

Overview

Sunday, December 29, 2019 7:57 PM

Prepare a portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles; Assessment for Learning; Cross Curricular Responsibilities and; Employing a Blend of Approaches, Including Direct Teaching.

Elisabeth Ruck

1907674

S-PGCE

Link: https://uowtsd-my.sharepoint.com/:o/g/personal/1907674_student_uwtsd_ac_uk/EhiecFwOPLdHlc_AJF0XIVEBjFOwG8ePu8yK4_JlYxgQfg?e=V9xa9V

Assessment for Learning

Sunday, December 29, 2019

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Pupils marking exam answer

Year 10 pupils, GCSE class. Pupils had just answered a 20 minute 'fact test' on their most recent topic, 'the American economy'.

Rather than asking pupils to answer an exam question straight after a test, I decided it would be better to provide them with an answer and for them to mark it. After this, the pupils were given a brief introduction to their next topic.

The exam question and the exam answer was written by myself but this information was not divulged to the class before they marked and graded it so that there would be no bias. The goal of this was to help the pupils gain a better understanding of what is looked for when the exams are being marked, which in turn will help them understand what they need to put into their answers. I did not want to provide a 12/12 answer but it would likely be an A grade. Most pupils seem to agree that it would be graded between 10-12 but there were some who graded it lower. Pupils also marked using What Went Well and Even Better If which again will help them when writing their own answers. I then took class-wide feedback where pupils gave their grade, why and their WWW and EBIs.

In future, I would dedicate more time to this activity and provide a wide range of examples of grades and level of work in order for pupils to fully understand the good and the bad. I had also put on the board exam criteria, perhaps it would be more beneficial to print this out so that the pupils have this resource in their books themselves.

The exam question created and used for this exercise.

Source A

It is better to sell a greater number of cars for a small profit, than to sell fewer cars at a larger profit. I believe this because it allows many more people to buy and enjoy the use of a car. It also gives a huge number of workers employment and good wages

[Henry Ford, interviewed in an American magazine in the week that the millionth Model T was produced in 1915]

Source B

To keep a slender figure
No one can deny...



[A poster advertising 'Lucky Strike' cigarettes from 1929 encouraging women that smoking can ultimately help you lose weight. Adverts were seen in newspapers, magazine and on billboards]

Which of the sources are more useful to an historian studying the causes of the American Economic Boom during the 1920s?
Explain your answer using the sources and your own knowledge.

An anonymous copy of a pupil's marking. Their WWW and EBI was written in their book. This pupil has been able to identify the sentence structure used (pupils were given sentence structures in

October and advised to follow them in the exam. The same structure was purposefully used to demonstrate the success it can have in moulding the answer and keeping it on track) and has been able to pick up on key points, but perhaps over highlighted.

Source A is useful to an historian studying the causes of the economic boom in 1920s America as it says that Henry Ford preferred to sell more cars for less immediate profit as opposed to selling fewer cars and receiving a bigger profit, and that if he could sell more cars, it would require more employees which reduces unemployment levels in America which would help the consumer society. An historian would find this useful because it gives a brief insight into the impact of the car industry. It also gives us an idea of the level of commitment Henry Ford had to mass producing his products, this is evident as the source clearly states that Ford believed that "it is better to sell a greater number of cars" which demonstrates that he was keen to produce high volume of cars. I know from my own knowledge that Henry Ford initiated a number of methods to improve productivity. Ford utilised the idea of a 'conveyor belt' which helped mass produce the Model T car throughout the 1910s and the 1920s. The conveyor belt meant that the time it took to produce the Model T reduced from 13 hours to 1 hour and 33 minutes, as well as reducing the price from \$850 to \$290. Because of the way that Ford used the conveyor belt as a way of mass production, he inspired similar use of it across multiple industries.

Due to the source being produced by an American magazine in 1915 as a celebration article about the millionth Model T being built, it is useful because an interview is a primary source of evidence and provides us with a useful perspective from Henry Ford who was integral to the economic boom happening with his innovative use of the conveyor belt. Furthermore, the date that it was produced gives us understanding of the climate in the build up to the economic boom. It is important to understand what times were like before the Boom as it was during this time that the Boom was building up to 'explode' in the 1920s. The tone of the source is encouraging and optimistic and was clearly produced to sell Henry Ford in a positive light.

