

Overview

Tuesday, 10 December 2019 12:15

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Student Number - 1900794

Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principals.

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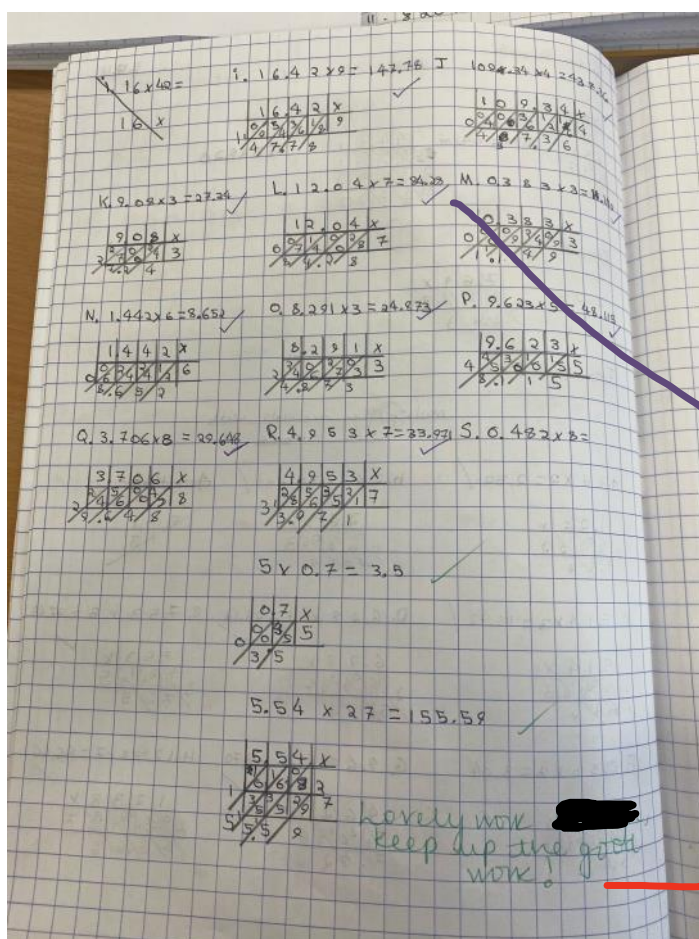
Assessment for learning

Saturday, 4 January 2020 14:31

Good teaching and learning means employing assessment for learning principals

Example 1

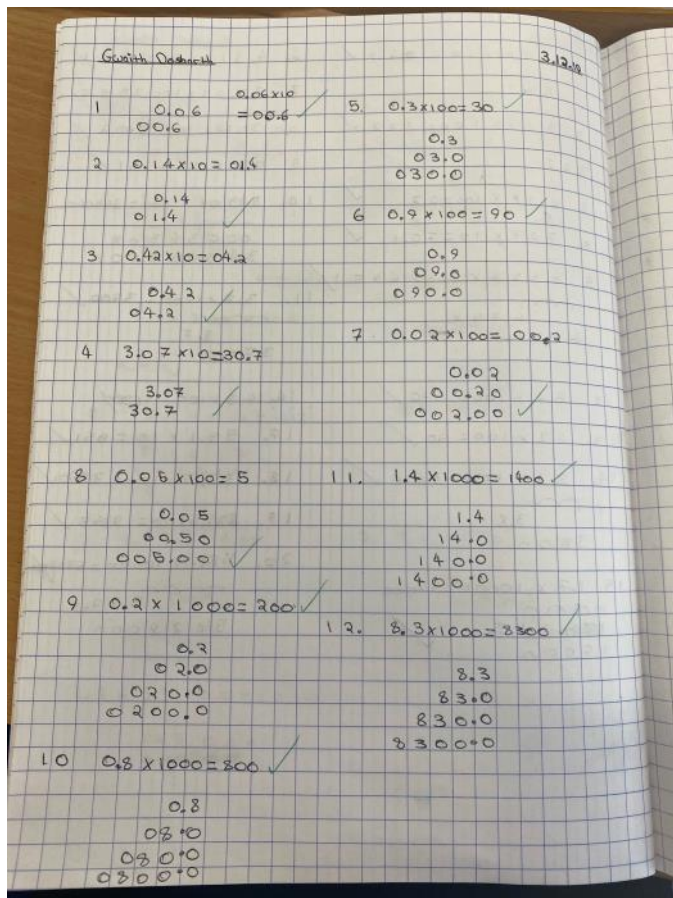
Picture X



In this multiplying decimals lesson, with a Year 7 class, it was seen that the books were required to be marked at this time. The pupils who's work is presented is a high ability pupil in a mixed ability class. Literature states that even if the pupil is doing well a positive comment should still be given to encourage future work to be as of a higher standard. I have make a small comment below following the research that has been found. I found this form of assessment for learning encouraging as the pupil then continued to work at a high standard as seen in the evidence provided below in Picture Y.

