

Overview

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Name: Olivia Selby

Student Number: 1900165

Assignment Title: 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.

Pathway: Secondary English PGCE

Targets for previous assignment:

- 1) Continue to develop critically in your writing, rather than being too descriptive in places.
- 2) Ensure that all referencing meets with Harvard conventions and consider extending your reading.

OneNote link:

https://uwotds-my.sharepoint.com/:o:/g/personal/1900165_student_uwotds_ac_uk/EhQb4pjQYqBBuu_pcWpWdgUB6KegaktfHF6jG0-vyFqzoQ?e=T041Wi

Assessment for learning

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Example One: Year 10 Media Studies lesson

Example Two: Year 7 English lesson

Example Three: Year 7 English lesson

The illustrative examples can be found in the three sub-sections.

AFL Illustrative Example 1

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Figure 1.1 - PowerPoint slides showing preparation up to the final written response (formative assessment) for a Year 10 Media Studies class. The PowerPoint slides are all tools to prepare them for their written response, they will not have the information for these slides for the assessed piece, however they will have the similarities and differences sheet as you can see in figure 1.2.



This example comes from a Year 10 Media Studies lesson which the class is made up of all mixed ability pupils. The focus of the lesson was the representation of women in video games, this is a topic that will come up in their GCSE exam. I chose to do this lesson in the form of introducing one game then introducing the other and then go onto comparing and contrasting the two together as historical and contemporary examples.

When it comes to improvements and evaluative points for this lesson, I could have improved the similarities and differences page by using a IWB to put an example down for each section. However, the classroom I was in didn't have an IWB so this was not able to be done. Next time I will think of a different way to do this, perhaps using a visualiser or adding in some examples prior to the lesson on the PowerPoint slide.

1983 Dragon's Lair

D: intimidating
facial expression.
C: he is ready to fight.

Less armour.
Connotes he doesn't need armour as he is so powerful.

(D) man is the woman more protagonist.
C: more power.

blonde hair,
blue eyes,
stereotypical

2019 Contra

showing off
masculinity
connotes he is fighting
for a night.

Dragon's Lair

Woman looks very reliant on the man.
C: She needs him.

Less clothing - sex appeal.

CONTRA ROGUE CORPS

Woman looks more powerful, more clothing and weapons.

Examine the representations of race in the historical game *Go* and use the accompanying guide (page 178)

Band	Mark	Key knowledge and understanding of the key concepts of media studies to answer these questions
3	12-15 marks	- Examine selected aspects of the video game genre and one other media which explores race with representative accuracy of the representations of race - Examine selected and appropriate relationships between the video game genre and - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race
4	16-18 marks	- Examine selected aspects of the video game genre and one other media which explores race with representative accuracy of the representations of race - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race
5	19-20 marks	- Examine selected aspects of the video game genre and one other media which explores race with representative accuracy of the representations of race - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race - Examine selected and appropriate representations of race

Band 4 - A very good attempt at answering this question.
 You have used media language confidently.
 E&S: Try and reflect ~~off~~ on the stereotypical point of view of moles in the gaming industry.

Thank you miss. I will take your comments on board for future regence. -Elliea

Figure 1.4a - Page one of written response from one of the high achieving pupils in the class. The work was teacher assessed as you can see from the figure above and the ticks throughout showing where a relevant point has been made that would have earned that pupil the marks to get them at band 4.

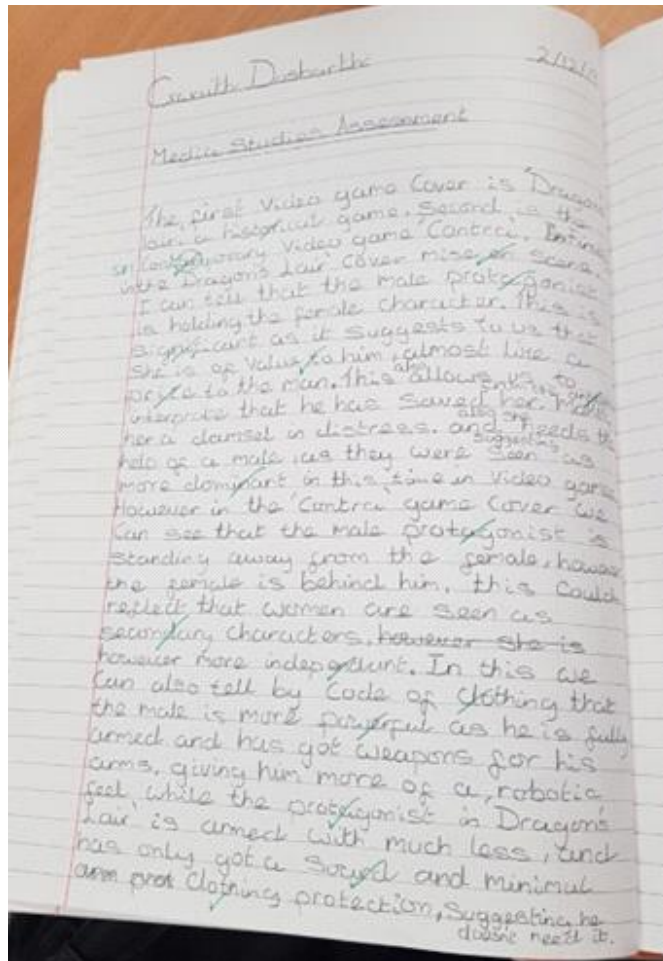


Figure 1.4b - Page two of written response. This type of response was vital for this class to make sure that they have worked from the work done in lesson and produced a valid, coherent and clear written response in relation to the question. The exam for the pupils in the summer entails many long written pieces like this one, which is why it had to be done. To prepare them time management wise, writing style and understanding questions.

~~decrease~~ ^{decrease} ~~note~~ ^{note}

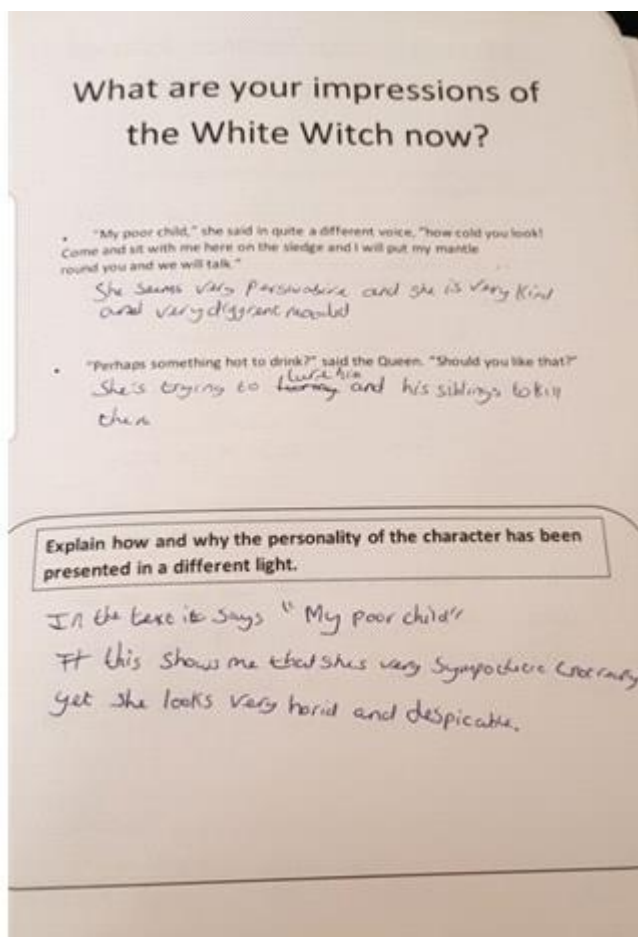
Next, I can ~~note~~ that the ~~pre~~ male protagonist used in the Contra game cover is showing more ~~skin~~ and ~~hair~~ ^{musculine} in contrast to the male character from the Dragon's Lair cover. From this I can conclude that the male from Contra is more confident in his power and is looking for conflict and maybe a fight with other characters. We can also tell this as the rest of the characters included are more behind and. Signifying that they are less significant and maybe intimidated by the man. In contrast to this, the male in Dragon's Lair is dressed as a knight and fully armed and dressed, this may suggest to us that he is not interested in anything over completing his mission to save the female, and come more prepared to get his job done and finished other than go around and try to show masculinity to frustrate others and get distracted and into trouble.

