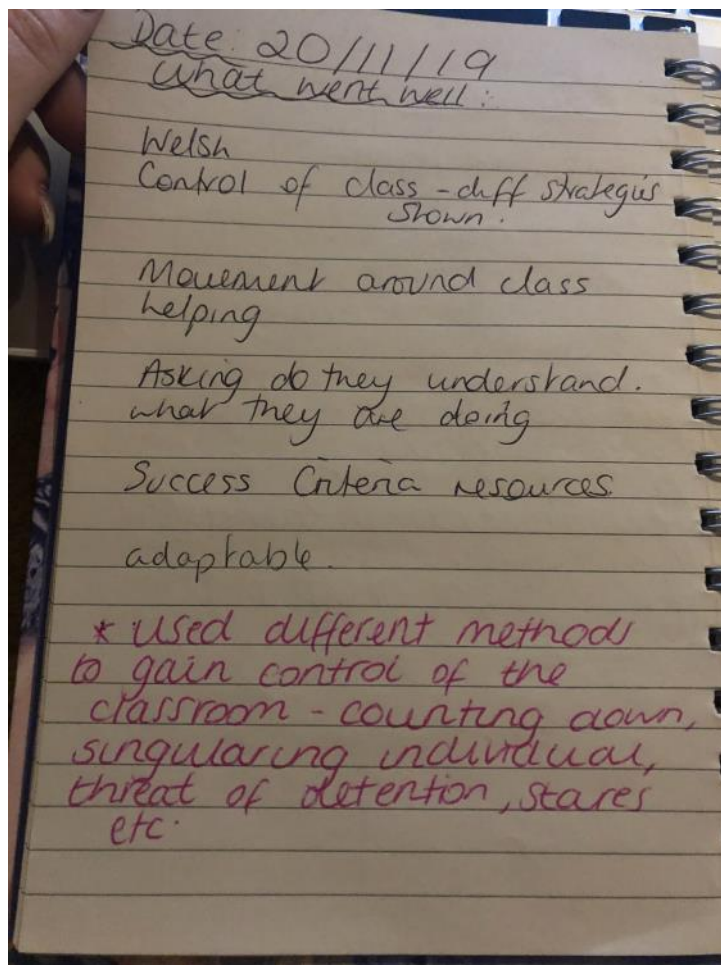
Following the scaffolding given, see below some learners answers:



Example 4: Questioning understanding of topic and questioning understanding of tasks

Throughout direct teaching approach you should check in with learners to make sure they understand the topic and what they need to do for each task. Within my lesson, I asked learners to

repeat what I have said in their own words to ensure understanding. I do this on and one to one and group basis. Please see below feedback within my learning journal:



Please see below an example of my planning to incorporate questioning into my lesson:

Prejudice and Discrimination - Lesson 1 - Plan - Saved				
Teaching & Core Learning	1. Teacher will direct learners to complete a spider diagram on the different kinds of prejudice within the world. Teacher will give students an example.	1. Learners to complete a spider diagram based on their knowledge of prejudice and discrimination.	Book, Pen, Powerpoint.	Footer 2
	2. Mini plenary - true or false game on prejudice thoughts.	2. Mini plenary - learners will take part in a true or false game based on prejudice knowledge.		
Plenary	3. Using the true/false game - teacher will direct learners to complete GCSE style question - after 8 minutes learners will be directed to completed GCSE question and asked about ways in which the answer can be improved - class feedback and answer.	3. Learners to complete GCSE style question - then look at answer of someone else (on powerpoint) learners will outline ways in which the answer can be improved and will then be asked to peer assess their partners work (based on what was just discussed).		
	4. Direct teaching approach on Christians belief - questioning on certain key words and terminology.	4. Active listening skills - learners will be expected to answer and ask questions on key terminology.		
	1. Teacher will put on Macklemore and Ryan Lewis - Same Love song. Learners will be asked what they think this song is trying to say and	1. Learners will be directed to music about homophobia - learners will be expected to make this link and outline how this song is impactful.		

