

Overview

Monday, December 16, 2019 3:38 PM

Student Name: Charles Sale

Student Number: 1904886

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

Pathway: Secondary English PGCE

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Assessment for learning principles.

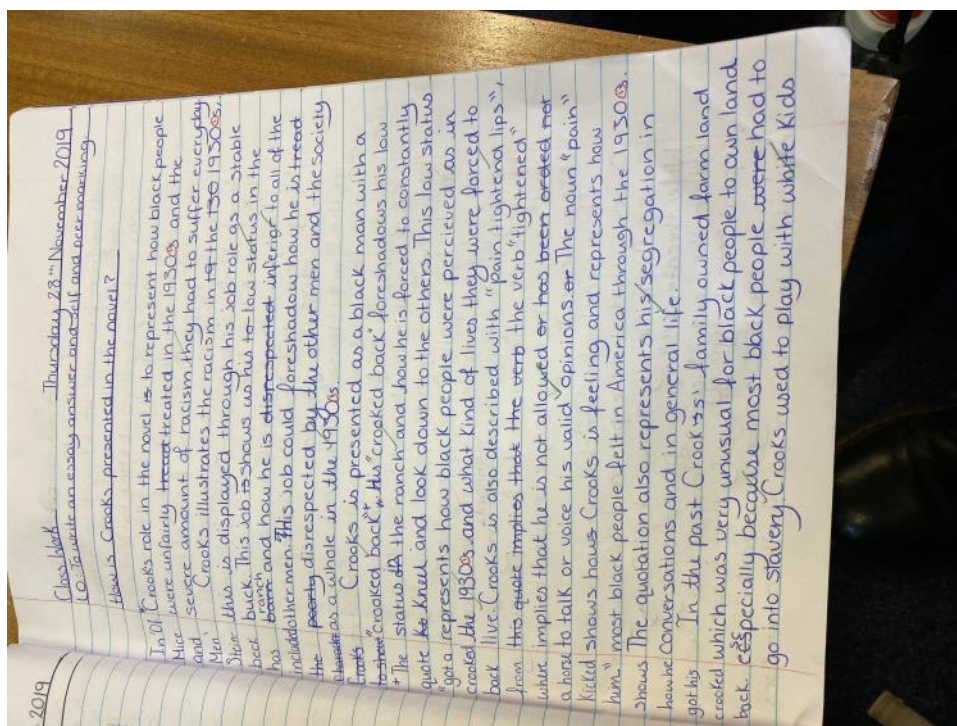
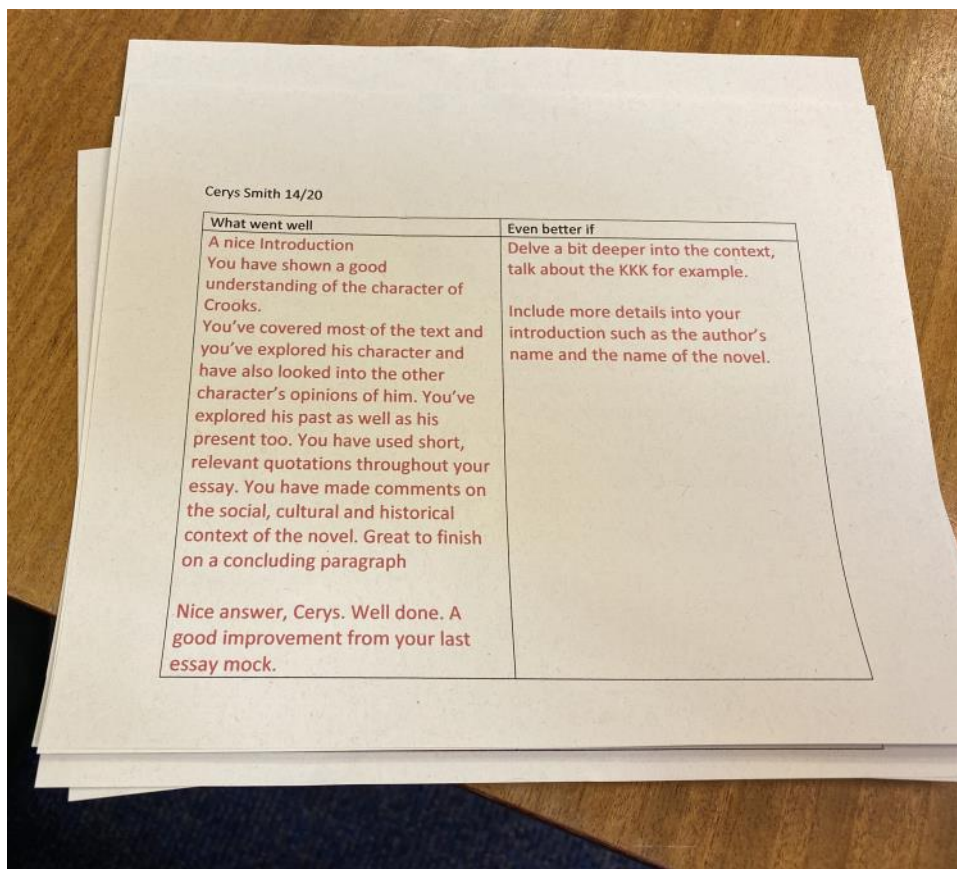
Monday, December 16, 2019 3:39 PM

