

Overview

Monday, December 9, 2019 9:57 AM

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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 principles.

Introduction

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Teachers that engage in professional development ensure that their practice is critically informed and current in order to progress the quality of learning by enhancing professional knowledge. In order for there to be good learning, there must be effective teaching. Donaldson outlines twelve pedagogical principles in successful futures, which teachers should apply when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes. (Donaldson, 2015 p.71)

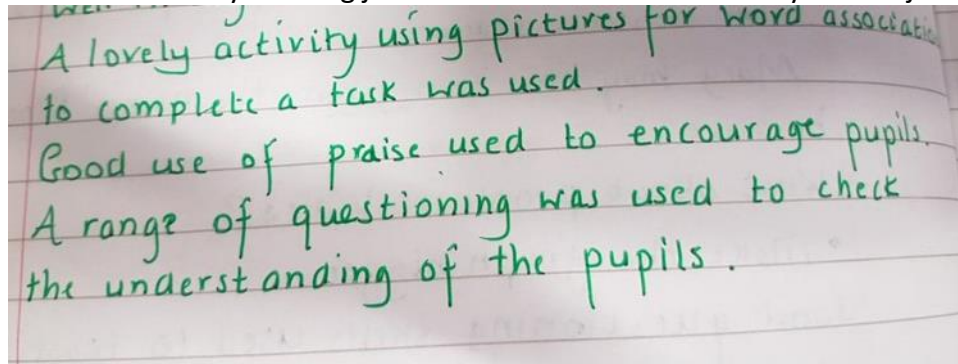
Pedagogy represents the selection of methods in light of the purposes of the curriculum and the needs and developmental stage of the pupils. It combines theoretical and practical knowledge. It lies at the heart of what it means to be an excellent teacher. (Donaldson, 2015p.63) This study focuses on my implementation of three pedagogies; assessment for learning; cross curriculum responsibilities and activating prior knowledge. My planning and implementation of each pedagogy has developed during my professional teaching experience, evidence summaries and reflection of each of which are included. The principles have been applied after careful engagement with relevant literature ensuring my practices are critically informed and current.

Assessment for Learning

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Example 1

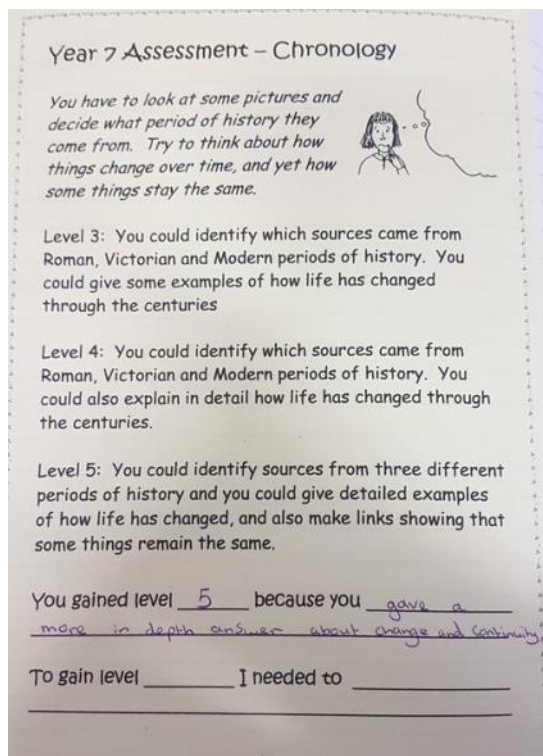
Evidence from my learning journal from a lesson observed by the subject mentor.



Example 2

Raising Standards Pupil Progress Log	
Topic: The Norman Invasion	Date: 11/12/19
Accuracy	- Check your spelling carefully - Practise your spelling at the back of your book - Use capital letters to start sentences - Use a ruler to underline headings
Content	- Make sure you complete every task properly - Give some reasons why the Normans invaded England and Wales - Complete a persuasive speech for Duke William of Normandy - Explain why the Normans won the Battle of Hastings
Expression	- Use key words from the topic – e.g. Norman, Anglo-Saxon, knight. - Use sentence starters to help you with your writing - Complete extended writing
Skills	- Finds key words and answers in the text - Use historical sources to help you understand what happened in 1066 - Explain why we have different opinions and views about the Norman invasion - Try to imagine what it was like for people at the time
Pupil Comment	
What I did well....	I am pleased with my progress and have done some good work.
Even better when....	I think it would be better to use sentence starters
Last time my teacher told me... Before I begin I need to work on...	
Current performance/grade	Target level/grade

Example 3



Example 3 shows the success criteria for an assessment sat by a mixed ability year 7 class. It contained guidance for what pupils needed to include within their work, in order to achieve each level. Time was spent at the beginning of the lesson explaining the success criteria, and modelling examples. Example 2 and 3 illustrate the opportunities for pupils to reflect on their work and identify learning targets. Although the example shown is only partially complete this highlights the need for this reflective time to be reinforced and the importance of it explained to the pupils to ensure all pupils are completing their reflections.

Example 4

Source Work

"In the presence of a wonderful number of people, the fire was put unto him. When it had taken hold both upon his legs and shoulders, he, as one feeling no pain washed his hands in the flame...This happy martyr yielded up his spirit into the hands of the heavenly Father. "

Most of our evidence of what happened comes from John Fox. A protestant who gathered stories of the burnings from eyewitnesses. His book was not published until after Mary's death in 1563.

How reliable is the evidence from John Fox's book?

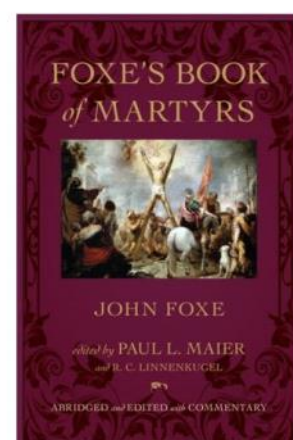
Think!
Pair!
Share!

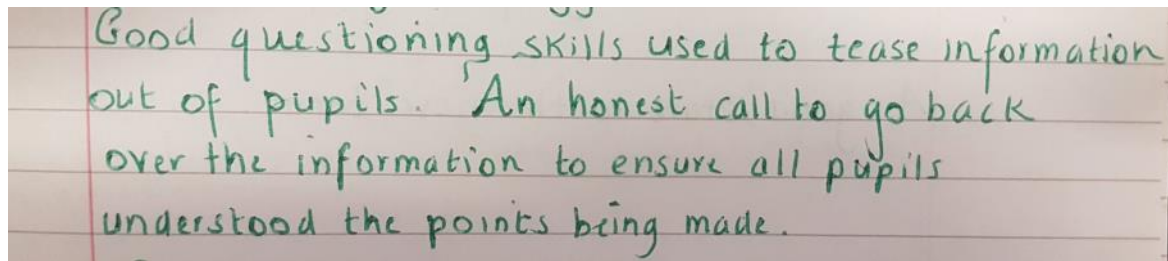
Why would it be reliable? **The evidence would be reliable because...**

Why would it be unreliable? **The evidence would be unreliable because...**

Why do you think the book wasn't published until after Mary's death.