In conclusion, Overall there has been minimal changes to males representation in the gaming industry as they are still perceived as of more importance, strength, and power to the female. As we can tell from pre 1990's onwards.

AFL Illustrative Example 2

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Figure 2.1 - Work sheet completed by the pupils with assisted questions to begin, with an ending explain question which would be self-assessed in the next lesson to track if they have answered an explain question correctly.



This lesson was for a mixed ability Year 7 English class who had looked at character for several weeks. This work was based on the White Witch in the book and film Narnia. My idea was to get the pupils to analyse their impressions of the witch from quotes showing her as a nice person with the other side of the handout showing negative representation of her through direct speech. The class worked really well with this topic as you can see from the pupil example in figure 2.1, and assisted myself in bringing all of their work together using the IWB as you can see in figure 2.2.

Figure 2.2 - Lesson outcome after feedback and questioning from pupils worksheets using the interactive white board. This was to ensure that the pupils who hadn't completed the explain answer, or those who have but to not a high quality, understand what information we need to look out for in order to hit those marks in exams/tests. Due to this being a year 7 class I used self-assessment and class feedback with myself leading it at the IWB to produce this for the pupils to add in anything they might have

missed from the quotes. Also, so they begin to see how you annotate a quote effectively.

Used to enhance her expression.

What impression do we get now?

→ tone → Why?

→ The word 'poor' creates a needy tone to her voice.

- "My poor child," she said in quite a different voice, "how cold you look!" Come and sit with me here on the sledge and I will put my mantle round you and we will talk."

→ Use of the exclamation mark is not to show volume, but instead to show her concern.

- "Perhaps something hot to drink?" said the Queen. "Should you like that?"

Change in tone has been done to persuade him.

AFL Illustrative Example 3

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This lesson was for the same class of year 7's as the example 2 previous, their mixed ability class dynamic worked really well with this form of varied response by having the teacher and class model to scaffold them into their own written response.

Figure 3.1 - Lesson plan detailing the aim for the lesson prior to it taking place. As you can see the teacher purpose for myself was to help the pupils in a series of bounce questioning to help them expand on each other's points while we complete a class model together, before an independent response is completed. This is scaffolded this way to help the pupils who are not sure on what to do with an example in front of them, and those who are confident, it should help to enhance their response to a higher level.

Teaching & Core Learning	➤ I will provide a teacher example of a PEDAL response to a quote from the text. ➤ I will complete a class response, typing it out on the computer as the pupils tell me what needs to do under point, evidence etc. ➤ I will circulate the room giving assistance where needed when completing the independent example.	➤ Pupils need to assist a class example. I will be bounce questioning to see if pupils can expand on each others ideas. ➤ Pupils need to complete an individual response using both that have been provided/completed.	➤ IWB ➤ Powerpoint ➤ Exercise books
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Plenary	➤ Bring pupils in a few minutes before the end of the lesson to discuss what they have done for their individual response and getting them to self assess their work.	➤ Pupils will need to explain their rationale for their explanations.	➤ Visualiser ➤ Exercise book
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Figure 3.2 - Teacher model which was given to the pupils first, before the class and individual responses were constructed. This was first presented blank to the class and together we worked on highlighting where I had hit the point, evidence, device, analysis and link to make sure all parts were highlighted clearly for the pupils use during the other examples.

- Point
- Evidence
- Device
- Analysis
- Link

HIGHLIGHTED TEACHER EXAMPLE

I get the impression that the witch is extremely pale. The text states, "her face was white... white like snow." The use of the simile 'white like snow' suggests her face is startlingly white as we associate 'snow' with being pure white in colour. This therefore makes her appear to look quite unusually pale in respect of her appearance when we first meet her.

Figure 3.3 - Class model with 5 ticks to show each area of the success criteria on the lesson plan has been hit. This method of self-assessment that was done as a class was really great to check that the class response we did was in fact to the highest level. This gave the pupils confidence in doing this after

they done their own response.

- Point
- Evidence
- Device
- Analysis
- Link

CLASS EXAMPLE

“A very different person – a great lady, taller than any woman that Edmund had ever seen.”

I get the impression that the witch is powerful because she is different to your average person. The text states "A very different person – a great lady, taller than any woman that Edmund had ever seen." The use of the adjectives 'great' and 'taller' suggests that she could be an intimidating and scary person. This therefore makes her seem like a very manipulative and overpowering character.

Figure 3.4 - Guidance for individual response that was displayed for the pupils to complete their own. This was done for those in the class who weren't as confident, although it was voiced that those in the class who wanted to use different words can if they feel confident to do so, with the insurance that they keep the point, evidence, device etc the same as that is where the marks come from.

- Point
- Evidence
- Device
- Analysis
- Link

INDIVIDUAL EXAMPLE

“It was a beautiful face in other respects, but proud and cold and stern.”

I get the impression that the witch is

The text states

The use of the suggests

This therefore makes her

To reflect on this part of the lesson, I would have left 10 minutes at the end of the lesson to get the pupils to complete a formal peer-assessment with a parking scheme they have done a lot of teacher and self but not as many peer marking.

Cross-Curriculum responsibilities

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Example One: Year 7 English Lesson

Example Two: Year 9 English Lesson

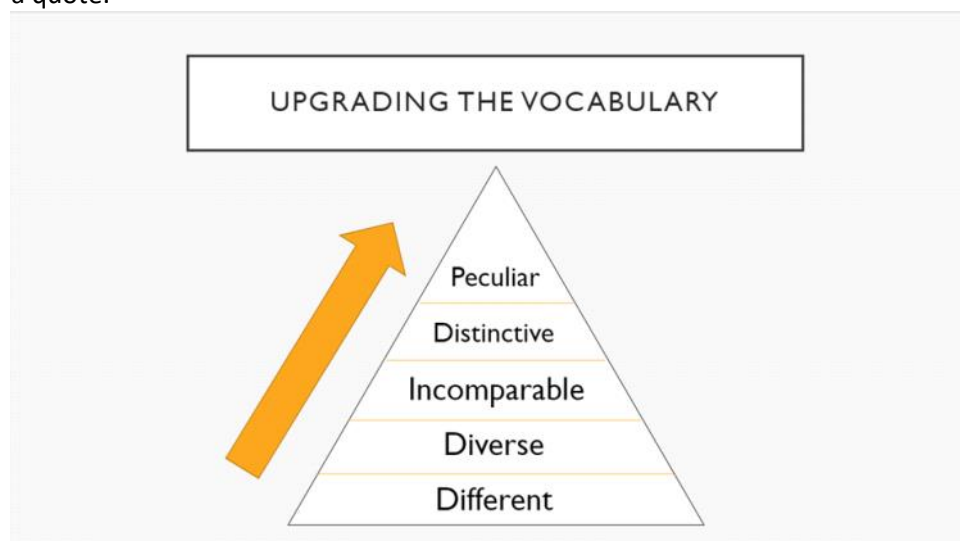
Example Three: Year 7 English Lesson

The illustrative examples can be found in the three sub-sections.