Evidence 1

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)	Teacher will greet the students at the door and invite them in. Register will be taken at the start of class and the students will be instructed to write out the date, title and lesson objectives. (5 mins).	Come into the classroom, bags off, books and pencil case out. They will need to write the date and lesson objectives and prepare for the brief teaching before the mock test.	Powerpoint White board
Teaching & Core Learning	After this the class will be instructed to begin writing their answer for the question on Crooks (40 mins). After this is completed they will self mark and peer assess.	Students will write answer in their books and use a mark scheme to mark their own and then peer assess.	Powerpoint English books Marking scheme handout

AfL techniques were used with my year 10 class when they took part in an exam conditioned mock in class. This was done so that we could grasp what level the students were currently working at in the build up to their January exam. It was done in exam conditions so that students could get a real taster of what it will be like on the day of the exam. The build up to these lessons had looked into model answers and we had done a RAPPOPAY plan as a class which is a plan for each paragraph of their essay answer. After these lessons we knew that the students could go into a mock exam and produce some solid work from it as they had their plans to help them. We would then be able to see common mistakes from the class and also give personal, individual feedback.

Evidence 2



The year 10 class that I taught welcomed back feedback as they are desperate to do well in their exams. The schools policy is that marking should involve the student's participation so I went through their essay ticking good points in green ink and circling SPaG (Spelling, punctuation and grammar) errors in red ink for the student to correct themselves to ensure that they were learning the correct spelling etc. I also created a grid for each student with a WWW (what went well) and EBI (even better if) paragraph along with the grade that they received (seen in the top picture). This process was done

so that it was clear for the students what they needed to do to improve next time and it will mean that next time they have a much higher chance of improving which many had done in this mock when compared to a different mock that we had done the previous week.

Evidence 3

sticky notes and attaching them to a cut out of a person.	
Reading information and summarising what they have learnt from it in a summary no longer than 66 words. Understanding why the character is where he is.	Written work demonstrating their ability to summarise a section of text into their own words.

Teaching & Core Learning	Read chapter 12 together as a class and focus particularly on Shmeul's story. A class discussion on what we have learnt in this section followed by the task of writing a summary in their own words of no more than 66 words using a handout to aid them. 30 minutes to complete. Teacher will circulate the class to engage with students and to aid them.	Pupils will follow the reading closely followed by a class discussion. Then they will be set their task of writing a summary in their own words using the resource sheet.	The Boy in the Striped Pyjamas chapter 12 handout English Books Powerpoint Presentation 66 word resource sheet
Plenary	Students will be offered a chance to read out their summaries to the rest of the class and then we will reflect on the whole lesson and what we have learnt. 15 mins	Reading their summary out	

66 WORD CHALLENGE!

I used AfL strategies to determine the knowledge of the students in a year 7 class when I did a reading and summarising lesson. The class would read chapter 12 of 'The Boy in the Striped Pajamas' together