I think the book wasn't published until after Mary's death because.....

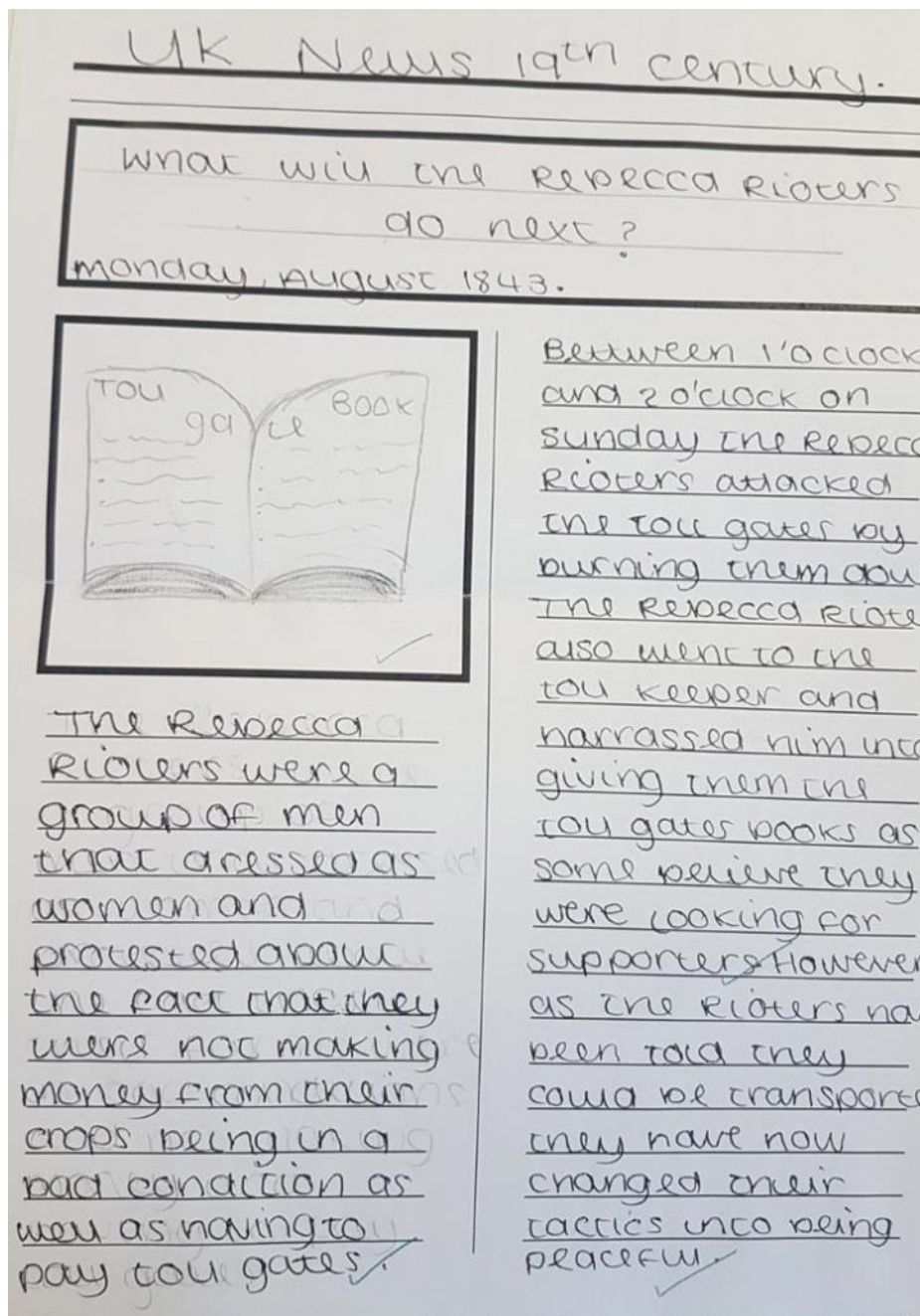


A photograph of a piece of lined paper with handwritten text in green ink. The text is written in a cursive, slightly slanted style. It reads: "Good questioning skills used to tease information out of pupils. An honest call to go back over the information to ensure all pupils understood the points being made." The paper has horizontal lines and a vertical red margin line on the left side.

Good questioning skills used to tease information out of pupils. An honest call to go back over the information to ensure all pupils understood the points being made.

Example 4 illustrates an activity within a lesson of a year 8 mixed ability class. Pupils were presented with a concept, followed by a question evaluating the source's reliability. I used the 'think, pair, share' technique, a key advantage is that many pupils feel safer making contributions when teachers use this questioning format. This use of formative assessment highlighted that some pupils did not understand the points being made, therefore I went back over the information to ensure all pupils understood the points being made. My subject mentor commented on this in my learning journal during her observations.

Example 5



Example 5 illustrates a piece of homework completed by a pupil from a year 9 mixed ability class. During the lesson the class brain stormed what the success criteria should be for the task, they discussed things like the layout of a newspaper, and the style of writing that was required. They also discussed key words that should be included and content. The homework is an example of a successful piece of work completed by a pupil that uses the success criteria to help pupils know what to do, giving them ownership of the ingredients or the skill in focus, and giving them the basis of self and peer evaluation. On this occasion I did not give the pupils the opportunity to self or peer evaluation therefore this is something for future recommendations and progress.