Source B is useful to an historian studying the causes of the economic boom in 1920s America as it says "to keep a slender figure, no one can deny... reach for a lucky instead of a sweet" and has a photo of a slim woman with her hair and make-up done in the background. This would encourage women in the 1920s to smoke 'Lucky Strike' as there was an increase in women caring about their appearance throughout the 1920s and so would be interested in keeping slim. An historian would find this useful because it shows what kind of advertising was being used at this time and the methods that were used, in this instance, a pretty woman with a full-face of make-up on. The advert was aimed towards women with the incentive that smoking would keep them slim but often, women were shown posing next to cars and radios in order to encourage men to buy these products as it could allow them to think that women would like them more and be impressed if they had the newest model. Celebrities were also used, such as Babe Ruth, to make consumer products attractive - if the popular celebrities were using the latest product then that would give the general public someone/something to aspire to, a hero to look up to and to be given an opportunity to use the same products would be exciting.

Due to the source being produced by 'Lucky Strike' cigarettes in 1929 as an advert encouraging women to smoke this particular brand, it is useful because it is a primary source that was produced during the 1920s economic boom which makes it a reliable source in terms of understanding consumerism and the boom. People had more money and therefore more opportunities to buy more products, this was aided by the introduction of hire purchase which meant that people were able to afford non-essential items unlike before. Advertising companies took advantage of this opportunity and produced adverts in newspapers, magazines and on billboards, like the source says. Therefore, a primary source as an example of this provides a useful insight into what kind of adverts were being produced. To add to this, the fact that it was produced in 1929, at the end of the economic boom, shows an historian exactly what kind of adverts were being produced during the boom and would therefore be useful when studying the boom as it helps the understanding of the era itself.

Both sources are useful to an historian as the dates that they were written, 1915 and 1929, means that there is a perspective from the lead up to the boom and a perspective during the boom which would help a historian gain a broader understanding of the era. Source A suggests the impact that mass production had on the economy and which led to the build-up to the consumer society during the boom (consumerism was an important factor up to and through in the boom). Source B supports the idea of consumerism as cigarettes were a non-essential item that were now being actively encouraged as a day-to-day item due to the fact that Americans were now able to afford more than what they needed to live. However, source A could be considered biased due to the fact that it was produced by a magazine and it was an interview. A more useful source would have been one from an impartial perspective. Furthermore, it does not discuss the impact that Henry Ford had on mass production industries. Source B could be considered limited as it was produced at the end of the economic boom so although it is an example of advertising that was used throughout the 1920s and it is an example of consumerism, it may not necessarily be useful to an historian studying the causes of the boom. Therefore, I believe that source A would be more useful to an historian studying the causes of the American Economic Boom during the 1920s because it discusses Henry Ford in 1915. Henry Ford's innovation and treatment of his workers (doubling the average wage to \$5 and shortening the working week to five, eight hour days) was a major contribution to the Economic Boom, although arguably not as significant in causing the Boom as World War One, 1914 - 1918 was.

10/12

Year 8 class, end of topic test. Topic was Tudors and Stuarts. Pupils have done their assessment, had one lesson on the next topic then the following lessons they were doing a peer assessment and a self-assessment. For the peer assessment, pupils were given a table (see first photo below) and told to find a peer who had a level different to theirs, state that level then read through the answer to find an example of where they have met that level for each column (pupils were given assessment criteria as exemplified in the next section). I was limited in this as it is a school assessment so I had to do what was already created but knowing the class as I did, for this particular activity I knew that they would feel more comfortable if they could choose the people they worked with rather than being forced into groups and feeling self-conscious and insecure.

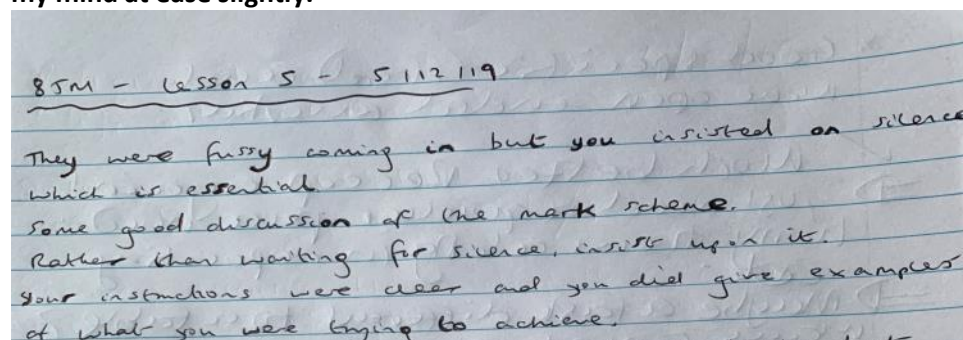
This was a challenging task and although I did my best to describe it as well as possible and provided examples from anonymous work, I still found myself, for most of the lesson, answering confused hands-up. If I were able to have done this myself, I would have tried a different approach to peer assessment as I think that most of the time was spent explaining it again so the pupils were not able to get the most out of themselves.