66 WORD CHALLENGE!



when I did a reading and summarising lesson. The class would read chapter 12 of 'The Boy in the Striped Pajamas' together and then discuss as a class what had happened. The class discussion was beneficial as it enabled me to see that many of the students had thoroughly understood what they had read and they enjoyed the discussions about it. After this, the students were then challenged to complete a 66 word summary about what they had just read and once finished everyone had the chance to read out their answers. This enabled me to see how well the students understood the chapter and also highlighted parts of the chapter that students had missed. Using this method, I was able to ensure that all pupils finished the lesson in the same position and that nobody was left behind. Sometimes during the group discussion I would pick the most vocal students on instinct. Having everybody read their summaries at the end of the lesson gave a sense of collaboration as everyone was in the same position in having to read out in front of the class.

Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Monday, December 16, 2019 3:40 PM

Example 4

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)	Students will be greeted at the door and invited into the classroom with instructions to get ready as quickly as possible and the teacher will take the register as the students write out the date, title and lesson objectives (5 mins). A starter will be displayed on the board where students will need to find the definitions for certain poetry techniques (10 mins). We will then go through this a class (5 mins).	Pupils will be encouraged to participate and told to write down any points that they didn't know.	Powerpoint slide detailing exactly what it is that they need to do. English Books
Teaching & Core Learning	Next, each table will have two propaganda posters placed on them and the students will be encouraged to split up into two teams and to tackle the questions set for their specific poster (10 mins). The class will come together and	Students will need to be on task throughout as there is a lot to get through in the lesson. Squabbling and arguing will not be permitted during this lesson.	English Books Powerpoint Presentation



Poster 1

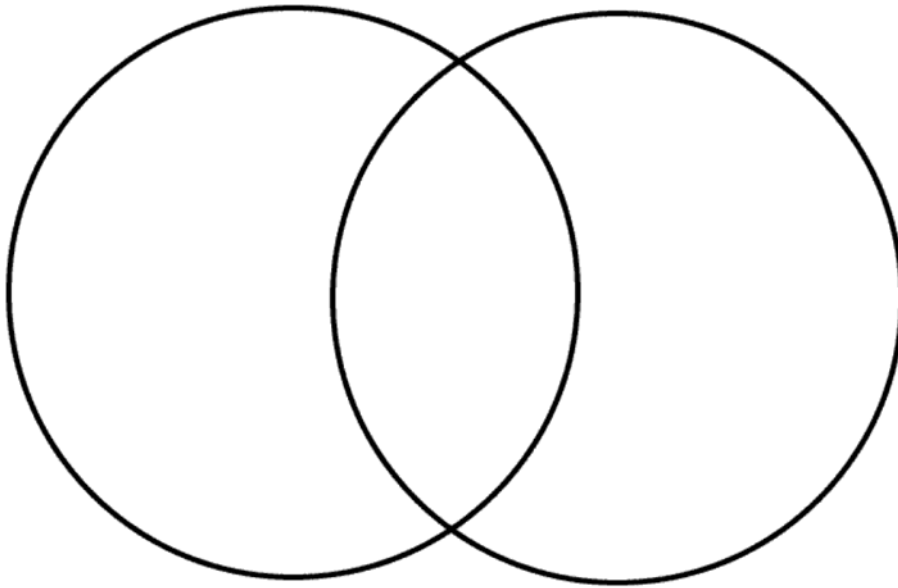
In my year 7 class I was able to incorporate a lesson which linked to the same topic that they were studying in their history lessons. We were studying WW1 poetry but I was able to link in a starter activity on propaganda which would have linked to a similar topic that they would have studied during history. The class were quick to notice the link and were excited to tell me what they already knew. They were pleased to be able to use a skill learnt from a different lesson in this one.