Cross Curricular Responsibilities

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Example 1



1. If it took William 2 weeks to build 1 castle, how long would it take him to build 3? **6**
2. William built 4 castles, but due to bad weather conditions they each took him 1 week longer than normal. How long did it take him to build them all? **12**
3. William built 100 castles. He has offered you 10% of his castles for being loyal soldiers. How many castles would he give you? **10**
4. If it took 20 trees to build one castle. How many castles could you build out of 140 trees? **7**

This PowerPoint slide formed part of a lesson delivered to a mixed ability year 7 class

looking at the coming of Norman castles in England and Wales. The questions promoted the

use of basic addition, multiplication and division of numbers, whilst promoting literacy skills

as the questions were worded questions. Pupils needed to first work out, what sum, the

question was asking them to do. Pupils were given individual white boards and pens to write

their answers down. The whole class was asked each question then given time to work out

the answer and write it on their boards. Only when everyone had an answer written down,

they held up the white boards to reveal the answers. I thought about putting a time limit on

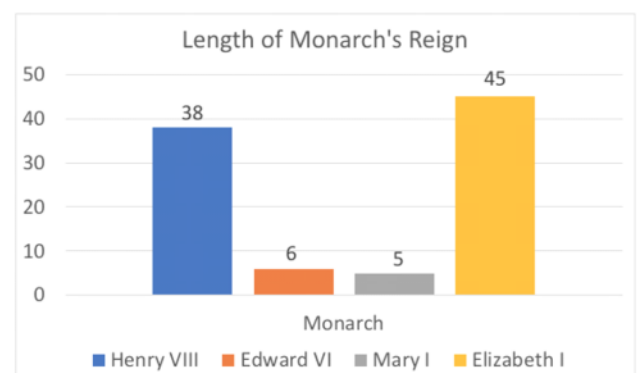
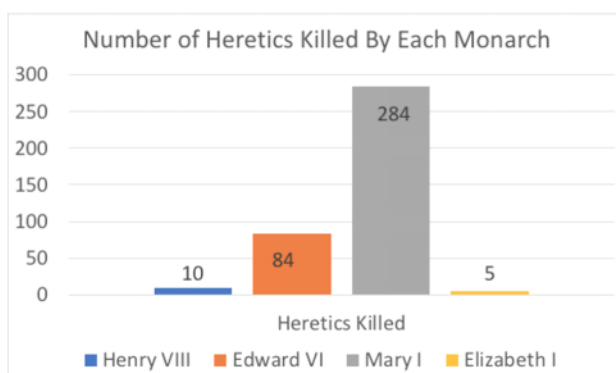
each question, in the style of countdown, however due to the mixed ability ranges I was

concerned about putting some of the lower ability pupils under pressure and damaging their self-esteem. By allowing students to have as much time as they needed, it gave the lower ability students enough time to work out their answers, and mostly they had them correct. After each show of answers, a pupil was chosen to explain how they reached their answer by writing the workings out on the white board. Whether the pupil could show their workings out highlighted whether the pupil genuinely knew the answer to the question, or whether they copied the answer from a neighbor. I then gave the correct answer on the power point.

Example 2

How do you think Bloody Mary got her name?

Use the graphs to help fill in the table.



How do you think Bloody Mary got her name?

Monarch	Years on the throne	Number of Heretics Executed
Henry VIII	38	10
Edward VI	6	81
Mary I	5	284
Elizabeth I	45	5

Using the table can you work out how Bloody Mary may have received her nickname? Explain your answer.

Mary may have been given the name 'Bloody Mary' because....

These Power point slides formed part of a lesson delivered to a mixed ability year 8 class

looking at whether Bloody Mary deserved her nickname. Students were presented with

information in graph form, their task was to complete the gaps in the table, using the

information from the graphs, then interpret the numerical information in order to give a

written response to the question. The success criteria was that pupils would recognise that

Mary got her nickname because she spent the least amount of time on the throne, yet killed

the most amount of people. Pupils responded well to the information being presented to

them visually, and themselves converting it into text, this worked particularly well for lower

ability students who have weak literacy skills.

Example 3

Which is the correct spelling?

a. claiment

or

b. claimant 



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)	Pupils are shown a selection of key words that have been used throughout the topic. Claimant, throne, shield wall, battle, cavalry, retreat, weapons, housecarl, fyrd, conqueror. They are given the correct spelling, and incorrect spelling and asked to write on their boards which one they think is correct. The show of whiteboards show any misunderstandings. The correct spelling is shown on the board. Ask pupils to copy word (spelt correctly) along with the definition.	Write the version of the word they believe to be the correct spelling. Write the word correctly spelt in the back of their exercise books in the 'key word' section and the definition of the word.	Powerpoint Whiteboard and pens Exercise books

This Power point slide and section of an ALP lesson plan so the starter phase to a concluding lesson on the Battle of Hastings. The aim of the lesson was to produce a newspaper report on the events of the battle. The same piece of work produced by another

year 7 class consistently had key words misspelled. Therefore, I adapted the lesson plan to include a literacy starter task to address some of the common mistakes, and giving pupils the opportunity to produce a higher standard of work. Pupils were given whiteboards and pens, and their exercise books turned to the 'key words page'. They were shown several key words that had been misspelled by the previous class, one option was spelt correctly, the other incorrectly. They had to decide which they thought was correct and write it on their whiteboards. This helped highlight and address the words that were likely to be incorrectly spelled in their later extended written piece of work. Once pupils had answered, we checked the correct spelling on the board, and they then copied them down in the key words section of their books along with a definition. Pupils responded well to the task. I was careful not to label the activity a 'spelling test' as I felt that might make some pupils anxious. Overall, the quality of written work was of a higher standard than the previous group with the words covered in the starter almost never being spelt incorrectly. This was interesting as this group was of a lower ability, therefore I concluded that the literacy starter had a positive impact on the standard of work the pupils were able to produce. They were confident in the spelling of key words, and their definitions and used them correctly in their work.

Example 1

A slide from the power point presentation.

Starter : Three men and a crown – BINGO

Tick in the box that says the answer to the questions.

William Duke of Normandy 	Edward the Confessor 	Wessex 
Edward the Confessor had no living children 	Harald Haraada 	Norway 
England 	Normandy 	Harold Godwinson 

Questions the pupils were asked in 'Bingo'

Starter - bingo 3 men and a crown

Who were the four men who had a claim to the throne. - Harold, Harald & William

William was the duke of - Normandy

Normandy is in which country? - France

Why was it unclear who would be the next king - Edward the Confessor had no living children

Who promised William the throne? - Edward the Confessor

Harald Haraada was the king of where - Norway

Harold was from - England

Harold was from - England

Section of ALP lesson plan.