Critical Reflection

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Introduction

Good quality teaching is often very difficult to define (Coe et al, 2014., William 2016., Hattie 2012). However, it is often agreed that high quality teaching is reflected in high pupil progress with effective classroom teaching having the most influence on pupils learning (Estyn 2018). Within Wales, the Welsh Government has put forward a number of professional standards that they believe are important to raise standards of teacher and thus resulting in improved outcomes for learners within Wales (Welsh Government, 2017).

Within the Donaldson's' report, twelve key principles are highlighted that outline the importance of effective pedagogy which when used appropriately should create high standard of teaching. This assignment will discuss three of these pedagogical principles within a literature review and will follow with self-reflection on own teaching and learning outcomes.

Literature Review

Assessment for learning:

The first pedagogical principle which this assignment will focus on is assessment for learning. Assessment for learning refers to an approach to teaching that creates feedback which can be used to improve learner's performance, this can either be formative or summative (Gardner, 2006) Formative assessment includes every day feedback on performance and understanding within a classroom, this can include questioning, recall activities, plenaries and anything to assess the measure of learning which is taking place (Black et al, 2003). Summarive assessment usually includes a formal end of term assessment in the form of an exam or written test (Wallace, 2015). Both forms of assessment are valuable way of gaging student performance and ability during their school life (Black et al, 2003., Gardner, 2006., Wallace, 2015., Welsh Assembly, 2010., Williams, 2018).

Donaldson 2015, states that a good assessment for learning approach gives practitioners a good insight into the effectiveness of learning. Welsh Asseblly 2010:3 states that assessment for learning can, when used appropriately can support the process of finding out where learners are within the "learning continuum," where they need to go next and what the best method getting there. However, in contrast Spendlove 2015 suggests that despite this, assessment for learning approaches are still underdeveloped within schools and need to be more established within a learning environment. With this in mind, the new curriculum of 2022 states that assessment for learning is a key principle and thus there will be more emphasis on improving this whole school approach.

More over, using a range of assessment for learning strategies can be helpful in improving learner's overall performance within the learning environment and therefore results in higher quality outcomes and engagement for learners (Welsh Government, 2010b). By highlighting a learners strengths and weaknesses, learners can be advised on ways in which to improve their own practice and therefore obtain stronger results in the future (Estyn, 2018).

However, some academics highlight that any form off assessment can have a negative

impact on a learner, especially if learners are not achieving highly (Williams, 2018). Some learners may feel that assessment merely highlights weaknesses and therefore learners may not exhibit as much emphasis and enthusiasm as learners achieving higher than them and thus learners fall behind (Spendlove, 2015). Other forms of assessment may be seen as a way of ensuring that learners are simply able to pass tests rather than 'learn' (Gardner, 2006).

It is important therefore that assessment for learning focuses on a variety of different factors to enhance learner development and understanding of certain topics (Clarke, 2001). Despite assessment for learning being extremely important, Donaldson stated that assessment for learning should always be proportionate to the benefits, suggesting that assessment for learning should be both beneficial for the teacher in gathering and implementing specific targets for learners, as well as the learning being able to implement these targets.

Donaldson 2015 argued that the way the current curriculum stands does not promote the best form of assessment as it focuses on certain subjects rather than the "validity" of assessment (Donaldson 2015:75). Improvements to assessment for learning is vital in improving learners overall performance, these improvements can be implemented by teachers within the classroom and it is therefore extremely important for teachers to be reflective practitioners in all areas of their work (Welsh Government, 2019).

Cross Curriculum Responsibilities

Donaldson reported that a key principle to successful teaching lies in influence of cross curriculum responsibilities (Donaldson, 2015). Literacy and numeracy has been recognised as an essential part of learners development and thus in 2013 the literacy and numeracy framework was made a statutory curriculum requirement and was implemented across all areas of learning within Wales (Welsh Government, 2013). In Donaldsons, Successful Future report, literacy and numeracy was highlighted across the curriculum as a key component to learning and Donaldson recommended that digital competency holds similar value to these and thus, for the new curriculum brought in in 2022 digital competency will hold the same value as literacy and numeracy.

Used effectively the literacy numeracy framework (LNF) can be used across all subjects and the skills in which they promote underpins success in future lives of learners within Wales (Welsh Government, 2019). It is therefore important that when appropriate literacy, numeracy and digital competency should be used in lessons to support learner development (Welsh Government, 2017).