CCR Illustrative Example 1 - Literacy

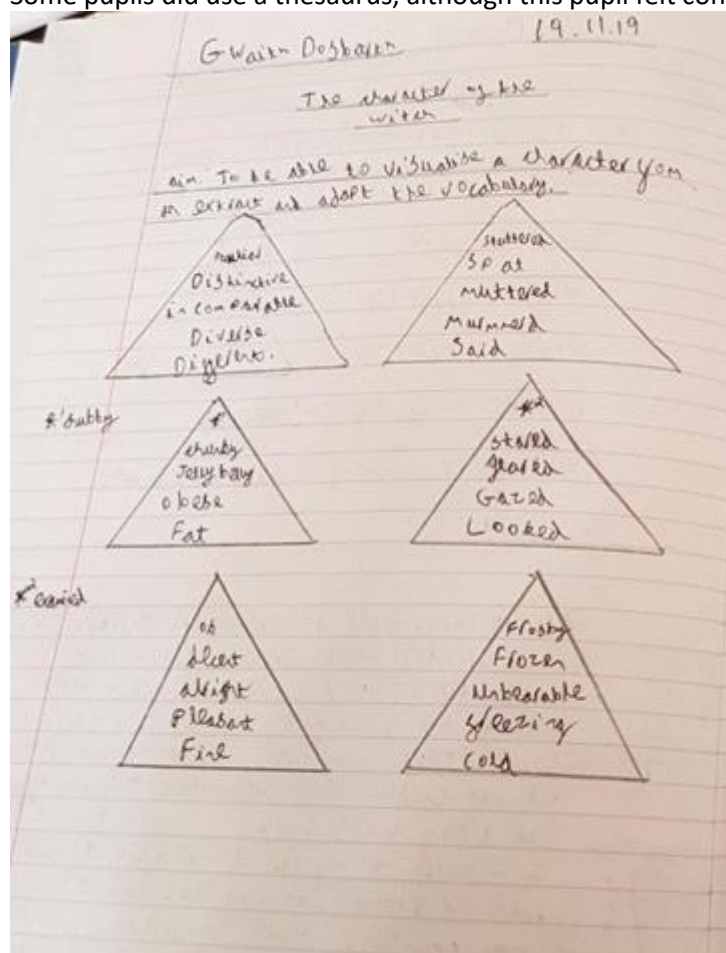
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Figure 4.1 - Presentation slide of a teacher example on how to improve vocabulary. This was done to get the pupils used to being able to use a variation of words and phrases to enhance their point or describe a quote.



This was taken from my Year 7 class made up of all mixed ability pupils, including one with ALN. This task brought in their use of a dictionary, focusing on reading and adapting words to either make them easier for them to understand, harder or just different. The task went really well considering the variation of abilities in the class with some pupils coming up with words that sound better than the one used by the original author.

Figure 4.2 - Pupil upgraded vocabulary example. This is what one of the pupils created, using nothing. Some pupils did use a thesaurus, although this pupil felt confident doing it independently.



To reflect on this lesson, I would have used this pupils work under the visualiser after the first 3 were completed to show the class some examples of their peers work as I think it is important to praise pupils while also assisting those who are perhaps struggling. This not being done was all down to time management which is something I need to work on, ensuring time is left at the end of each lesson to recap the learning, question and draw in their understanding on the topic.

CCR Illustrative Example 2 - Numeracy

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This example has come from my Year 9 English class. The class is made up of mixed ability pupils with some needing additional support due to having ALN. The class had been doing Dracula for their assessment and while I found it hard to incorporate numeracy into my English lessons, this one seemed to instantly fit in. The tension graph worked extremely well for all students being able to access it. It is a theory that I will be using again whenever there is the opportunity in both English and Drama lessons.

Figure 5.2 - Teacher example of first 2 tension points. This was done to bring numeracy into a year 9 lesson where the topic was gothic literature. As a class we looked at the first 2 points, how tension was increased or decreased depending on the part of the text and what was happening.

How does tension increase or decrease?

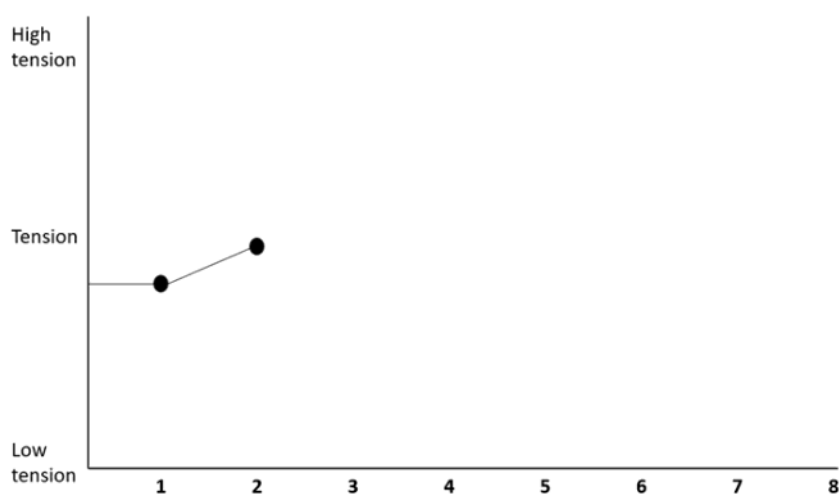
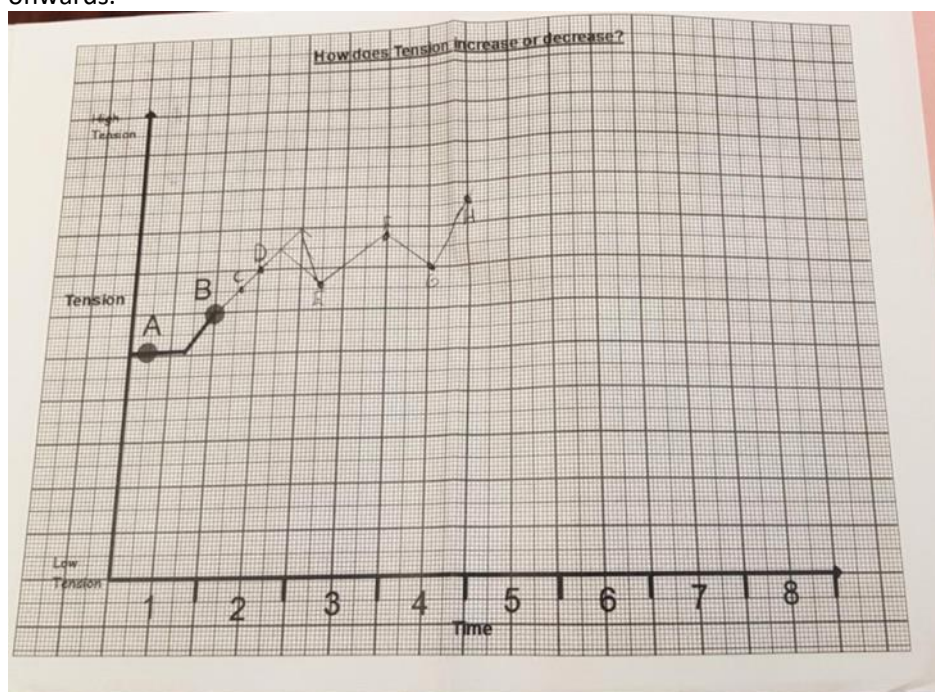


Figure 5.3 - Pupil example from one lesson where they have confidently completed their own tension graph from paragraph 2 onwards.