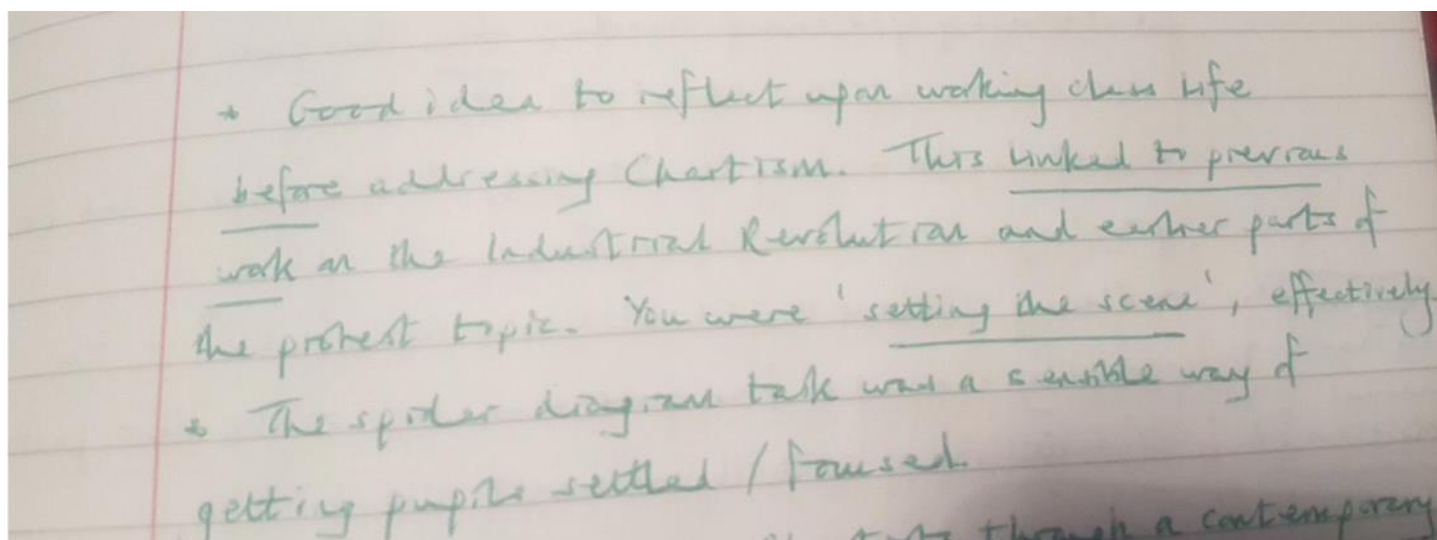
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	APK – Bingo sheet on three men and a crown. Ask questions – give pupils a minute to answer- select pupil to give their response 'does anyone agree/disagree and why' Show correct answer on the board	Tick the box they think has the correct answer. Self assessment	Powerpoint Bingo sheet Bingo questions

A lesson was delivered to a Year 7 mixed ability class. The lesson aim was "To find out what danger Harold was in when he became King".

This lesson was lesson 5 of the topic "The Norman Invasion". The starter of this lesson was a bingo game; pupils were given a sheet containing, names and places that was based on the previous learning from the previous lesson. Pupils were required to put a tick in the box that answered the question that was read out. Pupils were asked at random what answer they had given, and a show of hands of pupils who had the same and then different answer. Any incorrect answers highlighted misconceptions which needed to be addressed before moving on, for example confusion between Harold Hadrada and Harold Godwinson, and Norway and Normandy. These were key learning points for the lesson ahead of them, without assessing their previous knowledge, these misconceptions may have been left unnoticed and would potentially only embed deeper in their understanding making it more difficult to address later on. Pupils responded well to the task, they were engaged and enthusiastic, it set a good tone for the rest of the lesson.

Example 2

Evidence from my learning journal – lesson observed by subject mentor



" Good idea to reflect on working class life before addressing Chartism. This linked to previous

work on the Industrial Revolution and other parts of the protest topic. You were 'setting the

scene', effectively. The spider diagram was a sensible way of getting pupils settled/focused" JK

A lesson delivered to a year 9 mixed ability class; the lesson aim was to explain who the Chartists were and to identify and explain their demands. This lesson was the final lesson in a series on the topic of 'Popular Protest' in which students examined the causes and consequences of a variety of protests throughout the 19th century.

The previous topic focused on the Industrial revolution, where pupils had investigated how the development of industry had impacted upon peoples living and working conditions.

The aim for this lesson was to set tasks that would build upon their previous knowledge of the Industrial revolution, making links to their knowledge of living and working conditions.

Students were asked to begin completing a spider diagram of life during the 19th century. Most students were able to reflect on what they had learned during the previous topic, low wages, long hours, dirty living conditions.

After 5 minutes as a class we filled in the spider diagram on the board, this also 'levelled the playing field' for pupils who had perhaps missed lessons on the Industrial Revolution or has forgotten some concepts.

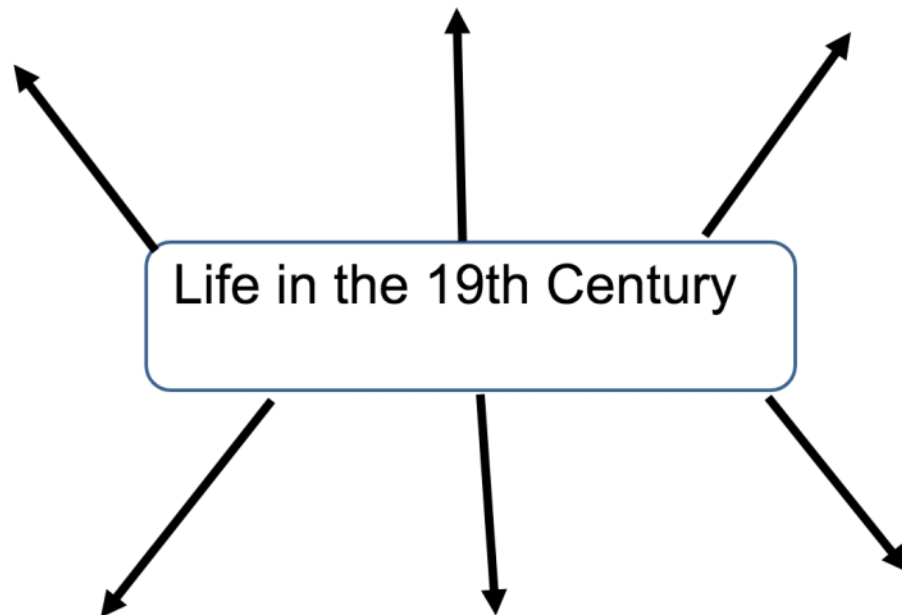
Activating student's prior knowledge set the scene for introducing Chartism. Students were able to make relationships between the new information on the Chartists and their previous knowledge of the Industrial revolution. For example, the new information was understanding the demands of the chartists, 'for ordinary people to have the right to vote so to improve their quality of life' which was built into their framework of knowledge that the quality of life for working class people at the time was poor.