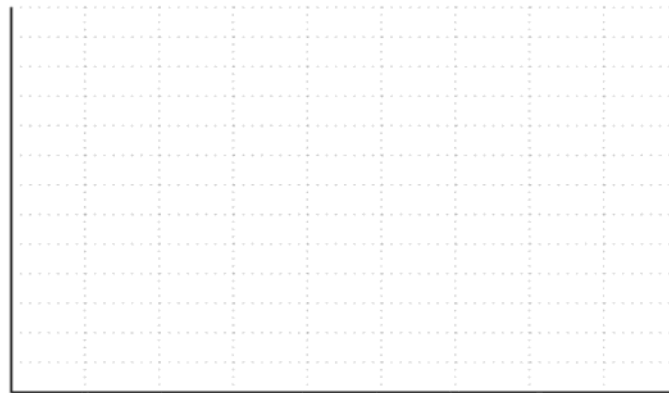
Poster 2

Example 5

<<Venn Diagram Template.docx>>le 5



<<Graph handout.docx>>



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I have incorporated mathematics, numeracy and science topics into my year 7 lessons by getting to them create character comparison Venn diagrams and line graphs depicting the rise or fall in things such as tension in a scene of a novel. The children tend to see the link and use their prior knowledge to complete the task and for some it can be a pleasant reminder of how to do it.

Example 6

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)	Students will be welcomed into the classroom and will be encouraged to quickly sit at their desks and get ready. The date, lesson objectives and title will be displayed on the board and the students will have to write them in their book as the teacher takes the register (10 mins).	Pupils will be encouraged to not squabble and chat as in previous lessons they have let themselves down with unnecessary talk.	Powerpoint slide detailing exactly what it is that they need to do. English Books
Teaching & Core Learning	The students will be reminded of their e-portfolios and will be instructed to complete a letter that they had started in a previous lesson. They will then need to upload these letters on to their e-portfolio to provide evidence of completion. Advice will be displayed on the board on the key requirements of a	Students will need to work efficiently to complete their letter and should aim to be reaching the extension task.	The Boy in the Striped Pyjamas book English Books Powerpoint Presentation

With my year 7 class I was able to integrate digital competency and literacy as the students had to create a letter on their Chromebook and then submit it onto an online platform for marking. From this, we would be able to see how developed their literacy skills are and can see clearly what they needed to be working towards.

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

Monday, December 16, 2019 3:40 PM

Evidence 7



Context
lesson 1



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charles Sale	Class:	8.1
AoLE or Subject	English Literature	Date:	28.11.2019
Lesson Focus:	Context for Noughts and Crosses		
Meaningful links to Curriculum	Reading, Inferencing, Writing, Discussing, researching		
Meaningful links to: Cross Curricular Responsibilities	Critical thinking, independant and collaborative research		
Personal Targets (Linked to QTS and identified in weekly review)			
Use more 'how' questions			
Use drawing a short straw to encourage students to speak			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

Explore the social and historical context of the novel

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)

1

Students will have detailed research into different topics relating to the text 'Noughts and Crosses.'	Research and answers to questions will be typed into a document on their chrome books
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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)	Lesson objectives, date and title are presented to the class to copy into their books (5 mins). A starter task will be provided where they have to work in pairs to discuss and write down the definitions of words linking to the topic of Racism (10 mins)	Pupils will work in pairs to work out definitions	Powerpoint slide English books/Chrome Books
Teaching & Core Learning	There will be several work stations set up around the class and the students will be split up into 5 different groups to approach each station and research the topic that has been set at each station. Students will spend 20 minutes at each station. Teacher will circulate the room offering aid to the students. There will be a set of questions on the board for them to answer at each station	Students will work in groups and move around the room every 20 mins	English Books/chrome books Powerpoint Presentation

3

Plenary	The activity will take the whole of this lesson and the lesson after this.		

This evidence shows that I have tried to use a blend of approaches. In this lesson with year 8 I had them researching the context of a novel using chrome books and google to aid the process. I decided to do it this way as it was more interesting for the pupils and it also meant that they took responsibility for the own learning which is a requirement of Donaldson's.



10.2 Mock
exam 20 ...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charles Sale	Class:	10.2
AoLE or Subject	English Literature	Date:	18.11.2019
Lesson Focus:	PEDAL, Essay Tips and writing an answer		
Meaningful links to Curriculum	Reading, Writing, Discussing, Collaborative Work		
Meaningful links to: Cross Curricular Responsibilities	Any essay based subject		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Understanding what is needed to make a perfect 20 mark answer
- Writing an essay answer

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)
Successfully identifying PEDAL and learning ways to start sentences and sections in their essay.	Students will make notes into their books.