CCR Illustrative Example 3 - Digital Competence

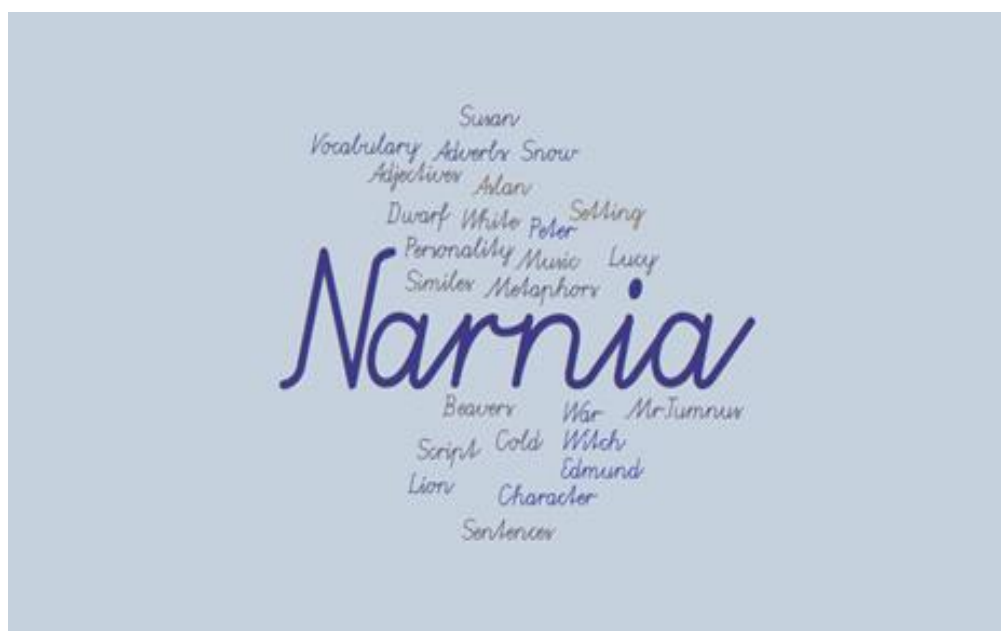
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Figure 6.1 - Pupil example from English lesson showing all information learned over the term. The pupils used the online software 'Word it Out'.



This lesson worked extremely well for my Year 7 mixed ability class, and acted as a fun lesson for them to end that unit of work with me before they do their written assessment over the holidays.

Figure 6.2 - Pupil example of completed word count, documenting everything in class that was retained about the characters and techniques looked into. This will be stuck into the pupils books to show they have summarised what they have learned and also to show they have practiced their digital competence skills. In order to get this printed they had to convert it onto a word document, crop the image and email it to a relevant member of staff, most of the class learned how to do this for the first time.



Blend of approaches including problem solving, creative and critical thinking

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Example One: Year 7 English Lesson

Example Two: Year 7 English Lesson

Example Three: Year 9 English Lesson

The illustrative examples can be found in the three sub-sections.

Blended Teaching Illustrative Example 1 – Problem Solving

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Figure 7.1 - Example from pupil 1 from the same Year 7 class as AFL example 2 and 3. This lesson consisted of finding where the speech marks need to go in this text. The whole class had never learned how to use speech marks before so this was an activating their prior knowledge task for when they have read books in primary school that included direct speech between two or more characters before the lesson.

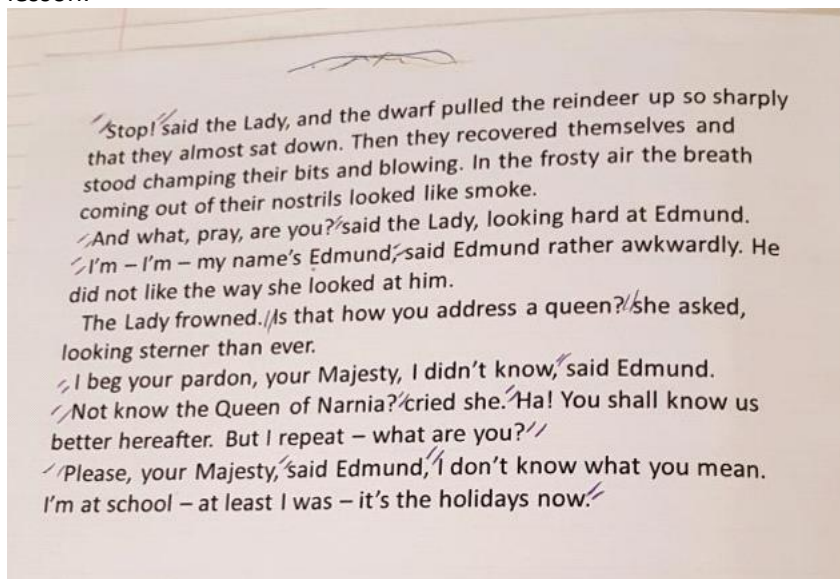


Figure 7.1b - Example from pupil 2 work That did the same as above but also highlighted the speech to make it more clear. Next time, I would get the whole class to do this as it looks a lot more clear than pupil 1's work.

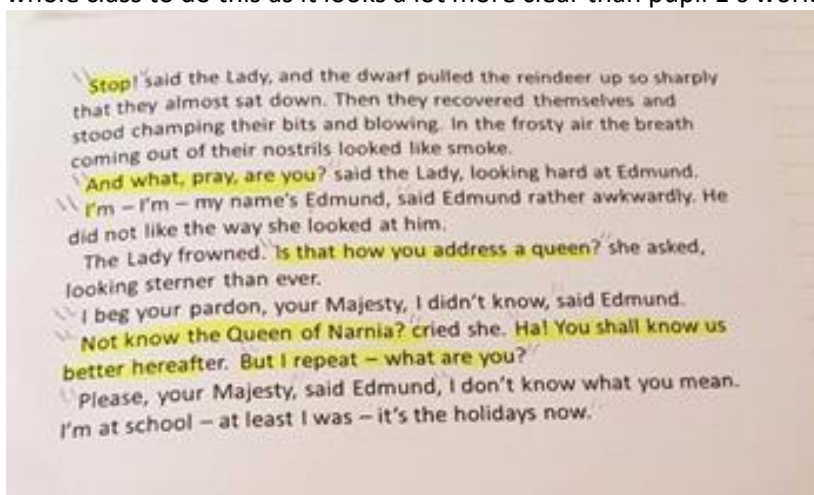
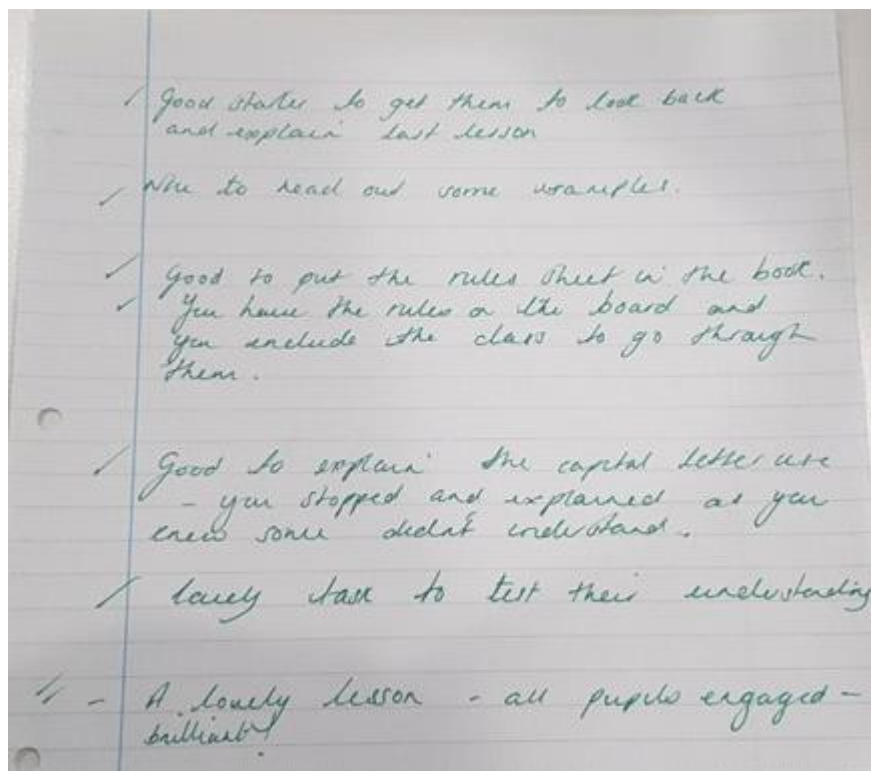