A slide from the power point presentation used in the lesson. Students had to copy and complete in their books

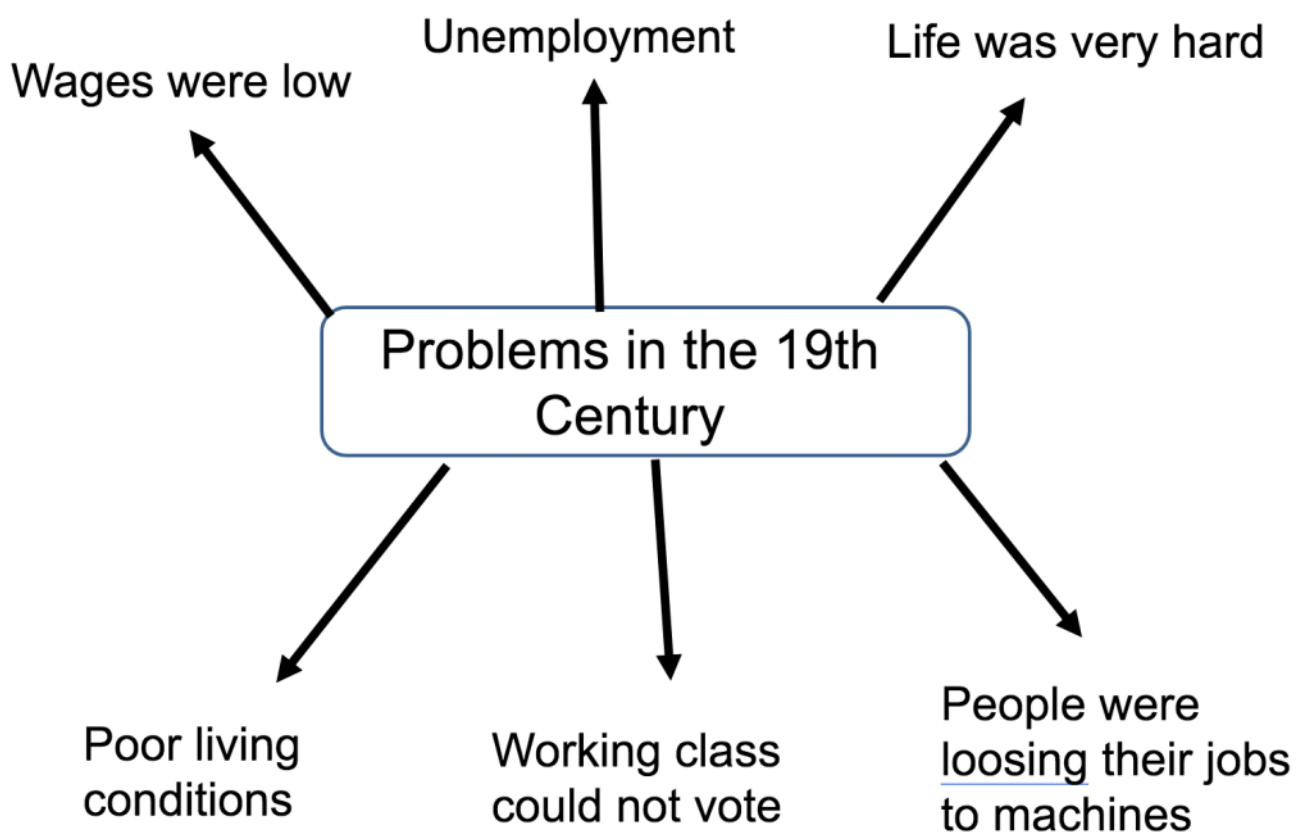


the demands of the chartists , ' for ordinary people to have the right to vote so to improve their quality of life' which was built into their framework of knowledge that the quality of life for working class people at the time was poor.

A slide from the power point presentation used in the lesson. Students had to copy and complete in their books

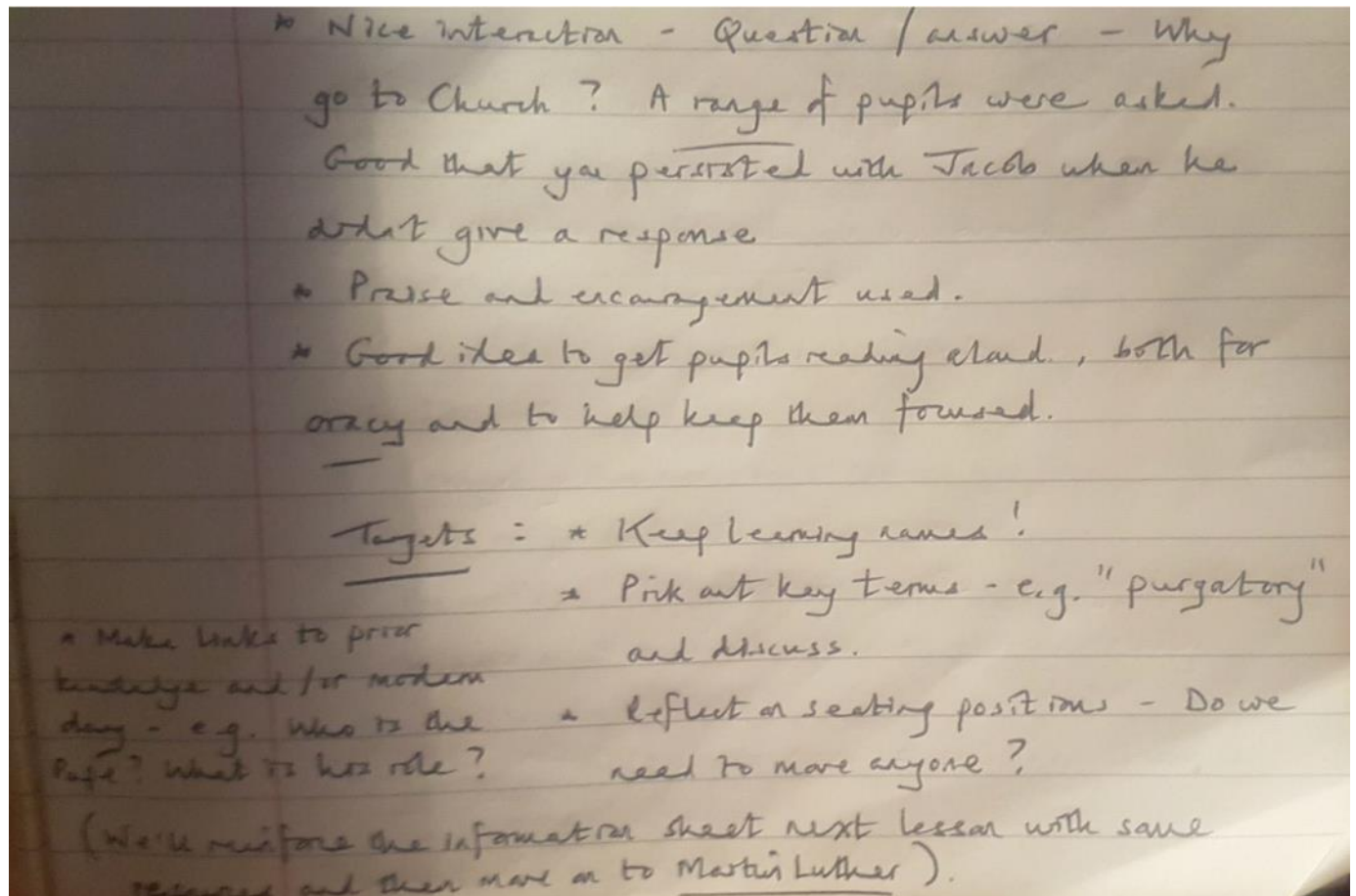


The same slide with completed diagram which was completed as a class.