For the self-assessment, pupils seemed to understand this more and worked more quietly and efficiently, though I did notice that some of them weren't writing their own progress into the table as advised but they were writing plenty in their books for their WWW and EBI which was the most important so I allowed them to omit the table in this case. At this point, pupil's also had to answer the ? had written in their books and although I had to go to a few raised hands over this, once explained the pupils understood and were able to answer the questions effectively therefore understanding what they can do to improve. The self-assessment was particularly effective. I had one pupil who was very disheartened by their level but after doing the self-assessment and seeing what improvements they could have made, they did not feel quite as low as they had at the start of the lesson. I made sure to visit this pupil throughout the lesson and discuss with them during the self-assessment and they were able to understand the level that they received and what they need to do in future. This seemed to be unanimous across the class, so to me this was a very successful activity.

Peer assessment

<u>How do we make progress?</u>			
Level of Work	Question 2 - Why the sources have different views.	Question 3 - DAC.	Question 3 - Conclusion.
L5b	"The sources have different views because one is from a Frenchman who lived during Henry's reign. Therefore, he would be biased against Henry and would be quite negative. The other is from an historian, who would do research before forming her view."	"Due to the source being produced by BBC Bitesize in 1998 as an online study guide, it would be useful because it should aim to educate children. Also, the date has allowed for research to be conducted over many years."	Level 5 - no conclusion provided. If a basic conclusion is provided (assuming the source is evaluated in detail), it would be a Level 6.
L6a			
L5C			
You are going to work in groups of four or five. You will be allocated an assessment from a pupil within your class. Using the table given to you, you need to do the following: • Read the work to each other. • Take quotes from the work to show where they have achieved the levels to get what they did (see the example above). Use the NC level sheet you have been given. • You are reading and taking quotes from question 2 and 3 only. • Once you are done, swap books with another group, try to get examples of different levels and sub levels.			

Class teacher notes – I was afraid due to the number of hands-up that I had not explained the task well but the teacher had stated 'good discussion' and that my instructions were 'clear' which put my mind at ease slightly.



Self-assessment

Recording your progress

The last task is to record your own work into the progress table given to you by your teacher. Now that you have done this a few times with other pupils' work, you should know what to write for WWW/EBI.

WWW- use the level sheet, look at what you achieved. Don't just copy! Give quotes from your work/examples of what you did well.

EBI – Look at the sublevel/level above yours, see what you need to do. Again, don't just copy, say

" I should have By saying..... "

Year 8 End of Topic Assessment

I had done two lessons with my year 8 class before they were due for their end of topic assessment. Year 8 will do two assessments across the year. The topic that they had studied was Tudors and Stuarts. As this was the first assessment lesson that I had taught, I wanted to be as prepared as possible so I had written answers to the questions myself. Even though I had already known all of the information, to have written out a specific answer helped me to explain each question more coherently and in more depth. I was also able to answer more questions as I could be empathetic. See below for an example of an answered question that I had written. I was also careful to include in my lesson plan what questions I needed to ask the pupils to check their understanding and I also included key points to talk about when explaining each question to them. I did this to ensure that the pupils completely understood what was required of them. Pupils were asked to read aloud the sources then I would ask pupils the definition of some words I thought they might have struggled with, then checked class wide understanding. I did this because this was their first assessment in year 8 and I wanted the result to be as accurate as possible for them.

I found it difficult to mark assessments for the first time and found myself checking a number of marks with my mentor and with the class teacher for reassurance. On the whole, my marks were mostly accurate so I learnt that I need to have more confidence in my marking as I won't be able to rely on other teachers to double check my marking in future. I noticed that there was one pupil who was a borderline mark but would have benefitted from the higher mark emotionally so I allowed the higher mark and this pupil was delighted and I noticed a change the following lesson, they were more keen and diligent. However, my mentor pointed out that if I were to raise one borderline mark, I would have to do so on another which I hadn't considered as this pupil wasn't as troubled but I of course raised that mark too. This is also something I need to bare in mind.

The lesson plan demonstrating questions to ask and points to make.

Opening phase (with links to prior learning)	Introduce assignment to pupils – pupils will be answering 3 questions over 2 lessons. We will talk through all of the questions together as a class, after each question discussion pupils will then be answering questions independently. Explain it will be source questions, ask pupils what a source is? Primary & secondary? Biased and unbiased? Useful and not useful? – don't give any answers, pupils need to answer to ensure understanding. Ask questions twice to check understanding. 9:56	Accept and acknowledge aims and objectives
Teaching & Core Learning	Display level explanations on board, talk through each one and let pupils know roughly what levels they, as year 8, should be achieving. 10:00 Talk through question one – what can be learnt from sources A and B about the events of the Gunpowder Plot? Break down the question with them, pupils need to look at the sources and	

The assessment

Year 8 Assessment – Tudors & Stuarts

Read the following sources carefully, then answer the questions that follow.