Figure 7.2 - Mentor notes on use of IWB for this task to APK their knowledge and gets them all involved by putting the answers on my blank example on the PowerPoint themselves.



I was very pleased with how this lesson went, with the feedback from my mentor reflecting on this. This allows me to conclude that the blend of approaches worked well for this particular class in this lesson.

Blended Teaching Illustrative Example 2 – Creative Thinking

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Figure 8.1a - Pupil example of creative writing from my Year 7 class after carrying on from the chapter in the text. For this the class got into pairs and made their own extension from Chapter 4 of the book Narnia. This allowed them to think creatively as they had not seen the next page, so do not know what would happen next.

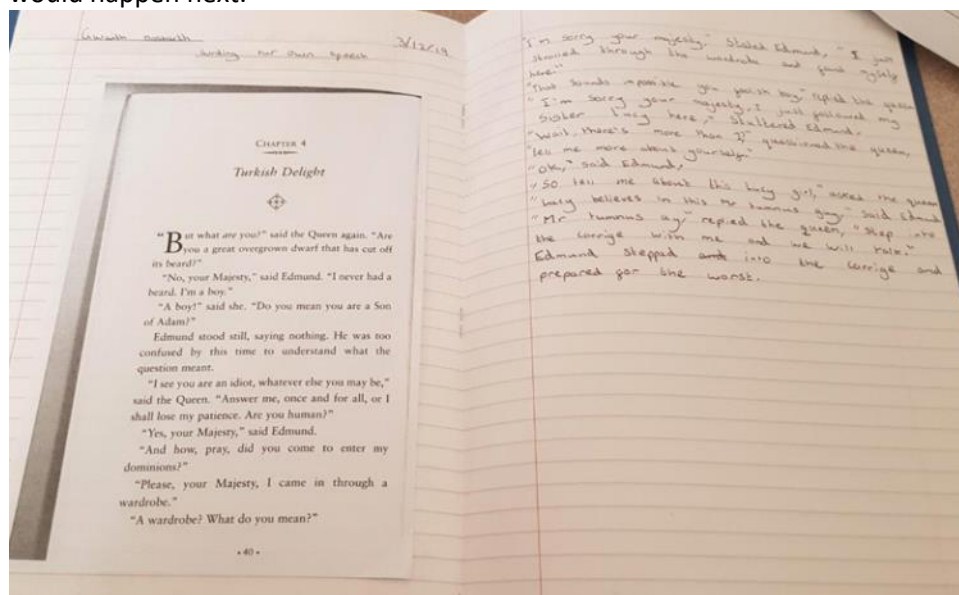


Figure 8.1b - Close up of written response by pupil 1

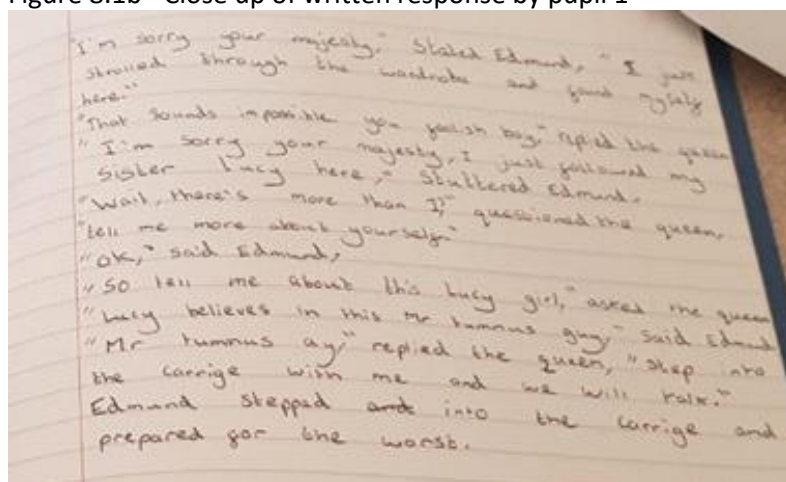


Figure 8.2a - Pupil 2 example of creative writing after carrying on from the chapter in the text. The work that was produced by all pupils, including pupil 2 was very impressive, especially considering they had not done anything like this prior.