Example 3

Evidence from my learning journal – lessons observed by my subject mentor.



"Nice interaction – question/answer - why go to church. A range of pupils were asked. Good that you persisted with Jacob when he didn't give a response."

Targets : Make links to prior knowledge and or modern day, eg, who is the pope? What is his role?

A lesson was delivered to a Year 8 mixed ability class, the lesson aim was "To explain why the church was so powerful in the 16th century". This lesson was the first lesson of the topic on The Reformation where pupils investigate the importance of the Roman Catholic church and consider the changes in Christian beliefs after 1500 in Britain and across Europe. The aim of this lesson was to activate any previous knowledge pupils had on the Church and the Christian Religion.

The pupils were given a question, 'Why go to Church?' They were asked to try and come up with as many reasons a person may go to church.

After a few minutes a range of pupils were asked to give 1 response. One pupil had not written anything down, and would not give an oral

response. I persevered with this pupil, attempting to build on his previous experiences I asked if he had ever been to a church. He responded that

After a few minutes a range of pupils were asked to give a response. One pupil had not written anything down, and would not give an oral response. I persevered with this pupil, attempting to build on his previous experiences I asked if he had ever been to a church. He responded that he had once, to a wedding, "but not to pray". Previous responses from pupils had all told me about praying, this response gave me the opportunity to address the misconception that people only went to church to pray. I asked the pupils, to discuss in pairs whether they had ever been to a church, they discussed in pairs if and if so, for what reason. By activating the student's previous knowledge and experiences they came to the conclusion that there were many reasons people would go to church. Some pupils had attended a christening, others a wedding, some a funeral, and others to visit a grave they concluded that the church was important because in a students' words, "it is there from the start of life, throughout life, at the end of life, and beyond life." Several pupils had no previous experience or knowledge on the church or Christianity, by activating previous knowledge and experiences of the students collectively, it set strong foundations for the upcoming lessons for all pupils.

Literature Review Assessment for Learning

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The Donaldson report highlights that assessment for learning approaches are not well understood and embedded. Formative assessment is recognised as a significant strategy in promoting students' learning and raising pupil achievement. (Clarke 2008, p7) Formative assessment has long been a focus of academic literature. William and Black carried out extensive research studies and concluded that strengthening the practice of formative assessment produces significant and often substantial learning gains. (William and Black, 2004, 7). According to socio constructivists learning occurs when knowledge and concepts are restructured and reorganized, through negotiation with the learner's surroundings. (Boyle & Charles, 2014, 3). However, children do not learn all what is taught, teachers therefore must rely on a process to discover what and how well concepts are understood. (Boyle & Charles, 2014, 3) In classrooms featuring formative assessment teachers make frequent interactive assessment of student understanding, enabling teachers to adjust their teaching to meet individual student needs. (OECD 2005 p.1)

According to Boyle & Charles (2014), formative assessment lies within the humanistic framework, an integral cog in cognitive, affective and conative environment of the learner (2). It is now embedded within pedagogy, theorized understood and practiced. (Boyle & Charles, 2014, 2) Although William and Black report issues in implementing innovations in formative assessments due to the constraints of the national curriculum, in which UK schools operate. (William and Black, 2004, 12). However, in conjunction with the Donaldson report, many schools have moved to a key skills approach, using the SEAL (Social Emotional aspects of learning), non-subject specific key skills. (Clarke, 2008 67) This potentially removes the constraints imposed by the current curriculum, providing more opportunities to implement formative assessment. The Donaldson report recommends that assessment arrangements should therefore ensure that all important learning intentions and progression in relation to the four curriculum purposes are covered by relevant and proportionate assessment. (Donaldson, 76).

Four areas of teaching and learning practices emerged from William and Black's studies; questioning, feedback, sharing criteria and self-assessment. Questioning and feedback are both pivotal areas in improving communication links between the teachers and their students, about the assessment aspects of their work. (William and Black, 2004, 31)

Pupil talk is central to active learning, and often the first step teachers take in experimenting with formative assessment. With the advent of talk partners there is no longer any opportunity for pupils to opt out while the confident few do most of the talking and thinking. Teachers have more time to listen to pupils, noting the level of understanding and addressing any misconceptions on the spot, leading to more immediate feedback and modifications of plans to meet learning needs as they arise. (Clarke, 2008, p35) Example 4 illustrates an activity within a lesson where pupils were presented with a concept, followed by an evaluation question. I chose the 'think, pair, share' strategy, a key advantage is that many pupils feel safer making contributions when teachers use this questioning format. This use of formative assessment highlighted that some pupils did not understand the points being made, therefore I went back over the information to ensure all pupils understood the points being made.

Success criteria is the foundation for pupils being enabled to become active learners. The role of the success criteria in helping pupils know what to do, giving them ownership of the ingredients or the skill in focus, and giving them the basis of self and peer evaluation. (Clarke, 2008, 97) Success criteria gives pupils a sense of what their work should include.

(Clarke, 2008 p.117) Learning objectives and success criteria are tools which empower pupils to become independent, active, reflective learners. (Clarke, 2008, 133)

Critical Reflection AFL

Monday, January 6, 2020 10:11 PM

In the beginning of my professional teaching experience I was implementing principles without fully understanding the theories, and so the success of my in initial implementations were poor.