The Education Endowment Foundation 2019 stated that the positive use of the literacy within classrooms is fundamental for success for learners in school and therefore should be promoted, when appropriate in all lessons. For most subjects, this can be relatively easy to incorporate as the literacy framework states that literacy can be emphasised using oracy, reading or writing skills (Welsh Government, 2013). However, the use of numeracy within lessons is not always appropriate, especially for literacy heavy subjects such as History or English and therefore should only be incorporated within lessons when it can "naturally occur" (Welsh Government, 2017b).

Donaldson highlighted the importance of incorporating digital competency into the curriculum, and so along with a literacy and numeracy framework to be used across all areas of the curriculum the digital competency framework was created for this purpose too. Other academics such as Pluss 2018 and Burnett et al 2019, agree that the understanding and use of digital competency within an education setting is crucial in order to allow students to deeper develop various areas of learning. Similarly to the literacy numeracy framework, digital competency should only be brought into lessons when it occurs naturally (Welsh

Government, 2018). This is to ensure that the focus still lays heavily on the subject and is brought in throughout meaningful, appropriate measures (Donaldson, 2015).

Despite both the literacy, numeracy and digital competency framework being extremely important aspect to the curriculum, the means in which it is tested within lessons is formative, this indicates that the use of it will be difficult to measure (Welsh Government 2018., Welsh Government 2013). However, in 2017, Estyn reported that the literacy skills have increasingly improved with a high increase in oracy and reading skills across Welsh schools. This report also highlighted that since the literacy and numeracy framework came into force 2013 the use of numeracy across all areas of the curriculum has significantly improved, Estyn report that similar results will follow from the digital competency framework.

Direct Teaching

For the last principle, focus will be on the use of a blend of teaching approaches, including direct teaching within the classroom (Donaldson, 2015). Directing teaching can sometimes be referred to as 'direct instruction' and is considered a traditional teaching approach (Hattie, 2012). Direct instruction or direct teaching refers to the type of teaching style which requires practitioners to develop and deliver lessons to learners based on 'instruction led' technique (Rosenshine, 2008). This approach allows teachers to use their own knowledge and understanding of a topic to deliver a lesson. Direct teaching therefore can incorporate teacher led activities, structured discussion, questioning, teacher feedback and scaffolding within lessons (Westwood, 2008).

Much emphasis, especially in a secondary school environment, require teachers to be highly knowledgeable in their pedagogy (Coe et al, 2014). Similarly, Hattie 2012 agrees that knowledge and knowledgeable teachers has one of the biggest impacts on learning for pupils across all disciplines. This is also outlined in teacher training schemes (such as Post Graduate Certificate in Educations) where those wishing to complete a teaching training degree, must hold a degree relevant to the subject in which they want to teach in, along with basic English and Maths qualifications. It is therefore vital that teachers have high skill sets and are well informed within their discipline as most teachers will incorporate a direct teaching approach in some or most areas of their teaching (Donaldson, 2015).

When introducing new topics, learners must be made aware of specific terminology and key words within that subject, it is often here where teachers take on a direct teaching approach by introducing this information (Westwood, 2008). It is important therefore, that this principle should be incorporated in teaching practice when teachers have a clear understanding that can be reflected within their teaching (Donaldson, 2015).

Some academics believe that there should be a shift from this approach of teaching as it does not always differentiate learning for pupils (Williams 2016). Direct teaching is often referred to as one of the oldest teaching styles and can sometimes be criticised for not incorporating learners to develop their critical thinking skills (Education Endowment Foundation, 2019). It is vitally important therefore, that when teacher incorporate this approach within their teaching method that there is continuing challenge within the classroom and learners understanding should be questioned and scaffolding and modelling approaches should be used when necessary (Williams, 2016). Despite these limitations, when used correctly direct teaching methods can be invaluable for learners and therefore this 'traditional method' of teaching represents one of Donaldsons key principles.

Reflection

Co et al 2014 highlighted that effective learning can only take place when classrooms have high quality teachers, similarly Estyn 2018 stated that teachers have the most impact on learning. In order to develop high quality teachers, teachers must be reflective practitioners

(Hattie, 2012). Welsh Government (2017c) stated that professional standards should incorporate reflective practice allowing for development within teaching in the classroom.