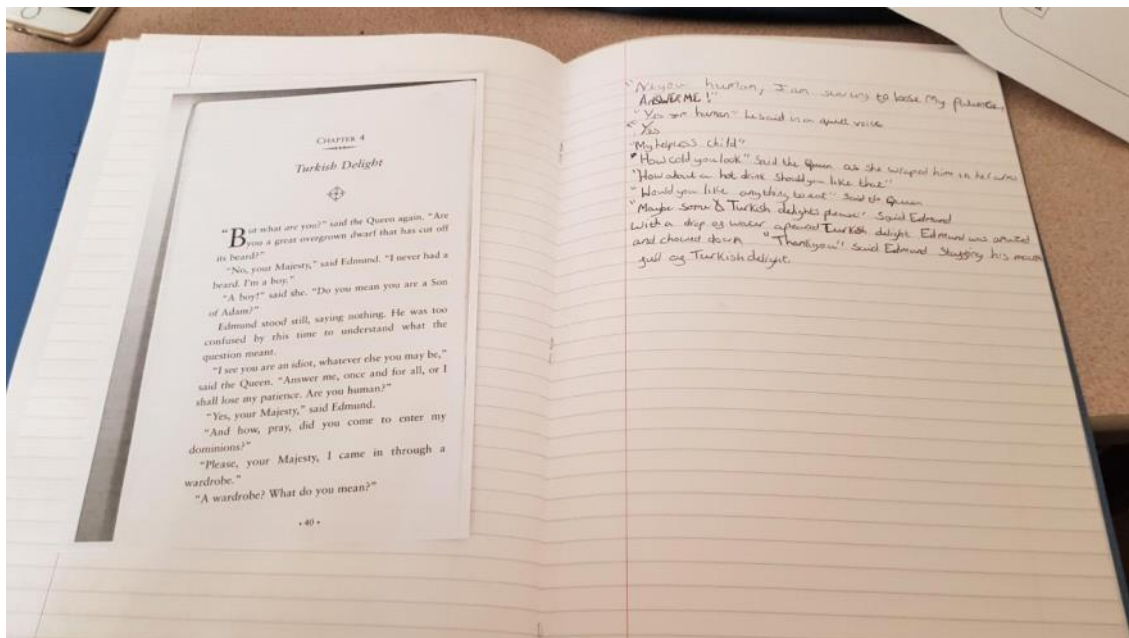
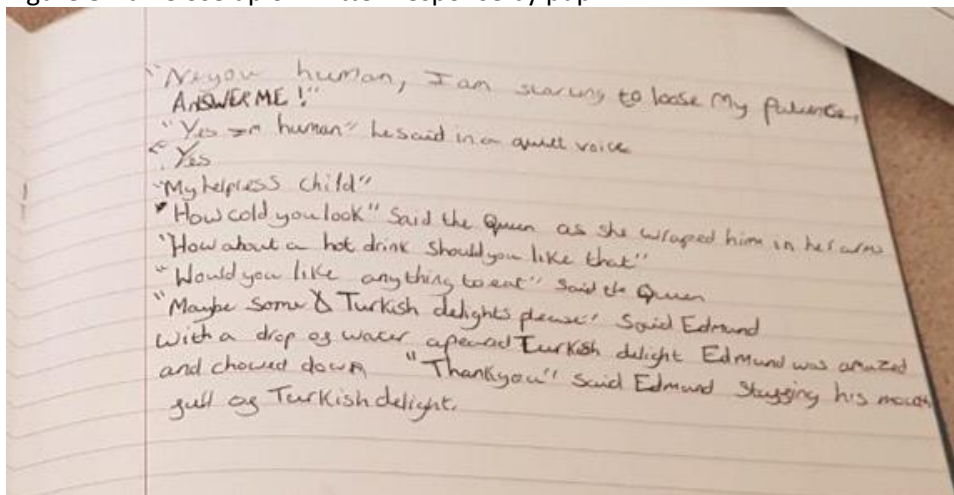


Figure 8.2b - Close up of written response by pupil 2



Overall, this lesson went very well, with work produced that blew me away. The way the pupils can do a creative piece of writing for the first time ever with no lessons taught on techniques to do so is very impressive. I wouldn't change anything more about the lesson itself, except give them perhaps another half of a lesson to do more.

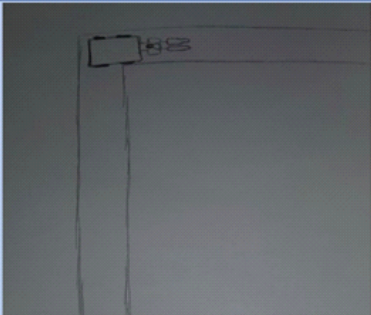
Blended Teaching Illustrative Example 3 – Different approaches within one topic

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Figure 9.1 - Direct teaching example that was shown before the Year 9 class were made to do the same for paragraphs 1 - 8 in the text for their assessment. I brought in the use of drawing to provide a visualisation and a written response, close and far to be able to engage with a phrase and a word to enhance the writing.

Paragraph 4

Visualisation:
"He suddenly turned down a narrow road which ran sharply to the right."



Phrase effect: "turned down a narrow road which ran sharply"
The use of the preposition 'down' in the phrase 'turned down a narrow road which ran sharply' gives the reader an instant sense of uncertainty. The idea of will he make it or not is a common expectation of events in gothic fiction to create suspense and worry.

Individual word/technique effect: "sharply"
The use of the adverb 'sharply' makes the turn seem risky and worrying. This has been done to emphasise the severity of the turn they are trying to make.

Figure 9.2a - Individual responses (visualisation and written response on effect) to help them with their assessment. The feedback from the class was very promising with all thinking the visualisation helped them to be able to complete a written response more confident.

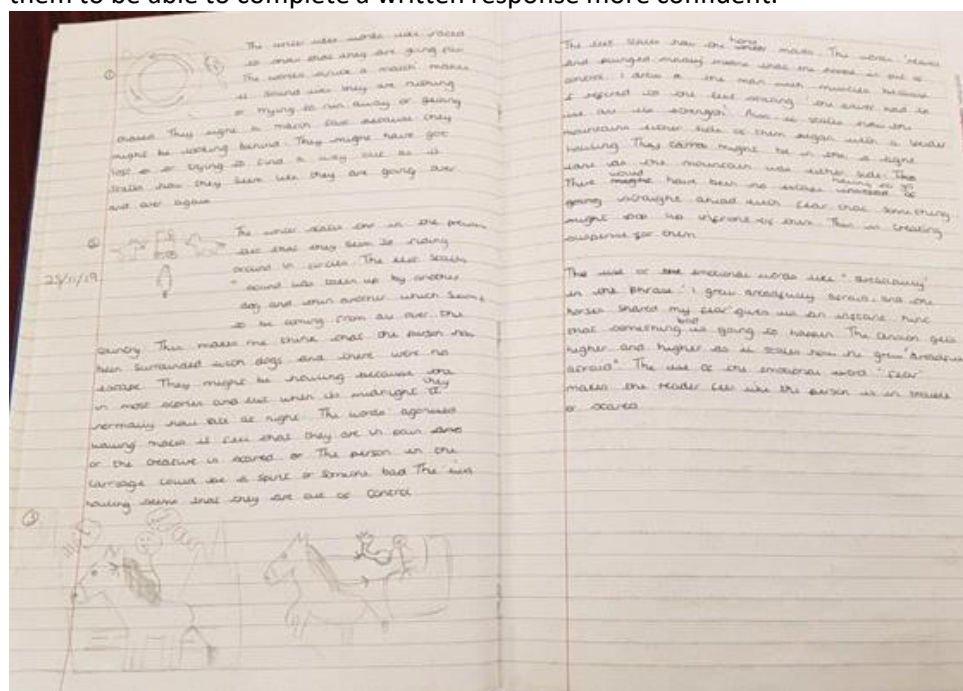
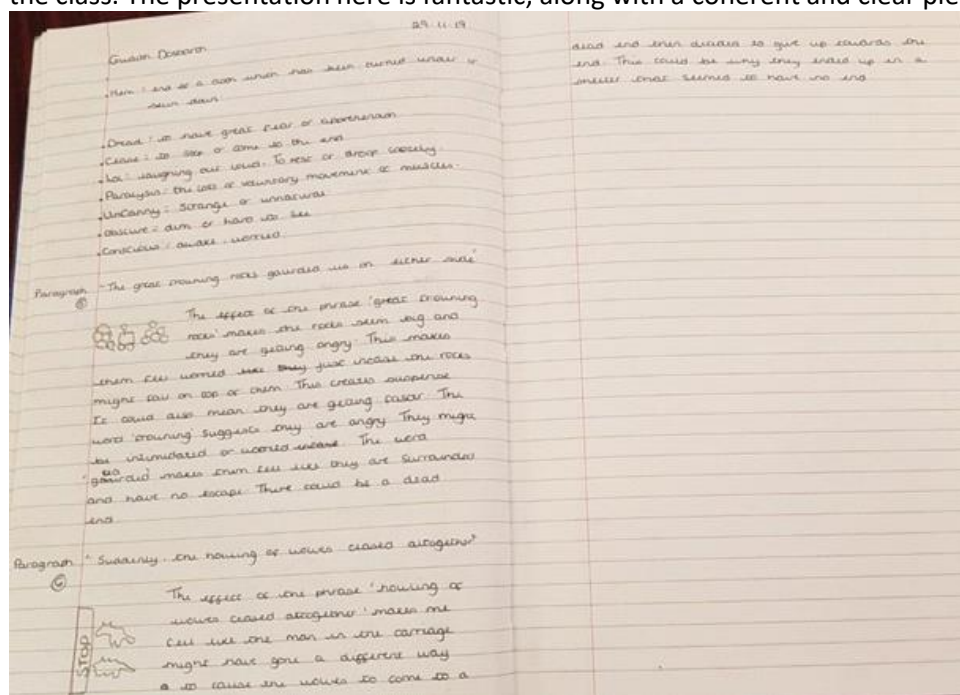


Figure 9.2b - Individual responses (visualisation and written response on effect) from another pupil in the class. The presentation here is fantastic, along with a coherent and clear piece of analysis.