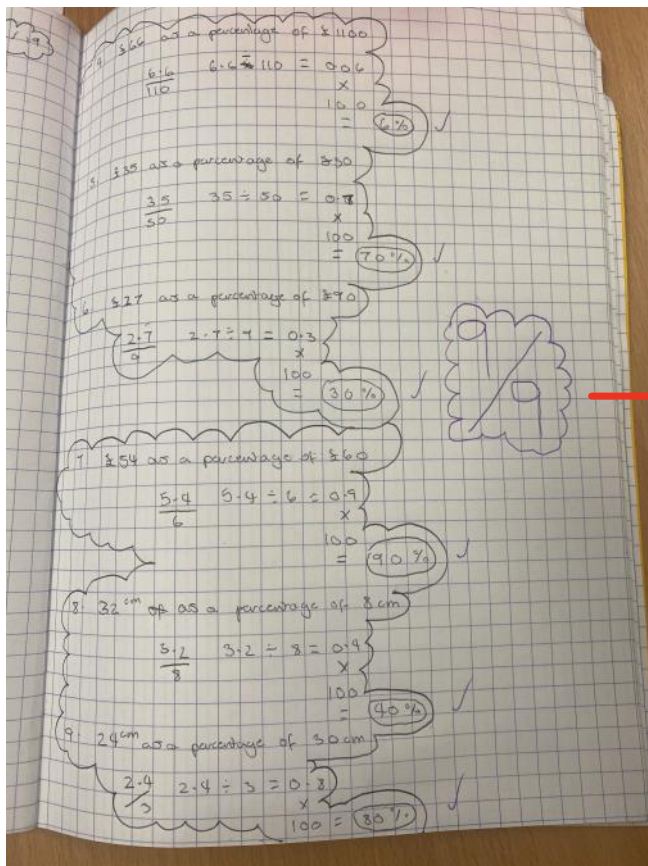
The picture provided also shows some marking that the pupil has carried out themselves in purple pen. I encouraged this form of self-assessment to be carried out when calling out answers in the classroom. This self-assessment is useful in the context of the pupil being able to realise if they are making any mistakes allowing them to correct themselves before continuing with the work.

Picture Y



Supporting the above point, after providing the pupil with positive feedback, it encouraged and motivated them to work at a high standard throughout the continuing lessons.

Picture Z

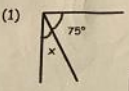


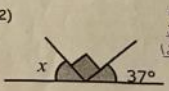
Picture Z shows a percentage lesson which was carried out with a Year 8 class. The teaching of the topic was carried out as a 'direct teaching' style with answers being modelled on the board. The picture shows the answers to the worksheet that was provided to the pupils. This shows another form of self-assessment which highlights the pupil choosing to give themselves a numerical score. This marking was done in class when I was providing the class with the answers after they had completed the exercise. When looking at the literature on feedback, it argues that children place a bigger emphasis on numerical scores rather than comments that are made underneath. For example, the pupil may have had a low numerical score but may have made some improvement so the written comments state that. However, the pupil takes note of the numerical score rather than the comment which can have a negative effect. After giving all the answers to the class, I did not ask for the class to give themselves a numerical score, however, this pupil chose to as they had done well. The pupil may have done this as they felt a sense of achievement as they had done well. I may need to consider encouraging this as a possible strategy for those who need the

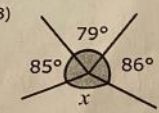
motivation to continue to try their best in the classroom.

Example 2

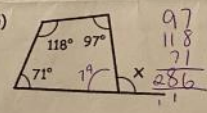
In the following questions the diagrams are **NOT TO SCALE**. Use your knowledge of angle facts to find each missing angle marked by a letter.