SOURCE A

The Gunpowder Plot was a failed attempt to blow up England's King James I and the Parliament on November 5, 1605. The plot was organized by Robert Catesby in an effort to end the persecution of Roman Catholics by the English government. Catesby and others hoped to replace the country's Protestant government with Catholic leadership. Around midnight on November 4, 1605, one of the conspirators, Guy Fawkes, was discovered in the cellar of the Parliament building with barrels of gunpowder. Fawkes and other men involved in the plot were tried and executed for treason.

An extract taken from *History.com*, 2009.

SOURCE B

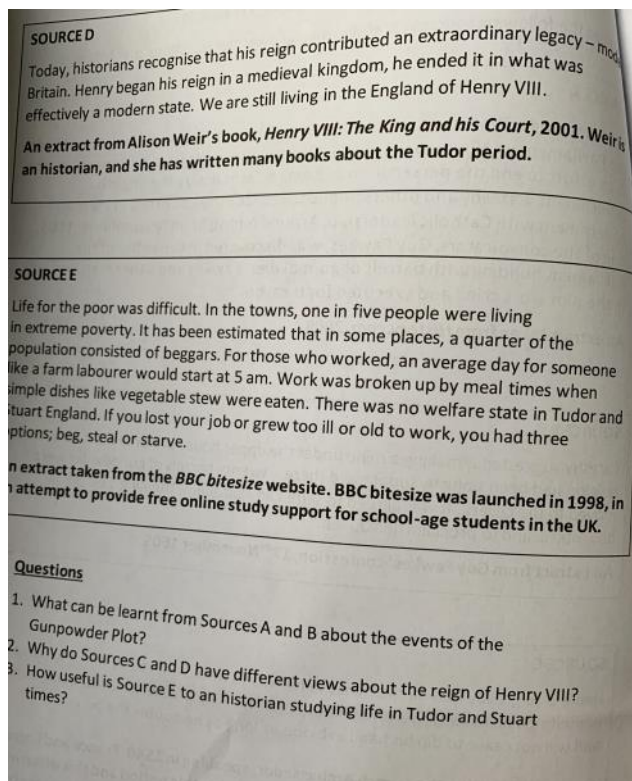
Catesby suggested... making a mine under the upper house of Parliament... because religion had been unjustly suppressed there... twenty barrels of gunpowder were moved to the cellar... It was agreed to seize Lady Elizabeth, the king's eldest daughter... and to proclaim her Queen.

An extract from *Guy Fawkes' confession*, 17th November 1605.

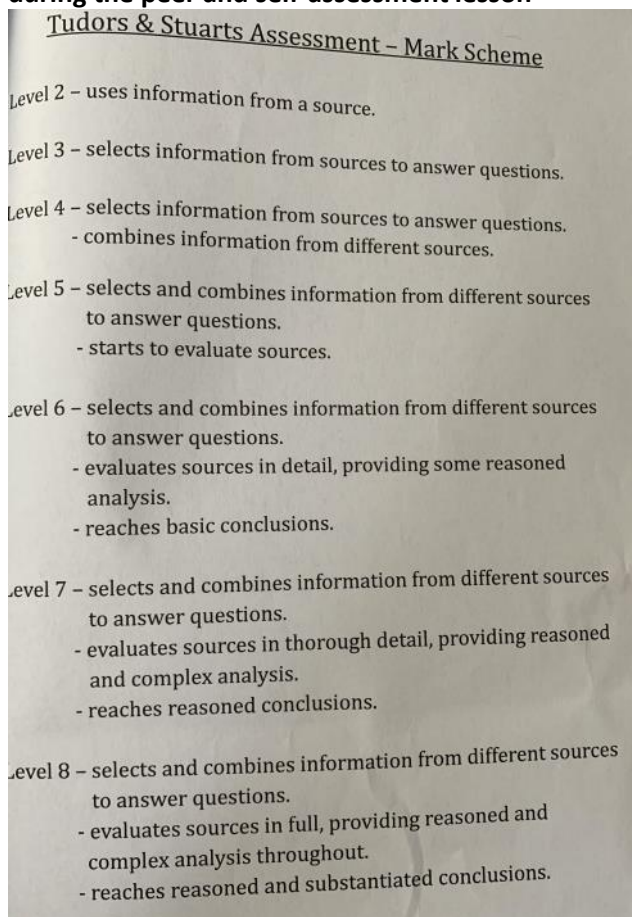
SOURCE C

Henry is so greedy that all the riches in the world would not satisfy him... to make himself rich he has impoverished his people. This King... does not trust a single man... and will not cease to dip his hand in blood as long as he doubts the people.