In reflection of this lesson, the blend of approaches including direct teaching, modelling, critical thinking, independent work, think-pair-share and visualisation worked incredibly well to ensure the pupils were engaged for the entirety of the lesson. The lesson was purposely heavy due to the time constraints in getting this assessment finished by the end of term, however the blend of approaches allowed it to seem less repetitive and more fun and engaging.

Critical reflection

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This assignment has been formulated through research on three pedagogical principles out of a possible twelve from Donaldson's (2015) report. It also discusses the planning, implementation and reflection on the practices during my experience as a teacher. The principles I decided to focus on for this assessment were as follows, assessment for learning, cross-curricular responsibilities, and employing a blend of approaches including problem solving, creative and critical thinking. For the assignment a range of literature has been read and critically evaluated in relation to each of the pedagogies individually to reflect against my own teaching and learning. As present in this portfolio, there are carefully selected and annotated images from lessons that have been conducted throughout my time at my placement school, this ranges from year 7 to year 10 and from English to Media Studies. The purpose of this and my analysis of my own lessons against literature and different theories is to allow me to improve on not just my own teaching but also, my own knowledge and how I adapt myself into the teacher I need to become for the curriculum, pedagogies and the learning of the pupils I have in front of me.

Good teaching and learning means employing assessment for learning principles.

Assessment for learning is important for the progress of the pupils understanding with a topic. Black (2003) discusses how AFL serves to a number of purposes in teaching day to day, the first being to produce results for the school. Secondly, for pupils GCSE results that carry them into the future. Thirdly, to promote students' learning. William (2018) provides 5 strategies in which he believes represent successful formative assessment in the classroom. The first strategy is to get the pupils to understand what is happening in the classroom and how success is measured for them. The second strategy is to develop effective classroom strategies to measure success. Next, working with the pupils to be able to provide better understanding and solutions. Working with the students to get them involved with discussions and group work can help to improve student learning as the forth strategy. Finally, teaching the pupils to monitor and regulate their own learning increasing how much and how quickly they learn. Formative assessments can occur several times within one lesson (Black and Harrison and Lee, 2003). This can include questioning, feedback, peer assessment, self-assessment and target setting (Cambridge Assessment, 2020). Harmer (2008) explains how it takes time to understand the way in which your pupils think; using these methods of AFL it will allow you to get to this understanding level needed for the highest level of learning for all, especially for mixed ability classes. Black (2003) explains how the use of AFL in lessons does not need to be a 'leap in the dark' but instead implemented through step by step changes in the teaching and learning. OFSTED (2018) reports that the most important role of the teacher is to raise attainment levels. Like William (2018), OFSTED states the idea that teachers expectations of their pupils need to be high to enhance their knowledge, previous and present in the class, along with the idea that pace and depth of learning are maximised for the purpose of the pupils (OFSTED, 2018). From work completed by Hattie (2011), positive feedback has been viewed to have a great impact on the learners achievements, it helps the learner understand what 'excellence looks like' and is therefore more visible to them.

As mentioned by James (2006), it is no accident that the word 'assessment' originates from the Latin word meaning 'to sit beside' as the integral part of AFL is to observe what a person or set of people do. Therefore, I recorded the importance of reflecting and understanding exactly what I did with my classes and how the pupils progress could be tracked from the different methods of assessment. As you can see in figure 3.1 - 3.4 which shows the slides from my year 7 English class, a progressive use of assessment for learning is key for point, evidence, explain style questions. This is to help develop the lower ability pupils to scaffold them to access the individual writing piece, and to guide those who are consistently good writers to produce a very well written piece of work, the importance of this came from Harmer (2008). The use of self, teacher and peer assessment in this lesson worked really well as mentioned by Black, Harrison and Lee (2003) due to AFL being

calculated several times making the lesson about the pupils learning and not about the teacher fitting in too much or too little. From the teaching and learning in my year 10 class I understand the importance for them to build on previous knowledge and experiences, instead of it being very teacher led for one hour and them copying information into their books. As you can see from example 1 which was taken from a year 10 Media Studies lesson where the topic was gaming, a topic I had much less professional knowledge on than others. Although, the benefit of this was that the pupils were their own teachers, building on their previous knowledge on the representation of men in gaming in order to prepare themselves for a compare and contrast question. Figure 1.3 and 1.4 show a pupils written response to how men were represented in pre 1990 and modern games, although it is important to note this response was able to be written confidently by an unexperienced gamer in the class due to the dialogic teaching that took place throughout the course of the weeks lessons. This was particularly beneficial as it gave the learners a clear view of what their understanding was and mine through pure discussion. After investigating this way of assessment and feedback I found from the Cymry Ifanc (2010) report that feedback in the form of grades or marks can have a negative effect on learning. Instead we should be using comments as they are proven to be more useful to guide pupils further and close any gaps in the learning. To reflect on this, for further assessment practices with this GCSE class, I will focus less on banding their work and instead be more thorough with the WWW and EBI marking of their work. This assignment was prepared with a success criteria, this is vital in the feedback so the learners are fully aware what the marker is looking for, what is expected of them, as well as acting as a form of recap over what they have learned and therefore should know. As mentioned by Cymry Ifanc Young Wales (2010) on the current curriculum, the use of a success criteria will allow learners to produce better quality of work and help with self/peer assessing. It also states that a powerful strategy to adopt would be the use of exemplars to generate a success criteria, having the pupils to determine which is the better piece of work to them form the basis of the success criteria (Cymry Ifanc, 2010). This is a method I will be adopting into my own practice for future lessons, to get the pupils more confident in assessing their own work by producing their own success criteria. This just amplifies its importance further, especially with it being such an imperative part of Donaldson's (2015) Successful Futures report on the development of a new Welsh Curriculum.

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

Focussing on literacy, numeracy and digital competence across all areas of learning is essential for the learners to be able to become successful in their work and futures. This is the reason the idea of those three being the responsibility across the whole curriculum, not just English, Maths and ICT, is being embedded so heavily and focussed on throughout many schools in Wales (Hwb, 2019). Developing pupils' digital skills is a vital part of the cross curricular responsibilities that all educators have, it should not be confused with ICT as its importance goes much further than that; DCF is vital for the progression of digital skills which can be transferable to the world of work from the classroom across various subjects (Welsh Government, 2018). All departments in a school within South Wales have been instructed as part of their schemes of work to add in tasks in their classrooms that are based around the Digital Competency Framework, this is correspondent with other schools' curriculums I have looked into. The purpose for this is to improve the use of software and to give those who may not thrive on paper, the chance to do well in their work in this exciting way (Estyn, 2019). A Curriculum Pioneer School in Swansea has created a fantastic initiative based around the areas of focus demonstrated in Donaldson's (2015) Successful Futures, these areas include iCommunicate, iCalculate, iDiscover, iThink, iCreate and iThrive, linking closely with the focuses on digital competency, numeracy and literacy that all schools' have adopted (Estyn, 2018). Welsh Government (2013) in their report set out their aims for the addition of their literacy and numeracy framework to schools, these aims include the support given to teachers of all subjects to be able to identify and provide opportunities for learners to apply their literacy and number any skills across their other areas of learning. This is along with the promise to help determine learners progression in literacy and numeracy, with the purpose of supplying parents/guardians with reports on their progression, the same would apply with DCF (Welsh Government, 2013).