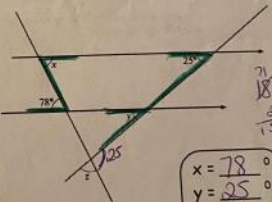
(1)  $x = 15^\circ$ [2]

(2)  $x = 58^\circ$ [2]

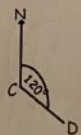
(3)  $x = 70^\circ$ [2]

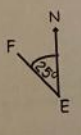
(4)  $x = 71^\circ$ [2]

(5)  $x = 106^\circ$ [3]

(6)  $x = 78^\circ$, $y = 25^\circ$, $z = 155^\circ$ [3]

7. The following diagrams are **not drawn to scale**. Find the bearings of:

(a)  D from C 120° [1]

(b)  F from E 335° [2]

Example 2 shows an angles test that was given to a Year 9 class as a summative assessment at the end of the topic. This test was done under test conditions for a whole lesson unless the pupil finished the test before the end of the lesson in which they were then given alternative work. With this class being a mixed ability class it was difficult to generalise the test to the whole class with there being a large range in scores.

As stated by the literature, summative assessment is not always the most effective for of Assessment for learning (AfL) to assess how much learning has taken place. With there being such a large range of scores in a mixed ability class, I must now consider alternative ways to test some pupils in the class to see how much learning has taken place. I may consider using a range of formative assessments throughout lessons, as well as peer work as a form of AfL for this particular class.

Example 3

rest of the class catch up
A good lesson. MT
Monday 25th Nov Year 9.
Review lesson for test and for pupils
assessment of strengths.
Using the interactive whiteboard
you worked through the correct
solutions of the test for pupils to
look at their own errors.
Using pupil input you addressed
common errors and challenged
pupils to look at their own
needs for development.
Once all work was explained
pupils then completed their targets
on their AfL sheets.
Tempo was good with pupils kept
engaged. Clarity of explanation
meant that pupils could correct
work.
Some pupils finished earlier than

Example 3 is a continuation lesson following the test (above) that was given to a mixed ability Year 9 class. The example shows notes given from the class teacher that observed my lesson. The lesson was to go through the test and pupils to correct themselves on areas that they had gone wrong.

As can be seen from the comments made, a few AfL strategies were used including pupil feedback, teacher feedback and reflection.

I asked pupils to contribute their answers whilst going through the test explaining how they got to their answer. I asked the pupils to do this as it was a way of me assessing how much knowledge they had acquired throughout the lessons and if they could recognise where they had made any mistakes.

The pupils then reflected on their test by setting themselves targets for future lessons. Reflective practice is considered to be an effective area for Assessment for Learning.

Cross-curriculum responsibilities

Saturday, 4 January 2020 14:31

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

Picture X

Fractions and Percentages Code Breaker

Miss	Pat	Did	To	Why	One	Culator	Out	Bad	Best
1289	880	62	24	88	27	1045	36	143	35
Choose	With	Cow	Same	Type	Is	By	A	Sheep	You
12	132	1157	40	450	30	108	38	95	7.5
Difference	How	Cows	The	Count	What	Way	Round	Black	Was
201.6	75	92	7	48	72	45	6	8	130

Solve the problems below, then look up your answer in the table above. This gives you the word in the code which you should fill in the gaps at the bottom to crack the code.

a) $\frac{3}{5}$ of 120 72 b) 20% of 150 30 c) $\frac{1}{9}$ of 63 7 d) $\frac{5}{12}$ of 84 35 e) 1% of 4500 45
f) 75% of 32 24 f) Reduce 60 by 20% 48 g) Increase 80 by 15% 92
h) In Year 7, $\frac{11}{20}$ of the 240 students are male. How many male students are there? 132
i) Of a student in Year 7's 95 merits, 40% are for effort in class. How many merits for effort in class has this student received?
j) The population of a village fell by 11%. If it was 1300, what is it now?
k) The price of gold fell by 5% between 1990 and 2000, then rose by 10% between 2000 and 2010. If a gold bar was worth £1000 in 1990, what was it worth in 2010?

What is the best way to count cows?
with a cow-culator

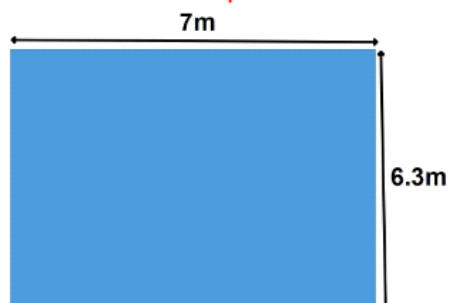
This work was given to a mixed ability Year 8 class in which the topic was Fractions and percentages of amounts. Picture X shows a code breaker that was used over a number of lessons which covers topics that were covered throughout. The worksheet provided started with mathematically written questions which the pupils had already seen in the classroom.