Charles de Marillac, the French Ambassador, speaking in 1540. France and England were rarely on good terms with one another during this period and this often led to conflict. For example, there was war between the countries during the sieges of Boulogne, 1544-1546.



The mark scheme was shown on the board at the start of the lesson and was handed out to pupils during the peer and self-assessment lesson



My answer to question two to gain full understanding of what was required of the pupils.

2 - Why do sources C and D have different views about the reign of Henry VIII?

Source C was produced by Charles de Marillac, the French Ambassador. Source D was produced by Alison Weir, an historian. Therefore they have different views about Henry VIII because Charles de Marillac was from a country, France, that ~~to~~ had a very poor relationship with Britain. This means that he will have a negative opinion of Henry VIII, which is reflected in the source, calling him greedy and untrustworthy. However, Alison Weir is a historian which means she will have investigated different sources from different perspectives and is less likely to give a biased opinion.

To add to this, the time of production will affect the sources' view. Source C was produced in 1540 and Source D was produced in 2001. Therefore they have different views about Henry VIII's reign because Charles De Marillac ~~is~~ was observing the reign as it happened, making it a primary source. He was able to observe life in Britain at that time. However Alison Weir has been provided as a secondary source which means that she has gathered information and evidence over spanning around 500 years. ~~so should likely have a~~ she has also been able to see what life was like after Henry VIII in the society he created so should have a more accurate understanding of the success of his reign.

Cross Curricular Responsibilities

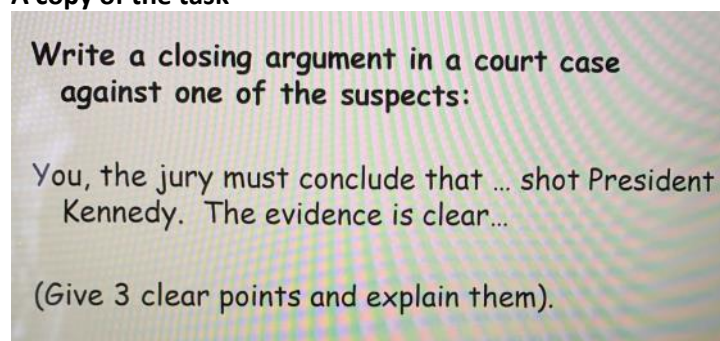
Sunday, December 29, 2019

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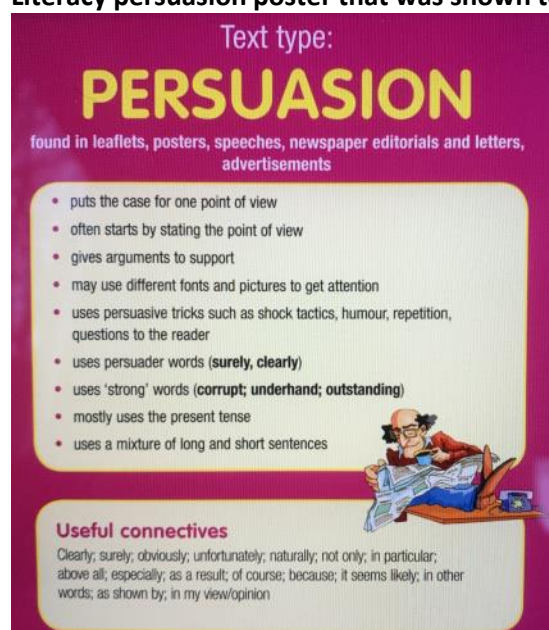
Literacy – Persuasive Writing

Year 9 class, whole class. The lesson they had just had was about the assassination of JFK. The class were taught about JFK, the where, when, how and they were then handed source cards containing conspiracy theories about the assassination of JFK (such as the CIA, USSR, the Mafia). Pupils had to read A4 sheets on information and condense it choosing what they believed to be the 3 main points and had to write these points into their booklets. As a class, we discussed these points and then discussed who we thought to be the main suspect. Following this discussion, pupils were asked to write a piece of persuasive writing in their books based on their opinion, and using the condensed points. They were provided sentence starters but also advised that they did not have to use them if they did not want to. This was done to allow pupils to delve further into their own opinions, rather than taking a moment to think about it then moving on, by writing something with the persuasive goal makes them think more about how to prove their point which is a valuable debating skill. In future, I would include more coherent sentence starters as some pupils were confused by them, and also include more sentence starters for the weaker pupils who only provided one point. I would also include a counter-argument sentence as it is important for pupils to be able to accept and understanding opposing views.