Sitting through a mock exam in class and writing an answer regarding Curley's wife.	Essay answer will be written into their books and handed in for marking.
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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)	Teacher will greet the students at the door and invite them in. Register will be taken at the start of class and the students will be instructed to write out the date, title and lesson objectives. (5 mins).	Come into the classroom, bags off, books and pencil case out. They will need to write the date and lesson objectives and prepare for the brief teaching before the mock test.	Powerpoint White board
Teaching & Core Learning	Teacher will then guide them through some last tips and pointers for when they are writing up their answers (15 mins). After this the class will be instructed to begin writing their answer for the question on Curley's wife (40 mins). If there is not enough time, students will be given extra time in the next lesson.	Students will make notes on the guidance and will write their answers in their english books.	Powerpoint English books

3

Plenary	No plenary as the mock will take up the majority of the lesson. A 5 minute reflection will be had following the exam answer to gather the thoughts and opinions of the students.	Hands up discussion	
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This evidence shows me using direct teaching during a lesson with year 10. I have clear objectives that are set out at the start of the lesson, I cover prior learned content, give them new and valuable information, set them tasks to complete and then finish with a reflection of what they have learnt.

Evidence 9



9.2 intro to
blogs less...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Charles Sale	Class:	9.2
AoLE or Subject	English Literature	Date:	28.11.2019
Lesson Focus:	Intro to blog writing		
Meaningful links to Curriculum	Reading, Inferencing, Writing, Discussing		
Meaningful links to: Cross Curricular Responsibilities	Creative Writing and thinking		
Personal Targets (Linked to QTS and identified in weekly review)			
Use more 'how' questions			
Use drawing a short straw to encourage students to speak			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Evaluate a blog in terms of quality and level of interest; - Use technical terms, language, expression consistent with the subject content; - Use a success criteria to identify ways to improve and then redraft.

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)
Students will create a creative piece of writing where they describe discovering a person with a disease	This will be written into their books or typed up on their chrome books

Students will create and fill in a grid using adjectives, verbs/adverbs and nouns to describe the symptoms of their disease.	This will be written into their books or typed up on their chrome books.
Students will understand what is needed to create a blog post	Students will read an example blog post and write a list of the things that they need to include in their blogs.

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)	Lesson objectives, date and title are presented to the class to copy into their books (5 mins). A starter task will be provided where they have to write a detailed description of coming across a person suffering with a disease (20 mins).	Pupils will work by themselves to create a piece of descriptive writing.	Powerpoint slide English books.
Teaching & Core Learning	Students will create a grid where they will use adjectives, verbs/adverbs and nouns to describe the symptoms of a disease (10 mins). Next students will read an example blog post and highlight all of the features that they will need to include into their own blogs (20 mins).	Students will work independantly	English Books Powerpoint Presentation

Plenary	We will have a reflection to end the lesson on what we have learnt today and why it is important. 5-10 mins	Hands up discussion but random selection if no one is answering or guided support by me if students are struggling to remember certain parts.	
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This evidence shows me using direct teaching methods with a year 9 class. I have clear lesson objectives that are presented to the class at the start of the lesson, I have a starter which accesses

prior learning, new information is given to the students with tasks to complete and I finish by reflecting and instilling what we have learnt.

Critical Reflection

Monday, December 16, 2019 3:40 PM

Introduction

Donaldson (2015) has stated that effective teachers must follow a number of pedagogical principles and must strive to improve their pedagogy throughout their whole career. Good teaching and learning can be effective both inside and outside of the classroom and both teacher and student should be looking to constantly improve. While being on placement, I have planned and taught sessions with a strong focus on the principles outlined by Donaldson (2015). In this assignment I will discuss effective teaching and learning and delve deeply into 3 of the pedagogical principles and discuss them using literature. I will also discuss my own experience at attempting to deliver these principles into my own pedagogy and will use the examples shown earlier to support my findings. Later on, a reflection will be made and I will make suggestions for my future development in implementing these strategies.