The pupils were then asked to complete written questions. As stated by Gallithorpe and Tharp, pupils need to be literate in order to be able to use their mathematical knowledge and adapt it to what the written questions are asking. Without these literacy skills, the pupils were not able to access the work that was set. In order to avoid this, I allowed pupils to work with their peers so that no pupils were left behind.

Picture Y

Starter

Lauren's bedroom is 7m long and 6.3m wide.
She needs new carpet for her bedroom.
The carpet costs £12 per metre.
How much will the new carpet for her room cost?



Picture Y shows a starter that was used with a Year 7, mixed ability class. This starter incorporated other mathematical topics as well as the 'multiplying decimals' topic that was being taught in class. This authentic context gained a significant amount of engagement from all pupils in the classroom as supported by referenced literature that has been studied. Linking mathematical topics to authentic 'real-life' situations builds on pupils self-esteem and links to Donaldson's 4 purposes, which aims for pupils to be lifelong learners, healthy and confident individuals ready to lead fulfilling lives (Donaldson, 2015). I will continue to use these authentic, 'real-life' contexts within my lesson as this example received such a positive response. This starter also activated the pupils prior knowledge (APK).

Picture Z

Teaching & Core Learning	Using work that was previously set (measuring bedroom in the house finding the correct dimensions) explain to pupils that they are required to draw the dimensions out correctly on a word document selecting a correct scale. Walk around classroom to make sure that all pupils are on task correctly. Once completed ask pupils to set themselves a budget in which they are to decide what they want to buy for their room. Ask pupils to research the cost of the	Pupils are to log in to a computer and load up a word document. Pupils are then required to use their homework to draw the bedroom that they have measured using the scale on word document. Pupils then research prices of the items that they would like to buy for their bedroom creating a spreadsheet to breakdown the prices and reach a total.	Computer Drawing of bedroom dimensions as required for homework
	Items that they would like to buy for their room. State that when adding up the items it must be within the budget that they have chosen. Explain that all items and prices are shown on a spreadsheet.		

Lastly, picture Z shows a lesson plan that I created for a digital lesson in which pupils were required to use the homework that was set (measuring their bedrooms and making notes of the dimensions). I then asked the pupils to create this drawing on a word document using the scale. The pupils also engaged with a spreadsheet which used mathematical formulas to add up the prices of equipment that they wanted to buy.

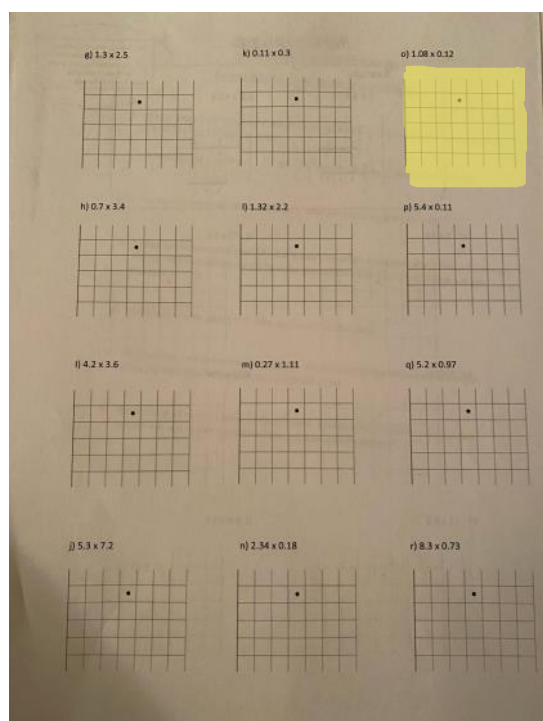
Supporting the literature, I found that the pupils were extremely engaged with this activity as they are highly digitally competent. However, I had to be mindful that at some points of the lesson, some pupils would disengage with the lesson and look at alternative websites.