For example, after giving the year 7's as assessment on the battle of Hastings, I concluded that the questions were closed ended, it was a simple fact test which required no critical thinking and presented little opportunities for any classroom discussion. A numerical mark at the end of the assessment gave pupils little feedback on how they could progress. This attempt at applying assessment for learning was unsuccessful in developing improved learning outcomes. I developed my knowledge on assessment for learning by engaging with literature, online and in the university library and discussed with my senior mentor in my placement school on strategies to implement the principle effectively. My thinking and planning began to be adjusted and became more informed. I began to develop my questioning, using strategies such as 'think, pair share' and 'bounce' questioning. My professional learning developed my practice, evidence of which is seen in my learning journal. I am receiving positive comments regarding my use of questioning, since developing my pedagogical expertise. I have ensured that questions are planned in advanced, and I have a copy of the lesson plan during my lessons in case I need to refer to it. However, I approach my lessons with flexibility, I have learned that a successful lesson is not a rigid lesson that goes exactly how it is planned on a lesson plan. Rather I am flexible to allow the learners to lead the learning, by developing my questioning skills, pupils are beginning to think critically, and asking questions which I had not thought of. The success of my development is evident in the classroom 'spirit'. Pupils are comfortable and confident in answering questions, I encourage pupils to encompass a growth mindset, openly admitting when I don't know the answer using it as an enquiry base where we can all learn together. This has created a safe environment for pupils who willingly give responses and who are not afraid to get it wrong. Furthermore, I know understand the importance of feedback, and the dangers of giving a numerical mark on a pupils' self-esteem. Future recommendations and progress focus on the developing the use of written feedback. Donaldson recognizes that there is a need to provide high-quality feedback that comes from good formative assessment. (Donaldson, 73) Feedback, to assess a learner's current achievement and to indicate what the next steps are in their learning trajectory is a fundamental aspect of formative assessment. (William and Black, 2004, 42) A numerical mark does not tell a student how to improve their work, preferring to compare with one another, the prime purpose of them to be competition rather than personal improvement. Feedback given as grades, that focus on ability rather than on the importance of effort can damage the self-esteem of the low attainers. (William and Black, 2004 46). To be effective, feedback needs direct attention to what is next, rather than focusing on how well or badly the student did on the work. (William, 2011, 128) According to William, feedback should generate a cognitive rather than emotional reaction, causing thinking and increasing the extent to which students take ownership of their learning (William, 2011, 132). Based upon readings by William and Black (2004), I aim to devote some time during a lesson to re draft one or two pieces of work so that emphasis can be put on feedback for improvement within a supportive environment. This can change a students' expectations about the purposes of classwork and homework. (William and Black, 2004p.46)

Example 1 shows the success criteria for an assessment sat by a mixed ability year 7 class,

evidence of my development. I provided pupils with guidance for what pupils needed to include within their work, in order to achieve each level. Time was spent at the beginning of the lesson explaining the success criteria, and modelling examples. Whilst there have been arguments that teachers, should avoid summative assessment, William and Black (200) suggest that teachers could not accept such advice because their reality was that formative assessment had to work alongside summative assessment. Therefore, formative strategies were applied to summative tests, using them to identify learning targets. The strategy has been used to engage students in a reflective review of their work and enable them to effectively plan revision. (William and Black, 2004, 53). Example 1 and 2 illustrate the opportunities for pupils to reflect on their work and identify learning targets. Although the example shown is only partially complete this highlights the need for this reflective time to be reinforced and the importance of it explained to the pupils to ensure all pupils are completing their reflections. Overall this assessment had a greater impact on learning as I was able to provide feedback to pupils on their next steps and it provided them with opportunities to self-evaluate.

Example illustrates a piece of homework completed by a pupil from a year 7 mixed ability class. During the lesson the class brainstormed what the success criteria should be for the task, they discussed things like the layout of a newspaper, and the style of writing that was required. They also discussed key words that should be included and content. The homework is an example of a successful piece of work completed by a pupil that uses the success criteria to help pupils know what to do, giving them ownership of the ingredients or the skill in focus, and giving them the basis of self and peer evaluation. On this occasion I did not give the pupils the opportunity to self or peer evaluation therefore this is something for future recommendations and progress.

I will continue to critically reflect on each lesson and on my impact on learning. Observation notes in my learning journal continue to provide feedback, along with targets and recommendations provide evidence of my impact on learning which I can analyse and reflect on. I will continue to engage with relevant, professional up to date literature, so that my practices are critically informed and current.

Literature Review CCR

Sunday, January 5, 2020 7:08 PM

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them. (Donaldson, 2015, 68) Cross-curricular responsibilities can be taught, practiced and applied within and across all subjects of the curriculum. Aslan (2016) argues that reading is the most important skill in life. (1797) In order for pupils for access the curriculum, they must be able to access the resources. However, the 2017-18 Estyn annual report, reported only half of secondary schools, are effectively planning for the development of pupils' literacy and numeracy skills. It reports the other half of schools are 'inconsistent' with 'to few opportunities for pupils to develop their skills progressively in authentic contexts' with ICT being underdeveloped in most schools. (Estyn 2017-18, 44). Aslan suggests that pupils should be presented with a range of reading material including "real life" resources such as newspapers in addition to narrative and core expository literature. (Aslan, 2014, p1799) .

Numeracy, including arithmetical and data-handling skills is essential for independent living and work. Children need regular opportunities to deepen their understanding of number and, as with literacy, to reinforce and use their numeracy skills in different contexts. (Donaldson, 2014, p.40)

Digital competence plays an increasingly powerful role in the lives of children and young people, for communication, networking, information, leisure and entertainment as well as for an increasing range of transactions and educational applications. The ability to use digital technology skills creatively is an increasingly common feature of the modern workplace. (Donaldson, 2015, p.41)

The use of increasing varieties of digital technologies within the classroom to enhance learning has been the focus of education researchers for over forty years. Higgins et al. (2012, 3). Studies suggest positive outcomes from its use, although Higgins (2012) suggests that learning outcomes are impacted by the pedagogy of the application of technology in the classroom, not simply whether technology is used or not. (p.3) Technology engages and motivates learners and can enhance learning if used cautiously as a supplement for traditional teaching. Furthermore, application of recent research evidence indicates the collaborative use of technology is usually more effective than individual use, particularly when teachers use it to support discussion, interaction and feedback.

Critical Reflection CCR

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Beginning PTE1, I was apprehensive how I would fulfil my Cross-curriculum responsibilities, however from attending university sessions and engaging with the relevant academic literature I feel I have begun to make promising progress within this area.

Where possible in each lesson I have attempted to identify areas in which students can make connections with mathematics. After reading Fox & Surtees, Mathematics across the curriculum, I became more aware of opportunities to do this. For example, a lesson delivered to a mixed ability year 7 class promoted the use of basic addition, multiplication and division of numbers, whilst promoting literacy skills as the questions were worded questions. Pupils needed to first work out, what sum, the question was asking them to do. Pupils were given individual white boards and pens to write their answers down. The whole class was asked each question then given time to work out the answer and write it on their boards. Only when everyone had an answer written down, they held up the white boards to reveal the answers. I thought about putting a time limit on each question, in the style of countdown, however due to the mixed ability ranges I was concerned about putting some of the lower ability pupils under pressure and damaging their self-esteem. By allowing students to have as much time as they needed, it gave the lower ability students enough time to work out their answers, and mostly they had them correct. After each show of answers, a pupil was chosen to explain how they reached their answer by writing the workings out on the white board. Whether the pupil could show their workings out highlighted whether the pupil genuinely knew the answer to the question, or whether they copied the answer from a neighbor. I then gave the correct answer on the power point. I have attempted to present numerical information to students in a variety of ways, for example Students were presented with information in graph form, their task was to complete the gaps in the table, using the information from the graphs, then interpret the numerical information in order to give a written response to the question. Pupils responded well to the information being presented to them visually, and themselves converting it into text, this worked particularly well for lower ability students who have weak literacy skills.