In order to develop my teaching skills, throughout my time on placement I have been reflecting on my teaching practice within my learning journal as well as having weekly meetings with my school mentor to ensure that I am meeting professional targets. For this part of the assignment I will focus on reflection on teaching within the three principles discussed within the literature review.

AFL

The first principle in which I will reflect on is assessment for learning. Donaldson stated that assessment for learning is extremely important as it gives pupils, teachers and other practitioners a clear understanding of learner's performance. Donaldson's report encourages that assessment for learning tools should be used to create pupil responsibility and understanding for their own learning.

A number of different assessments for learning practices can be used within the classroom to promote effective teaching and learning. Black et al, 2010 states that some of the most effective assessment for learning strategies include questioning. Within my lesson, I question learners regularly on their knowledge and understanding of the topic (see example 3, in assessment for learning tab). I plan questions in advance within my lesson plans and often use sticky notes or prompts when I am teaching to ensure that key questions are being asked.

However, my most recent target states that I need to use more differentiating strategies within my teaching practice focusing particularly on challenging MAT learners, when I return to my placement school in January I will focus on this and use assessment for learning strategies such as questioning to do so. I will do this by using Blooms Taxonomy method of higher order modelling in order to stretch and challenge learners within my classroom (Gershon, 2015., Spendlove, 2015). In order to achieve this, I will dedicate some time in conducting my own reading focusing on higher order questioning and Blooms Taxonomy in order to perfect it within the classroom.

Another way of incorporating assessment for learning within the classroom is by incorporating peer assessment and self-assessment (Barlett, 2015). Recently, I have started incorporating self-assessment within my teaching practice and do so by including success criteria (see tab assessment for learning) for learners to follow. I've found that using a success criteria allows learners to incorporate all that is needed within an answer and creates further, written instruction and examples of information that needs including within answers to ensure high level responses to questions.

Black et al, 2018 stated that self- assessment is an essential quality everyone should have, and it can start by being incorporated within the classroom. I feel that this would work extremely well for GCSE questions as learners will be given the opportunity to write their own answers then reflect and evaluate on their own answers. When I return to PTE1 I will ensure that I continue to incorporate self- assessment into my teaching.

Despite using self-assessment regularly, I have failed to use peer assessment within my teaching, this is something I need to develop more and when returning to PTE1. By giving learners the opportunity to peer mark another learner work also allows learners to reflect on others answers and learners may remember something that a peer has written and use it to improve their answers in the future (Williams, 2018).

Within my teaching practice I have also incorporated a number of other assessment for learning strategies within the classroom. Please see tab assessment for learning for more examples.

Cross Curriculum Responsibilities

Another principle in which I have incorporated into my teaching practice is cross curriculum responsibilities. In accordance to Donaldson's Successful Futures Report and Welsh Government 2019 report of the upcoming curriculum; literacy, numeracy and digital competency is at key component that should be brought into every lesson. The literacy and numeracy framework was incorporated into teaching and learning across all schools within Wales in 2008 due to low literacy and numeracy scores (National Assembly for Wales, 2013). This is perhaps why Donaldson recommended that literacy and numeracy remain a key principle for teaching and learning across the curriculum in his 2015 successful futures report.

Within my teaching practice, literacy is incorporated into almost all of my lessons. Most, if not all my lessons include the opportunity for learners to develop their reading skills. Within PTE there is a whole school approach for KS3 to improve reading skills. 10-minute silent reading time is incorporated during the last lesson of the day, this allows learners to develop their language skills independently (Education Endowment Foundation, 2019). As a number of my lessons with KS3 falls during this time, learners within my classroom have the opportunity to develop reading skills through this whole school approach.

Welsh Government 2017, highlighted that the use of the literacy and numeracy framework, and stated that it should be incorporated "naturally" into lessons. Within my discipline it has been quite challenging to bring in the use of numeracy into everyday practice, this is something that I need to develop within block 2 of my PTE1. Welsh Government 2019c states that the use of numeracy in Humanities can be incorporated in multiple different ways using real world examples of data collection and data management.