Blend of approaches including direct teaching

04 January 2020 14:38

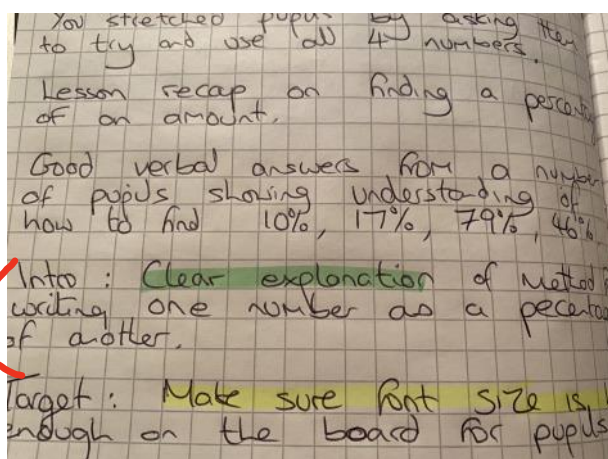
Good teaching and learning means employing a blend of approaches including direct teaching

Picture X



Picture X shows a differentiated worksheet that was given to a Year 7 mixed ability class. This differentiated worksheet was given to the lower ability pupils in the class. The differentiated worksheet provided grids (as highlighted) that would help the pupils with their place value in order to get the correct answer. The questions given were the same as these given on the non-differentiated worksheet, therefore, pupils were not aware when asked to provide answers that different worksheets were given out. This contradicts the literature that says that sometimes differentiation by task can have a negative impact on their self esteem as all pupils were now confidently able to access the work. I had a positive experience with differentiation, therefore will continue to use this approach throughout my teaching experience, however, I feel that this approach will primarily be with mixed ability groups.

Picture Y



In most lessons I use the direct teaching approach so that all pupils are given access to the same content in the classroom. Picture Y shows a comment that was put in my learning journal by a teacher that was observing my class. With the literature suggesting that the interaction between teacher and pupil is an essential part of learning, it can be seen from the highlighted element of this evidence, I was successful in giving a clear explanation when teaching the topic that was set. However, I must remember that there are some occasions where this approach to teaching does not go as well, e.g when you have children with additional learning needs in the classroom, a more interactive approach needs to be taken. I will consider this when teaching a class that has a pupil that requires additional help and adjust some of my teaching strategies to suit them.

Picture Z

Example

£1.50 as a percentage of £5.00

$$\text{£1.50 as a fraction of £5.00} = \frac{1.50}{5.00}$$

$$1.50 \div 5.00 = 0.3$$

$$0.3 \times 100 = 30\%$$

- 1) Find the number as a fraction
- 2) Work out the fraction as a decimal
- 3) Multiply the decimal by 100 to find the percentage

Modelled answer in which students were then required to follow when answering the worksheet set in class

Instructions that were given so pupils were aware of what was being done throughout the method.

This slide was taken from a powerpoint which was created to aid my lesson. It shows a clearly modelled answer in which the pupils were required to copy into their books once explained to them. I have found that it is extremely important to provide model answers in a mathematics classroom as there can still be a range of answers given. Thus, I will continue to use this teaching approach as I found that most pupils had a clear understanding at a faster pace and were more able to access the correct answers more often.

Critical Reflection

04 January 2020 14:44

Defining effective teaching practice is without doubt problematic. We might define effective teaching practice as what leads to high achievement in specific areas of learning, however, we acknowledge that this approach does not fully reflect the desired aims for education (Coe, Aloisi, Higgins and Major, 2014). Therefore, Coe et al. states that we define effective teaching as that which leads to successful student achievement looking at the outcomes that make an impact on their future success. In order for effective teaching practices to take place, professional learning experiences must be carried out. Teachers engage in professional learning to stimulate their thinking and knowledge in order to ensure that their subject knowledge is current and they are critically informed (The General Teaching Council for Scotland, 2019). Thus, when a range of professional learning experiences are carried out, teachers are more likely to provide high quality teaching as they have enhanced their knowledge and practice. The focus of this writing is to reflect on the progress made on the planning and implementation of three pedagogical principles outlined by Donaldson (2015). The pedagogical principles that will be discussed will be; Assessment for learning, reinforcing cross curricular responsibilities and employing a blend of approaches including direct teaching.

Assessment for Learning

The first pedagogical principal that will be assessed is that 'Good teaching and learning means employing assessment for learning principals' (Donaldson, 2015). Assessment for learning is any form of assessment that's priority is that its design will reflect and promote pupils learning (Black, Harrison, Lee, Marshall and Wiliam, 2004). Its purpose is therefore not the same as assessment to seek rankings or certify competence. Assessment for learning aims to provide information that both pupils and teachers can use as a form of feedback in assessing themselves, helping to modify teaching and learning activities.