Discussion of Literature

This section of the assignment will look deeply into the pedagogical principles that I have supplied evidence for. These principles are Assessment for Learning; Good teaching and learning regularly reinforces cross-curriculum responsibilities including literacy and numeracy; and Good teaching and learning means employing a blend of approaches including direct teaching (Donaldson, 2015).

The first to be discussed is Assessment for Learning (AfL). Black and Williams' (1998) research into the impact of formative assessment in the classroom is arguably where AfL originates as they found that the method had a positive impact on the achievements of pupils. However, talk of the positive effects of AfL has been cited in the work of Natriello (1987) and Crooks (1988) which shows that the research into this topic has been ongoing for decades and is vast. By assessing pupils it gives the teachers a chance to give them effective feedback which pupils can then take on board and improve next time around. The Assessment Reform Group (2002) states that effective feedback has a pivotal role in pupil motivation, the understanding of goals and providing constructive sensitive feedback. There are 3 steps to the AfL process starting with looking at what level a pupil is currently working at and then seeing where they need to go and then working out how best to get them there, 'seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there,' (Assessment Reform Group, 2002, p.2). One method could be in the form of mock exams which pupils can complete in class. Teachers can show their pupils model answers and a success criteria sheet so that students know what they need to aim for. Once the mocks are completed then the teacher will have an obvious indication to the level that each student is operating at and they can give feedback relevant to each individual. AfL meets one of Donaldson's (2015) principles where he states that education should produce responsible learners as it enables learners to be involved in their own learning and requires them to respond to feedback. It is important that teachers are able to effectively judge their pupil's current understanding of a subject and must ensure that their feedback helps to lead the learner on to the next step of the learning process and toward improvement.

Hattie and Timperley (2007) state that the impact of feedback can be either positive or negative, regardless of how effective feedback is overall, and this stresses the importance of individual feedback which relates uniquely to each pupil. Giving feedback is a vital skill to learn but it is not straight forward and needs time and patience dedicated towards it if you are to successfully encourage pupils to learn from the advice and improve. Teachers need to know their pupils well to gauge exactly how to provide their feedback as every student is unique and responses to feedback will vary drastically. This is supported by Stobart (2012) who states that, 'the same feedback given to two learners could have opposite effects,' (Stobart, 2012, p. 239). Another potential problem with AfL is that students may not respond to their feedback, Sadeghi (2017) suggests that a lack of engagement with teacher feedback, time constraints and also school policies were the most important challenges to any AfL implementation. There are so many different ways to provide feedback and so many factors that need to be taken into account which makes AfL a difficult pedagogy to implement but with feedback being linked to such things as pupil motivation and self-esteem it is clear that it is vital moving forward and improving pupil results.

Good teaching and learning regularly reinforces cross-curriculum responsibilities including literacy and numeracy is a principle outlined by Donaldson as extremely important for the future of Welsh education. Estyn (2015) state that their inspectors do not have tick boxes for whether or not a teacher has used literacy or numeracy in their lessons as they believe that these inclusions should be made naturally and not be forced and they understand that not every lesson can incorporate these themes. Estyn (2016) state that in schools which implement literacy, numeracy and digital competency are having vast improvements with their pupils and that their pupils are able to build on their previous learning as they move throughout there years in school and onwards into their adult lives, 'In successful schools, the framework is not an afterthought or a 'box to complete', but is integral to the learning activities across the curriculum,' (Estyn, 2016, p.24). The Successful Futures report (Welsh Government, 2015) believes that literacy, numeracy and digital competence should form the basis of cross-curricular responsibilities in the new curriculum. It is proven that schools which do not invest in planning and implementing cross-curricular responsibilities are falling short of those that do when it comes to results and Estyn (2016) suggest that this is a large proportion of schools in Wales, 'There are shortcomings in just under a third of schools, where planning does not ensure that pupils develop their literacy and numeracy skills across a broad range of subjects and the focus for developing these skills is too narrow,' (Estyn 2016, p. 42). Developing good numeracy and literacy skills are vital to a student's development and will give them a greater chance of surviving in the real world when they become adults as they will need at the very least to be able to do simple calculations and the ability to read and write are integral to everyday life. Nowadays, digital competency is important for so many aspects of life from education through to getting a job and Estyn (2018) believe that schools should map their DCF across the curriculum and that there should be no gaps in the provision for sufficient progress to be made. Constant cross-curricular activity enables pupils to learn solidify these skills so that they can advance through life without being left behind.