However, within PTE1 I used a graph to outline racial discrimination within Wales and England (see tab cross curriculum responsibilities, numeracy example 1). Each learner had copies of the graph and were questioned on the data within the graph (see tab cross curriculum responsibilities, numeracy example 1: learner work). This activity was successful within the year 9 class and using various scaffolding techniques I plan on using graphs in future lessons within all key stages.

Donaldson suggests that the use of expanding pupils digital competency is as just an important area of focus as literacy and numeracy in the current age. This is an area of learning in which I need to develop. Despite using online clips and news articles within my lessons, it has been extremely hard to incorporate with PTE 1 due to the lack of resources within PTE1. The school in which I am on placement in has limited access to computer rooms and the pupils are not allowed their mobile devices on school premises. Despite a number of academics suggesting that digital technology should be readily available for learners within schools, it has been extremely challenging to incorporate digital literacy within my lesson due to limited access to devices (Pluss 2018., Welsh Government 2013-2019). However, when returning to PTE I will discuss with my mentor ways in which I can use digital technology into my teaching practice that follows school policy.

Direct Teaching

The principle which I chose to focus on was direct teaching. Despite often being discussed as an old method of teaching practice I felt that within my subject area it was most significant. Many of the learners within the classroom in which I have taught in PTE1 have insufficient or little knowledge and understanding of my chosen discipline.

Due to the nature of the subject area it is extremely important that learners are made aware of key words, terminology and explanations of specific things (Rosenshine, 2008). Using an APK at the start of a lesson along with questioning allows myself to gather insight on pupils understanding of a topic (Spendlove, 2015). Using an APK at the start of a lesson

allows me to address any misinformation on a topic and through a direct teaching approach, this can often be the most appropriate way of ensuring that learners get full understanding of the topic. This ensures that learners are meeting Donaldson's purposes of learning and obtaining the status of ethical, informed citizens after leaving school (Donaldson, 2015).

Within this teaching approach I encourage learners to ask both myself and other learners questions about the topic being addressed, this allows learners to get a better contextual understanding of the topic (Westwood, 2008). Within my lesson I also prepare a range of questions (see tab direct teaching, example 4) and during my lesson allow learners to answer these questions using a pose, pause, pounce and bounce approach (Teacher Toolkit, 2019). Similar approaches have been outlined in Spence 2015 and Williams 2018 and appear effective as it allows learners to have appropriate thinking time for the questions being asked.

Both the use of APKs and questioning within lesson also links with assessment for learning principle as it allows a teacher to check in on learners understanding of the topic allowing the teacher to recognise the progress which has been made, before, during and at the end of the lesson.

When introducing a new topic using direct teaching, I follow up by asking learners to answer questions within their books on what had been discussed, this is used regularly with my GCSE year 9 class (see tab direct teaching, example 1). To ensure that all learners have an understanding of what they need to include within a GCSE style question a success criteria along with WAGOLL answers (what a good one looks like) are provided to learners. This is to ensure that learners are aware of what they need to include and learners are being set up for success (Donaldson, 2015).

Conclusion

Donaldson stated that high quality teachers must include a variety of key principles within their teaching practice, this is to ensure that learners receive high quality education and leave school achieving four key purposes. In order to achieve the four purposes, teachers must incorporate key principles within their teaching practice to ensure that learners are leaving school with the best possible individual outcome. Much emphasis has therefore been on teachers suggesting that the best way to improve learners is to improve teachers. Ways in which teachers can improve is to encourage teachers to be reflective practitioners (Welsh Government 2019).

However, high standard teachers need not just be reflective practitioners, but also be able to adapt teaching and learning based on reflective practice and feedback (Welsh Government, 2017). It is essential therefore that when given feedback on lessons and teaching, teachers are able to use feedback to improve and develop within their practice. Through reflection, discussion and targeting I feel that in my time at PTE1 my teaching has improved. Using appropriate feedback and targets for development has allowed me to focus on areas in which I am succeeding at and areas which I need to develop as a teacher. By constantly reflecting on my teaching along with linking my teaching up to key principles has allowed me to recognise key areas for improvement and doing so has allowed me to develop, recognise and plan for ways in which I can improve my teaching going forward. This assignment has allowed me to recognise key areas and principles in which I need to focus on going forward and allowed me to develop my understanding of aspects of teaching within these principles.

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