A copy of the task



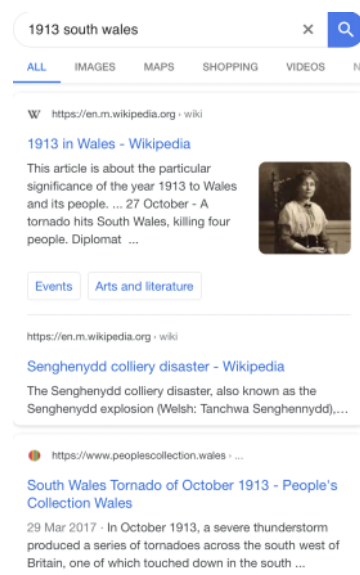
Literacy persuasion poster that was shown to the class and discussed prior to writing



DCF – Researching Online

A year 7 class studying South Wales Mining disasters as part of a humanities project, part of a greater school wide AOLE project. Pupils were studying Senghenydd, but were not yet told this. They were advised to google '1913 South Wales' to which most of the results are about Senghenydd. However, one result discussed a tornado and despite the results around it all saying Senghenydd, unfortunately some pupils focused on tornados until I spoke to the class as a whole sternly telling them it was not about tornados (having previously spoken to individuals across the class who had ignored this comment when directly spoken to). Two lessons on, pupils had to research what happened 53 years later, which was Aberfan. Most made this link as there was not anything 'exciting' that drew their attention away from the obvious. The research of Aberfan was more effective than the research of Senghenydd so between the two we can see the merits and struggles of allowing pupils to independently research online. During the Aberfan lesson they were more focussed and intrigued buy because of the tornado result during the Senghenydd lesson, they were distracted and less involved. This in part would be down to the fact that this was a year 7 class and so they are liable to distraction and to become excited by mundane things. However, previously with this class they were given source cards to read through and take information and this seemed to work more effectively on the whole as there were less distractions for them. They had also been given a task to use iPads to scan QR codes which took them to a pre-designed site containing information they needed. This also worked more effectively as they were able to use their DCF skills but without the risk of them gathering incorrect information.

Internet search showing Senghenydd as the top result followed by a tornado result, pupils were drawn to the more obviously exciting result rather than the top result.



A copy of the task from the pupils' booklet. They were more invested in researching and using the iPads than actually thinking about the link between Senghenydd and Aberfan. Most pupils filled this in whilst I asked the class what the link was and one pupil answered.

The date, 53 years on from Senghenydd is _____.

The 'spot search' shows a clear link as _____

What pupils had to fill in from using source cards handed to them with the relevant information

Task

Using the cards, you will work as a group to investigate what life was like in the South Wales valleys during the late 19th and early 20th Centuries

You must discuss the cards and sort the information into different categories: Social, Political, Economic, Religious, Cultural.

Social

Some of the source cards handed to the pupils

Coal miners in the 1920s and 1930s were often paid by 'piece work'. Piece work meant that the more drams of coal they brought to the surface, the more money they could take home. Miners were therefore paid depending on their output. Men would often work eight-hour shifts, for six days a week - pacing their labour so as not to wear themselves out. In 1927 the average miner would be expected to remove two tonnes of coal each day by hand.

By 1914 the average wage of a miner was about 9 shillings a day, but this could vary across the coalfield. Also, pay would be deducted for equipment, oil for the lamps and for loss of work due to strikes, illness or injury. Boys would be paid by their "butties", the more experienced miner they worked with, but the amount they received depended on the miner himself.

With the growth of the coalfield between 1881 and 1914, new housing was desperately needed. Builders speedily constructed houses, they were of a better standard than previously found in the iron making towns, but little thought was given to planning, with the houses packed tightly into the narrow valleys. Many houses were rented from the coal company or private landlords, but South Wales had a high percentage of home ownership, up to 60% in some areas. Although 16,000 new houses were built in the Rhondda between 1881 and 1914, there was a great deal of overcrowding, due to sheer number of people coming to the area. Some houses had 10 or more inhabitants. Many people took in lodgers (a person who rents accommodation inside another person's house) to earn a little extra money, which added further to the overcrowding.

DCF – Using Google Classroom and Google Forms

Year 7 and year 10 use of google classroom is more predominant for me, this is down to my class teacher who utilises it as much as she can. I have seen the benefits and agree with it's merits. For year 10 particularly, it is a good tool to make sure they don't forget, or pretend to forget, relevant information (see last photo). It enables me to remind them of homework or simply what they're struggling with.