Assessment is considered to be one of the most important things we can do as educational professionals to help our students learn. It is a long considered hindrance, but is a requirement for students to be able to achieve qualifications. With the ever changing diversity amongst classrooms, it necessitates a change in the way that we assess in the classroom with less focus being placed on a teacher led approach and more emphasis placed on the learning outcomes that pupils can hope to

achieve (Miller, Imrie and Cox, 1998). This encouraged the argument that assessment needs to be 'fit-for-purpose'. It should be lead someone to clearly evaluate the extent to which the learners have learned and how much they can demonstrate that learning (Brown, 2005). In this case, when assessing we should place a consideration on not only why we are assessing and how we are going to assess something, but why are we assessing at this time in this context. Brown states that we should not use the same methods of assessment continuously but must consider the motivation of pupils, encourage activity amongst pupils and what grading system we use, should impact the choice of assessment instruments that we use. For example, instead of the over-use of constrained exams, essays and reports (summative assessments, which tend to be end of topic/term tests), it is thought that creating portfolios, in-class exercises and reflective accounts are a more meaningful form of assessment (Brown and Knight, 1994).

Another principal area in which can influence our assessment practices is feedback. Brown places a strong emphasis that although time consuming, time should be assigned to helping pupils to not only understand where they have gone wrong but also what they need to do in order to improve (Brown, 2005). It is also said that feedback should always be given when a pupil has done well to help them understand what they have done is good and how they can continue to build on it to develop their work further (Irons, 2007). Hence, it is suggested that feedback is a key feature in the pupils learning process and a key aspect and fundamental in the learning process of assessment.

Where research has established that whilst learning can be enhanced by feedback many have been critical of this. The giving of numerical scores and comments can have a negative effect for the reason that the pupils often ignore the comments that are made and focus solely on the score given (Black et. al, 2004). Where the comments may give praise for improvement, low scores have a bigger impact on the child. Black found that where teachers did abandon the giving of scores, pupils did engage with the written comments more and worked productively in improving their work.

Assessment for Learning – Evidence

When using an Assessment for learning practice within the classroom, I always consider the pupils that I have and what is best for them. Example 1 for Assessment for Learning focuses on the work that was carried out and marked in the classroom. In consideration of the research carried out by Irons, I always use written feedback in a positive way, even when improvements need to be made. As can be seen from the positive feedback in Picture X, the feedback that was given was to

encourage the pupil to carry on working to the best of their ability. From picture Y, it then shows the pupil to continue to be successful within their work after receiving some form of encouragement and praise for previous work. As this was classwork that was marked in class, the pupils self-mark which is a form of self-assessment. This allows pupils to correct their own mistakes and take control of their own work. As can be seen from Picture Z, without any prompts, the pupil wrote down the numerical score for how many questions they had correctly answered. Although this contradicts the research carried out by Black et. al which suggests that scoring has a negative impact, for this pupil self-assessment had a positive outcome. Therefore, the technique of feedback in the form of self-assessment had a positive impact in the classroom in my experience.

Example 2, shows a summative test that was carried out in a classroom environment at the end of a specific topic. As can be seen from the evidence presented, a numerical score was recorded after the completion. This method was chosen following Brown and Knights recommendations that a summative test needs to be 'fit-for-purpose' and given at a specific time. Whilst research argues that summative assessment is not always the best way of assessing how much someone has learned as to the discussions related to issues with reliability and reliability (Scriven, 1967), in this case it was the most suitable method as it allowed myself to evaluate the extent to which pupils had learned and how they could demonstrate this learning. However, from the marks that were gained by some pupils, I would consider using a different approach of assessment to see if they are better suited to a more formative approach.

The final example that was used as a form of Assessment for Learning is reviewing the summative test that was given in class. As can be seen from picture Z, the positive feedback given when going through the correct answers to the summative test reveals that as well as giving feedback the pupils were able to give their input and look at their own needs for development. This was a successful form of Assessment for learning in the classroom allowing the teacher and learner to reflect on their own practice.

Cross-curricular responsibilities

The second pedagogical principle that will be discussed is that 'good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them' (Donaldson, 2015). The revised curriculum

structure states that literacy, numeracy and digital competence are fundamental to all areas of learning and will now be embedded in the curriculum. Cross-curricular learning can be defined as when the skills, knowledge and attitudes of a number of disciplines are applied to one area of learning, question or idea then we are using cross-curricular methods, which is learning on a macro level (Barnes, 2014).