Hattie (2012) believes that direct teaching is where the teacher sets out learning objectives and a criteria and makes them transparent to the pupils, then demonstrates the skills being learnt through the act of modelling, then evaluates if the students have been able to understand and then reiterates what they have learnt in a closing phase of a lesson. Rosenshine (2008) states that direct teaching works very well in subjects that have structured topics and believes that following a 9 point plan is key to the implementation of direct teaching. The steps are as follows; begin the lesson with a recap on prior learning to solidify that students have understood what they have learnt so far; show the students a statement of goals or lesson

objectives near the beginning of a lesson; present any new material in small steps giving pupils tasks to complete after each newly learnt skill; ensure that detailed explanations are provided; provide practice for each student and differentiate for lower ability pupils; ask questions to validate pupil's understanding; guide students during initial practice; provide feedback; provide instruction and practice and monitor student's progress. Many blended approaches involve using ICT in teaching and learning which moves away from the traditional teacher-led method and can make some teachers struggle due to a lack of knowledge when it comes to computers. ICT is a significant part of blended learning but is not the only means or the most important May and Marsh (2017) expressed that moving away from the perception that ICT was the most important was imperative and that a balance is needed of teacher led and pupil led learning for there to be a real impact on pupil's learning. Using digital technology provides more opportunity and should be used where possible to enhance learning. I have seen ICT used effectively in many lessons and it is particularly valuable in English lessons where research of authors, contexts, themes etc. are very important. Pupils also seem to enjoy using ICT in lessons as it enables them to use the internet and also create documents for their work. Watanabe-Crockett (2017) believes that blended learning practices are the best way to mix it up in the classroom and to implement an enjoyable experience for pupils while still allowing teachers to work closely with them. It can lead to livelier discussions in the classroom and means that the teacher has a role which is very important.

Conclusions about progress on implementation

Evidence 1

This piece of evidence shows me using AfL techniques with my year 10 class when they took part in an exam conditioned mock in class. This was done so that we could grasp what level the students were currently working at in the build up to their January exam which is a key idea of AfL as shown by the Assessment Reform Group's literature. It was done in exam conditions so that students could get a real taster of what it will be like on the day of the exam. The buildup to these lessons had looked into model answers and we had done a RAPPOPAY plan as a class which is a plan for each paragraph of their essay answer. After these lessons we knew that the students could go into a mock exam and produce some solid work from it as they had their plans to help them. We were then able to see common mistakes from the class and also give personal, individual feedback which is a key component of AfL.

Evidence 2

The year 10 class that I taught welcomed back the feedback as they were desperate to do well in their exams. The school's policy is that marking should involve the student's participation so I went through their essay ticking good points in green ink and circling SPaG (Spelling, punctuation and grammar) errors in red ink for the student to correct themselves to ensure that they were learning the correct spelling etc. I also created a grid for each student with a WWW (what went well) and EBI (even better if) paragraph along with the grade that they received (seen in the top picture). This process was done so that it was clear for the students what they needed to do to improve next time and it will mean that next time they have a much

higher chance of improving which many had done in this mock when compared to a different mock that we had done the previous week. This feedback is an important part of AfL because it guides the student into developing in the subject and progressing. Stobart (2012) would be pleased with the individual and unique feedback that was given to each student as it was personal and beneficial to each and every student.