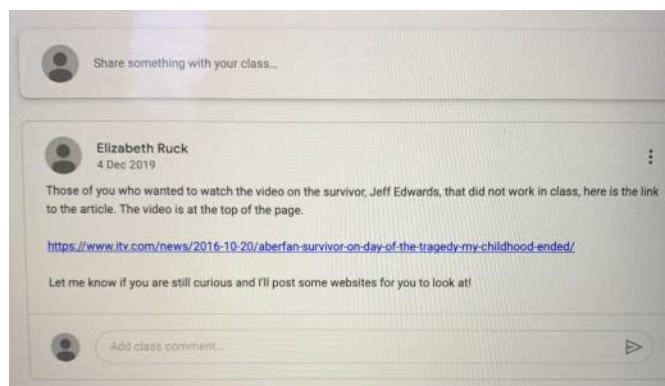
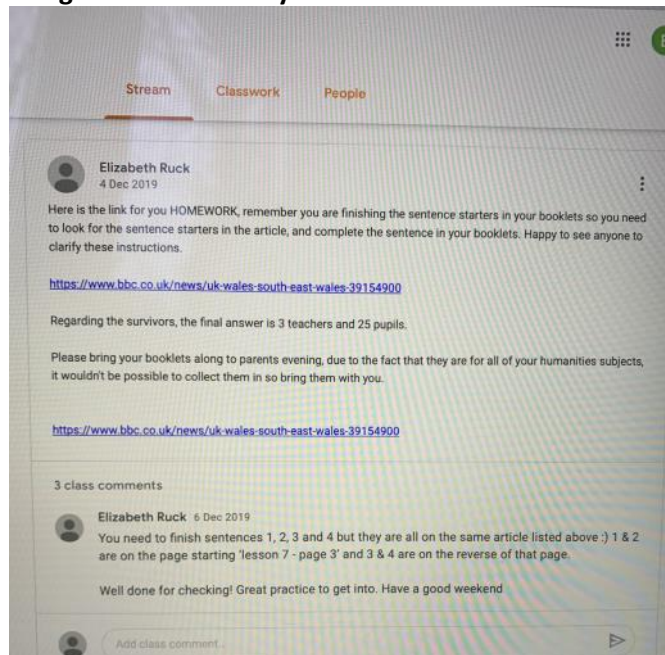
For year 7, it meant that when I had a lesson that ran out of time, rather than panicking, worrying or trying to fit extra work into the following lesson, I was able to set it as homework for them due to the fact that I could easily share the link with the whole class and reiterate the task to them. It also gives them a forum to ask any questions and clarify any misconceptions. I was also able to include a non-essential video that was not working in class but they were all keen to watch. By being able to post it to the classroom, it keeps their eagerness alive rather than allowing it to stagnate.

Google classroom encourages pupils to use laptops, computers or iPads at home in an educational light, rather than for games or social media. It increase pupil competency in relevant areas that will help them later in life. The drawback to this is that not all pupils have access either to technology or the internet at home and allowances can be made in this area. I will always say that google classroom can be accessed at home or in school during break, lunch or after school (so no one is singled out) and will provide appropriate time so that pupils are able to do the task during school

time.

Google forms was a good way to check attentiveness with my year 7 class. There was a video playing and pupils had to answer questions on google forms as the video played. This encouraged multi-tasking and attentiveness as pupils listened for what they needed to hear. Most pupils were competent at accessing google forms with little to no help which demonstrates that the use of iPads and Google systems is effective and has been making a difference to their digital competency. However, the few that have not quite mastered it, did require help and this was time consuming during the lesson. This can be remedied if pair work is required as I can pair up weaker pupils with more competent pupils and if individual work is required, I can ask a more competent pupil to assist a weaker pupil whilst I am also helping.

Google Classroom for year 7



Google Forms for year 7

☐ She is proud that John is becoming a man, yet sorry to say goodbye to her little boy.

Q6) Which answer best describes the duties of a Miner's wife? 1 point

☐ Washing up, scrubbing floors, cleaning, tending to the fire and watching the little ones.

☐ tolling.

☐ making tea for the men when they return from the mines.

☐ working the fields and making bread.

Q7) What happens the moment a miner dies? 1 point

☐ They conduct a funeral, at the mine.

☐ They stop his pay.

☐ They call the family to pay their last respects.

☐ They replace the miner with their son, or next of kin.

Q8) What happened next in the video? (at 8.10AM). Focus on What, where, when and how to help you write 8 -12 lines about what happened.

Google Classroom for year 10 – I am able to give hints and help. Year 10 pupils can be overwhelmed and this helps them keep on top of things.

 Elizabeth Ruck
6 Dec 2019

Hi all,

Those resitting [redacted], make sure you come on Monday breaktime. A lot of this was down to HENMEN, they should be six easy marks! Remember to read and re-read the questions to make sure you're providing relevant answers. Making sure you revise using your booklets. Those who weren't in today, your fact tests are in the classroom for you to collect to know what you need to revise.