Literacy includes strands of oracy, reading and writing across the curriculum (Welsh Government,

2013). As you can see in example one, the importance of literacy is present in my year 7 English lesson. As an English trainee teacher, all of my classes are literacy heavy, with a focus on technique, reading, writing and oracy throughout each scheme of work. Figure 4.1 is from the PowerPoint presentation used for the class, it is a teacher model example to show the pupils what the expectation is for the 'expand your vocabulary' task. The outcome of the lesson from one pupils work in Figure 4.2 shows the pupils ability to upgrade their vocabulary, this particular pupil had done this task independently, with no dictionary or thesaurus which was a choice for all pupils to get the most accurate synonyms. It is important to recognise that these pupils would only be able to upgrade this vocabulary if they are confident readers, otherwise how else would they understand what word would be best changed and what it would make sense to change it to? This is why literacy is so important, in particular, reading (Education Endowment Foundation, 2020).

Numeracy includes strands of developing numerical reading, number skills, measuring skills and the ability to use data for a purpose (Welsh Government, 2013). I found it particularly difficult to include numeracy into my English lessons as the opportunity to do so in a relevant and effective way is very challenging. The opportunity eventually came available with my year 9 English class during our work on gothic fiction. As you can see in figure 5.1 and 5.2, the use of a graph was used to show the increase or decrease in tension throughout a passage for a written assessment, the use of the graphs were very positively used by the students as it made their understanding of tension in different parts of the extract more clear and coherent. This perhaps is not the numeracy that is so vital for their futures, although it did get them used to using graphs in a different environment to their usual maths lessons. National Numeracy (2020) reports, the essentials of numeracy to ensure that skills and attitudes towards the use of numbers and data is practices throughout the curriculum as it is something that will arise throughout a pupils life at home and in the world of work.

Digital competence, as mentioned above, includes the ability to have digital skills ready for the world of work after education, which is said for LNF as well (Welsh Government, 2018). Educational Endowment Foundation (2020) suggests that evidence supports technology as a supplement to teaching rather than replacing traditional approaches. An example they give is that they can support teachers to provide more affective feedback or have more helpful outcomes of work (Educational Endowment Foundation, 2020), this is the case for my lesson. With my year 7 class I used digital competency as the last lesson to tie together all the work throughout the term. The use of computers excited the pupils and allowed them to get most out of the use of the software 'WordItOut'. Also, by doing this they had to learn how to email their documents to the ICT room for printing, this was a new experience for some. Learning how to email on a computer is such an important thing as it is one of the largest forms of correspondence used by companies in the world, therefore learning this will prepare them for the world of work after education as desired by the Welsh Government's (2018) report.

Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

Rosenshine (2008) illustrates the five meanings of direct instruction in teaching and learning, referring to teacher led instruction. This idea is a very controversial one with some literature arguing for its method that dates back to 1893, and others arguing that it is outdated and no longer works for this modernised education system. Centre for Education Research and Innovation (2019) states that creativity and critical thinking are imperative skills for pupils to have. John Dewey, a very influential figure in the history of education, explains how children serve better when they are active participants in their learning which includes being creative and critical of their work (TeachThought, 2019). Like Dewey, Vygotsky highlights how pupils learn at their best Zone of Proximal Development when they are doing their work and completing it independently, he backs this idea of activity theory in education to increase learning where appropriate (Blake and Pope, 2008). Piaget argues with this stating that it is the environment that affects the learning, as well as the idea that:

“The principle goal of education in schools should be creating men and women who are capable of

doing new things, not simply repeating what other generations have done.” (Montessori Group, 2020).

Blake and Pope (2008) detail how Piaget’s theory discusses that pupils need to be taught and confident in their environment to learn at their highest level to make creative and strong beings for the future generation. Vygotsky’s idea does not detail the importance of the environment like Piaget, but it does enhance the importance of ‘social interaction’ as having a key role in the education of pupils, detailing that it is their interactions with one another that make them learn. Like Dewey, Maria Montessori also wanted to make learners more active participants in their own education, seeing direct instruction as ineffective in practice and passive in the teaching and learning of the pupils (Montessori Group, 2020). Montessori’s method of education embeds self-directive, hands-on and collaborative activities to enhance the creative choices within a child’s learning with the teacher merely acting as a guide in this process (Montessori Northwest, 2020).

Critical thinking means making judgements based on a well-thought out processes and requires evidence to support a particular argument or conclusion (Tatsumi, 2018). The use of critical thinking and problem solving in my lessons are important for the pupils to take charge of their own learning, making them the leaders and the active participant in teaching and learning within the classroom. As you can see from Figure 7.1, pupils in my class were made to identify where the speech marks are supposed to go in this text, this made the pupils engaged and participate independently in their own mind to solve the problem. When thinking of creative approaches to teaching, OFSTED (2010) reports how the promotion of a variety ways of thinking and problem solving through a method of creative and effective teaching is important for the education of the pupil. Subsequently, you have to make sure that the lesson is teacher guided and not over-direct towards the pupils, and also there is a clear emphasis on the importance of the development of skills, communication and the ability for the pupils to track their progress with the ambition to understand how one level can lead onto the next with more work. The incorporation of creative teaching and learning as you can see in Figure 9.1-9.3 was to prepare the class for an assessment where they had to answer a question on the creation of fear and horror in a passage. The use of drawing, think-pair-share discussions, and critical thinking with the analysing of phrases and words allowed them to not only get the work done in preparation for the assignment but also engage with it in the best way possible for their ranging levels of ability. As mentioned by OFSTED (2010) in the same report, this is done well through modelling by the teacher which you can see in Figure 9.1 which is a teacher modelled response created by myself. The other example of creative teaching and learning can be seen in Figure 8.1-8.2, this was a lesson where pupils completed their own continuation of a chapter from the book Narnia. This incorporation of creative writing allowed them to engage with what happened and the opportunity to make the rest of the chapter their own. Pupils confidence and pride in achievement was evident at the end of the lesson as was in the research by OFSTED (2010).

Recommendations for further development

The pedagogical principles under Donaldson's (2015) Successful Futures report on the new curriculum is not going to go away, therefore this is not a temporary measure to develop. Instead, the investigation into the principles under his report should be continually tried and tested throughout the teaching and learning stages of a teachers career. Assessment for learning is such a vital part of the learning with both formative and summative assessments tying together much of what counts for both schools and the pupils when it comes to results, rewards and the remainder of knowledge they come to each lesson with from the last. Cross-curricular responsibilities is becoming more important than ever for a lot of subjects, especially LNF and DCF. Pushing these into my lessons throughout my career as a teacher will benefit the pupils indefinitely. Finally, blended teaching is great from direct teaching all the way to creative thinking. It is all dependant on the topic and what works best for that particular class you have in front of you. Therefore, I will continue to read recent literature as more becomes available to continually further my knowledge on investigations and experiments in the classroom with these principles, this will make sure I become the best teacher for myself, for the learning of my pupils and the success of education in Wales.

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