Evidence 3

I used AfL strategies to determine the knowledge of the students in a year 7 class when I did a reading and summarising lesson. The class would read chapter 12 of 'The Boy in the Striped Pajamas' together and then discuss as a class what had happened. The class discussion was beneficial as it enabled me to see that many of the students had thoroughly understood what they had read and they enjoyed the discussions about it. After this, the students were then challenged to complete a 66 word summary about what they had just read and once finished everyone had the chance to read out their answers. This enabled me to see how well the students understood the chapter and also highlighted parts of the chapter that students had missed. Using this method, I was able to ensure that all pupils finished the lesson in the same position and that nobody was left behind. Sometimes during the group discussion I would pick the most vocal students on instinct so I need to work on that and ensure that all students have a fair chance to participate. Having everybody read their summaries at the end of the lesson gave a sense of collaboration as everyone was in the same position in having to read out in front of the class so it caused no problems with regard to students refusing to read to the class.

Evidence 4

In my year 7 class I was able to incorporate a lesson which linked to the same topic that they were studying in their history lessons. We were studying WW1 poetry but I was able to link in a starter activity on propaganda which would have linked to a similar topic that they would have studied during history. The class were quick to notice the link and were excited to tell me what they already knew. They were pleased to be able to use a skill learnt from a different lesson in this one which is what Donaldson (2015) wants to be implemented into the curriculum as he wants students to be able to take knowledge learnt in lessons throughout their time in the school and to be used in multiple lessons.

Evidence 5

I have incorporated mathematics, numeracy and science topics into my year 7 lessons by getting them create character comparison Venn diagrams and line graphs depicting the rise or fall in things such as tension in a scene of a novel. The children tend to see the link and use their prior knowledge to complete the task and for some it can be a pleasant reminder of how to do it. The Successful Futures report (Welsh Government, 2015) believes that literacy, numeracy and digital competence should form the basis of cross-curricular responsibilities in the new curriculum. It is proven that schools which do not invest in planning and implementing cross-curricular

responsibilities are falling short of those that do when it comes to results so that is why I have tried to include as much cross-curricular activities as possible.

Evidence 6

With my year 7 class I was able to integrate digital competency and literacy as the students had to create a letter on their Chromebook and then submit it onto an online platform for marking. From this, we would be able to see how developed their literacy skills are and can see clearly what they needed to be working towards. Estyn (2018) believe that schools should map their DCF across the curriculum and that there should be no gaps in the provision for sufficient progress to be made. Constant cross-curricular activity enables pupils to learn solidify these skills so that they can advance through life without being left behind.

Evidence 7

This evidence shows that I have tried to use a blend of approaches. In this lesson with year 8 I had them researching the context of a novel using chrome books and google to aid the process. I decided to do it this way as it was more interesting for the pupils and it also meant that they took responsibility for the own learning which is a requirement of Donaldson's. Watanabe-Crockett (2017) believes that blended learning practices are the best way to mix it up in the classroom and to implement an enjoyable experience for pupils while still allowing teachers to work closely with them and I have tried to incorporate this into my lessons to keep them interesting and entertaining.

Evidence 8

This evidence shows me using direct teaching during a lesson with year 10. I have clear objectives that are set out at the start of the lesson, I cover prior learned content, give them new and valuable information, set them tasks to complete and then finish with a reflection of what they have learnt. This is supported by Rosenshine's literature who states that this method is key to direct teaching and produces the greatest amount of results.

Evidence 9

This evidence shows me using direct teaching methods with a year 9 class. I have clear lesson objectives that are presented to the class at the start of the lesson, I have a starter which accesses prior learning, new information is given to the students with tasks to complete and I finish by reflecting and instilling what we have learnt. This is supported by Rosenshine's literature who states that this method is key to direct teaching and produces the greatest amount of results.

Recommendations for future developments

In my future practice I would like to implement more numeracy into my lessons as it is important to Donaldson's (2015) plan for the Welsh curriculum. Teaching English makes it difficult to incorporate numeracy but I am determined to work at it and find ways of implementing the numeracy framework into some of my lessons. I would also like to incorporate more approaches into my teaching such as getting students to act out scenes from Shakespeare plays or to use more DCF in lessons with the use of Chromebooks or iPads.

I generally tend to stick to a direct teaching approach which is something I'd like to work on to move towards a blended approach where I have a variety of techniques that keep my lessons vibrant and exciting for the pupils. One such way could be to have peer led instruction i.e. a student who has completed the work can go on to teach and help pupils who are struggling.

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Monday, December 16, 2019 3:40 PM

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