Working in a cross-curricular is often difficult to implement. Many argue that using authentic or 'real-life' contexts is a useful way of combining literacy, numeracy and digital technology. For example, using mathematical skills to work out how much a food shop would cost. Case studies have shown that teachers working with these authentic contexts saw a significant improvement in behaviour, achievement and an increase in motivation amongst the pupils, with there still being enough time to ensure that the rest of the curriculum was covered (Barnes, 2018). Therefore, it can be said that embedding 'real-life' situations in to the classroom can gain more engagement from pupils.

In the mathematics classroom it can be difficult to incorporate some forms of literacy. However, literacy and literacy instruction are fundamental parts of instructions in mathematics. It has been stated that schools are required to teach pupils to be literate as minimum, this includes pupils being capable of reading, writing, speaking and being able to manipulate concepts to be able to access the curriculum (Gallimore and Tharp, 1999). Similarly researchers, Carpenter and Lehrer (1999) said that being literate is essential for mathematical understanding. For example, being able to construct relationships, applying mathematical knowledge and being able to reflect upon experiences. Therefore, literacy instruction is considered to be inseparable from mathematical instruction. This may be difficult in a mixed ability classroom, thus, mathematics educators must simplify their definitions of texts and create a meaning through language (Neilsen, 1998).

The continuing expansion of technology dominates much of our lives. We are now more linked and informed globally than any other time in history. In 2018, around 70% of children have access to a tablet or a device in which they can access the internet (Office of National Statistics, 2018). Although many schools are still continuing with the ban of technology, it is said that it should be central to the curriculum. Research carried out by teachers on the use of digital technologies in the classroom have found that pupils strongly engage with the work set and it makes way for deeper knowledge to be achieved (Barnes, 2018). It seems that learning has now become associated with contingent knowledge that is not to be stored but to be replaced once there is a change in context.

Cross-curricular responsibilities – Evidence

Reflecting on the evidence that has been provided, it can be seen that literacy is a fundamental element in a classroom of any subject. For written mathematical questions to be understood and pupils to be able to adapt their knowledge to these sorts of questions, it is pivotal that they are able to have literacy skills, as supported by Gallimore and Tharp in their research that stated that pupils should be taught to be literate at minimum. This was a successful experience in the classroom for myself personally as pupils were effectively able to use the knowledge they gained throughout a number of lessons and were able to adapt it to written questions.

Secondly, Picture Y shows the use of authentic context within a starter. Combining a number of topics together and creating a real life situation question. This was delivered to a Year 7 class which were confident in both topics required to answer this question. The use of cross-curricular responsibilities in terms of literacy, numeracy and real-life context gained a high level of engagement in the classroom with all pupil's eager to reach the correct answer. This supports the evidence given by Barnes, 2018 saying that pupils engage with the lesson more, this being a technique that I will use more often through my practice due to its success.

Furthermore, using real-life situations Picture Z shows a lesson plan which uses digital technology to complete measurements for a specific topic. Again, this was a successful experience as the pupils could confidently use a system in which they were comfortable with and there was an increased enjoyment throughout the class with the divide between subjects being blurred. Whilst supporting the literature that using digital technologies in the classroom is a success, it was often difficult to keep some pupils on task which for future lessons will have to be addressed.

Employing a blend of approaches including direct teaching

The final pedagogical principle that will be discussed is that 'good teaching and learning means employing a blend of approaches including direct teaching' (Donaldson, 2015). Donaldson implies that there is a need for a broad range of teaching and learning experiences that reflect particular curriculum purposes such as direct teaching, modelling and scaffolding learning. Creating contexts in which pupils can independently demonstrate learning is of pivotal importance in the curriculum. 'Direct instruction', which can otherwise be known as 'active teaching' or 'whole-class teaching', refers to a style in which a teacher is actively engaged in delivering the content of the lesson to the

class but teaching the whole class directly (Muijs and Reynolds, 2017). This is often the most commonly used style of teaching and has been found to be the most important aspect of effective teaching. Evidence found by Muijs and Reynolds, has shown that direct teaching can be particularly effective for many reasons. One of these is that whole-class teaching can allow the teacher to make contact with every pupil than when they work individually or in groups. The interaction between pupils and teachers is fundamental in the success of teaching and learning and pupils are more likely to be on task when lessons are taught directly rather than individual instruction.