Frequent misspelling of key words led to attempt a literacy starter task to address some of the common mistakes. Pupils were shown words that I was finding were commonly misspelt, one option was spelt correctly, the other incorrectly. They had to decide which they thought was correct and write it on their whiteboards. This helped highlight and address the words that were likely to be incorrectly spelled in their later extended written piece of work. Once pupils had answered, we checked the correct spelling on the board, and they then copied them down in the key words section of their books along with a definition. Pupils responded well to the task. I was careful not to label the activity a 'spelling test' as I felt that might make some pupils anxious. Overall, the quality of written work was of a higher standard than the previous group with the words covered in the starter almost never being spelt incorrectly. This was interesting as this group was of a lower ability, therefore I concluded that the literacy starter had a positive impact on the standard of work the pupils were able to produce. They were confident in the spelling of key words, and their definitions and used them correctly in their work.

I feel I am beginning to recognise opportunities to regularly reinforce the cross curricular responsibilities in dynamic and engaging ways that seem to be received well by pupils. Future recommendations and progress focus on the use of DCF; an area of cross curricular responsibilities I have not yet implemented. My current placement school, having limited technology resources has potentially impacted my ability to implement this area alongside

very limited however I will research the schools digital competence framework and an accompanying 'Routes to Learning Digital Competence' as well as liaising with the member of staff that should have been identified to lead and support the cross curriculum responsibilities to discuss ways in which I can ensure that pupils develop their digital competence as set out in Successful Futures (Donaldson, 2015). I intend to incorporate digital use within my lessons, a minimum of once a fortnight. I have already begun developing a scheme of work which develops this skill. I will further enhance the connections students can make between mathematics and History including work involving chronological order, time lines and working out time spans, such as the length of a monarch's reign or a war, or estimation of the duration of an ancient war. (Fox & Surtees, Mathematics across the curriculum, 87)

Literature Review APK

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How children progress in their learning, and at what pace, is a focal point of the 2020 curriculum structure (Donaldson, 2015, 52) The Donaldson Report emphasises that teachers need to set tasks and select resources that build on prior knowledge and experience and engage interest. (Donaldson, 2015, 67) Continuous learning is about validating and extending one's background knowledge. There are many studies that provide evidence for a strong positive impact of prior knowledge activation on learning. Prior knowledge refers to information the learner already knows. (Fontichiaro, 2010, p.12) Prior knowledge is organized in schemata (the plural form of schema): abstract, generalized mental representations of our experience that are available to help us understand new experiences. (Sitti Nurpahmi, 2015, p.30) Teachers must therefore assess and build on the background knowledge students possess. (Fisher, D., Frey, N. and Lapp, D., 2012 p.10)

Assessing what a child already knows allows teachers to be more precise in their teaching, avoiding the need to make guesses about areas of confusion or gaps in understanding, it also alerts the teacher and learner of any misconceptions which can be addressed. Caption writing as an example of prior knowledge assessment which can provide a reasonable understanding of their relevant background knowledge. If students can supply appropriate vocabulary for the images they see, they probably have the related concepts. (Fisher, D., Frey, N. and Lapp, D., 2012 p. p.5)

One strategy used for activating prior knowledge is mobilisation; a bottom up strategy where learners are encouraged to bring to mind all knowledge they possess in a certain topic that are only loosely connected and have not yet developed into a coherent knowledge structure. Another strategy used to activate learners' prior knowledge is perspective taking; at top down strategy where participants are assigned a perspective from which a text should be read.(Wetzels, 2011, p.17).

The effectiveness of mobilisation and perspective taking strategies is assumed to be influenced by the learners' prior knowledge. Arguably mobilisation is more suitable for learners with lower levels of prior knowledge, whereas perspective taking is assumed to be more suitable as learners' prior knowledge increases. (Wetzels a, 2011, p.18). Aligning the activation strategy to what learners already know about a certain topic strengthens the beneficial effects of prior knowledge activation on learning. (Wetzels a, 2011, p.21)

However, the availability of prior knowledge is insufficient to reach higher learning outcomes, instead it provides learners with a relevant context in which new information can be integrated into the framework by establishing relationships between the activated set of concepts and the newly provided information. (Wetzels , 2011, p.17)

Activating prior knowledge improves both listening and reading comprehension. (Brown 2006, p.2)By helping students organise their learning by thinking about their purpose for listening or reading, it allows students to create meaning, connecting what they are reading or listening to what they already know. Words spoken, or on a page are transformed into ideas that can apply to real life making them easier to understand and remember. (Eikmeier, G.M., 2008, p.77)

An individual's background knowledge develops through interaction with people, places, experiences, Internet sources, texts, and content formally taught. However, it cannot be assumed that prior knowledge exists. Students arrive at school with increasingly diverse background knowledge, experiences, and aspirations. Therefore building prior knowledge by creating intentional learning activities that provide a strong foundation and level the playing field for all learners is essential. (Fontichiaro, 2010, p.12)

Critical Reflection APK

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I have continuously aimed to set tasks and select resources that build upon prior knowledge and experience. For example, bingo games as a starter for lesson; pupils were given a sheet containing, answers to questions based on the previous learning from the previous lessons. Pupils were asked at random what answer they had given, and a show of hands of pupils who had the same and then different answer. Any incorrect answers highlighted misconceptions which needed to be addressed before moving on. These were key learning points for the lesson ahead of them, without assessing their previous knowledge, these misconceptions may have been left unnoticed and would potentially only embed deeper in their understanding making it more difficult to address later on. Pupils responded well to the task, they were engaged and enthusiastic, it set a good tone for the rest of the lesson.

Another approach I have used, based on mobilisation, students were asked to begin completing a spider diagram of life during the 19th century. Most students were able to reflect on what they had learned during the previous topic, low wages, long hours, dirty living conditions.

After 5 minutes as a class we filled in the spider diagram on the board, this also 'levelled the playing field' for pupils who had perhaps missed lessons on the Industrial Revolution or has forgotten some concepts.

Activating student's prior knowledge set the scene for introducing Chartism. Students were able to make relationships between the new information on the Chartists and their previous knowledge of the Industrial revolution. For example, the new information was understanding the demands of the chartists, 'for ordinary people to have the right to vote so to improve their quality of life' which was built into their framework of knowledge that the quality of life for working class people at the time was poor.

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