A particular element of direct teaching is to model a skill or procedure. Modelling demonstrates a procedure in a clear, structured way, explaining what is being done during every step. In order to be effective, modelling needs to be followed by practice (muijs and Reynolds, 2017). Research states that in order to be an effective teacher, monitoring how well the practice and methods are used by pupils so appropriate feedback can be given (Bohn, Tebben and Campbell, 2004).

A further discussion that can be made is whether differentiation of tasks is appropriate. Differentiation allows a teacher to tailor a task to different abilities in the classroom so that all pupils are able to access the curriculum (Bromley, 2019). Bromley suggests that if done correctly, differentiation should receive the same outcome, however, some children may reach the required outcome at a slower pace than others. Many argue that differentiation is an effective method of teaching as it allows those pupils who are not usually able to access the same work as other pupils in the class in a non-stressful way and builds on their confidence (Vassiliki, Marita and Eleni, 2011, p.69). On the other hand, some argue that differentiation does not work as it is sometimes not clear what we are differentiating whether it be the instructions, the curriculum or both (Delisle, 2015, p 28). It is suggested that teachers need clear guidance as to what it is that they are meant to be differentiated in order to benefit pupils.

Employing a blend of approaches including direct teaching – Evidence

Throughout my teaching experience, one of the most fundamental experiences has been the positive outcomes of differentiated worksheets. In Picture X it shows a scaffolding approach which provides boxes for pupils who require additional help to understand place value. With the questions being the same on the differentiated worksheets that are provided as the worksheets that do not have the scaffold, all pupils are confident in providing their answers. Although the experience that I had supports the work of Vassiliki et al. in building on pupils confidence, it is important that the work that

has the scaffolds are given out subtly so pupils do not feel inferior to others in the classroom.

Secondly, the direct teaching approach is commonly used in the mathematics classroom with every child being taught the exact same thing and it allows for the interaction between pupils and teacher.

From Picture Y, it shows that clear instruction was given when delivering a topic to the class. It is important than when teaching young children clear explanations are given so everyone has a clear understanding. Although the direct teaching approach is said to be the most commonly used, within the mixed ability class set to myself it can sometimes be a challenge to achieve the right pace within the lesson, therefore other teaching approaches are also required to be used within the classroom.

Finally, the clear, detailed modelling of what is required when answering questions can be seen from Picture Z. Whilst modelling what a correct answer should look like, I find it helpful to provide pupils with instructions as to what you are required to do for each step in order for them to achieve a deeper understanding. Supporting the research of Bohn et al. who suggest that to be an effective teacher it is important to look at the implementation of the modelling presented through practice, when circling the classroom, it was noticed that pupils were not making note of the instructions that were also provided and was not writing down the modelled answer in the same way. I believe that this was due to the lack of clear instruction that was given, therefore in order to improve on this practice, it is essential that I give a clear explanation of what is required of pupils. Once this issue was addressed, all pupils were able to correctly provide workings that imitated the modelled example.

In order to further my professional development, it is important that all reflections are to be considered. In regards to the first pedagogical principal that was explored, it has to be identified that other approaches to assessment for learning need to be adopted. I found that using summative assessments for some pupils did not work with them being more successful when completing the work independently in the everyday classroom environment. Supporting the thoughts of Scriven, my findings show that summative assessments cannot always be a valid and reliable representation of the amount of learning that has taken place. I would now consider using formative assessments throughout the topic areas.

Whilst carrying out cross-curricular responsibilities throughout my lessons, the literacy element was extremely difficult to combat as the different literacy levels within the class were very broad. Those that had a high literacy level were able to reach the answers without any help, however, those who

had lower levels of literacy required help from their peers in order to complete the activity. In order to improve my practice, I would consider planning some group tasks when a literacy activity is set so peers can provide the scaffolds and everyone can access the work set.

Finally, when using a blend of teaching approaches, the most significant issue that I faced was being able to give a clear explanation whilst pitching at the correct level for the class. This pedagogical technique will improve through the receiving of feedback from both the classroom teacher and the pupils themselves. Bohn et al. state that gaining appropriate feedback is the key to becoming an effective teacher, therefore all feedback will help develop my instructional skills. Through the reflection of my practice, I feel that my practice can now be improved and I am now more critically informed.

Reference List

04 January 2020 14:44

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