HENMEN is Hire purchase, Easy credit, Natural resources, Mass production, Electrification, New ways of manufacturing

(A little tip for everyone, Mrs Hammerton said to me that if you all don't know HENMEN, you'll be having to stand up and recite it!)

2 class comments

 [redacted] 6 Dec 2019

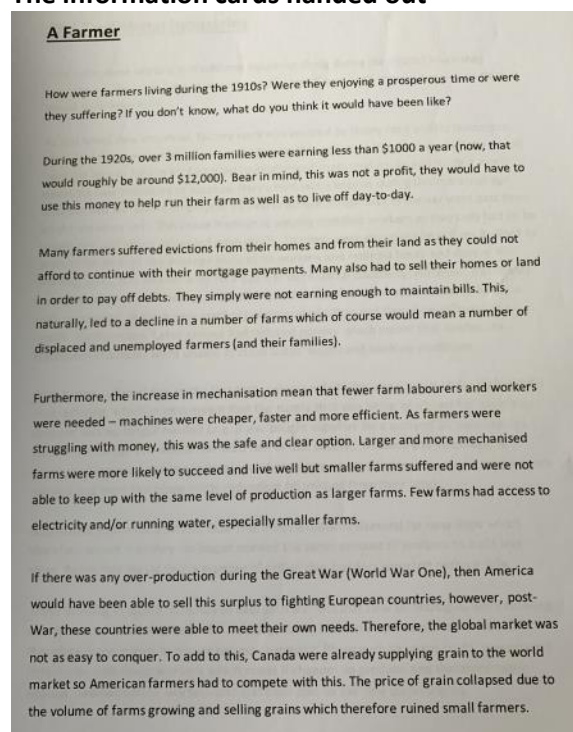
Employing a Blend of Approaches Including Direct Teaching

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Pupil Led Learning

A year 10 GCSE class studying the American economy in 1920s. Due to the nature of the topic and the fact that it can become quite dry, I thought it would be beneficial for this class if they were to become the 'teachers' for the class. The class were divided into 4 groups and given information sheets on groups of people who did not prosper during the 1920s. Some of the sheets were harder with more difficult language, more information and more in-depth and some were slightly easier with simpler language, explanations provided and less information as I knew there were some groups who would have struggled without this differentiation. The groups were given roughly 15 minutes to read the sheet, write down the information they deemed important and decide how they were going to present it. I advised them that they were given freedom in how they wanted to present it, as long as everyone was involved and could explain their involvement. Pupils were given 4 minutes to present and the rest of the class were to take notes (they were advised to pick up on 3 main points) and then ask questions to the group. This was an effective lesson and I noticed a significant improvement in some of the weaker pupils who normally struggle to the extent that they disengage. Because these pupils had the control, they were more invested and enjoyed the activity. In following lessons, pupils were able to identify and state key points from each group who did not prosper which shows the success of this activity. However, this was a lesson where such an activity would work as the alternative would have just been me explaining each group to the class – the monotony of this would have resulted in the class switching off. This activity would not always work but I found it useful to use when appropriate.

The information cards handed out



Old Traditional Industries

How were those working in traditional industries living during the 1910s? Were they enjoying a prosperous time or were they suffering? If you don't know, what do you think it would have been like?

As you know, new industrial, factory work was assisted by Henry Ford and his innovation. His use of the conveyer belt (but remember, he did not invent the conveyer belt, he simply used the idea to help in his factories) revolutionised mass production and made it much easier for new industries to succeed. Henry Ford was a beacon during this industrial age with the way he had his employees trained to do one simple task as the car went past them on the conveyer belt. This made it easier to employ unskilled workers as they only had to be taught one skill which increased productivity. Workers were also given incentives by Ford to work as he doubled the average wage of his workers and reduced hours and days of the working week, this was done by Ford again to increase productivity. However, traditional industries such as coal mining, ship building and cotton factories were unable to keep up with or respond to these new methods of mass production and therefore suffered as a result. Furthermore, Labor Unions had reduced powers which meant that workers in traditional industries were unable to claim better wages and working conditions.

Coal miners suffered due to the fact that coal prices fell. This was a result of the demand for coal reducing, which in turn meant that the supply that was being produced for the greater demand was no longer needed (e.g. if you bought supplies for a party of 20 then only 10 people turned up, you would not need half of that supply). Because too much coal was being produced and too few industries and countries wanted to buy it, less coal miners were needed and were therefore made redundant (dismissed from their jobs).

Ship builders suffered a similar fate. There was a reduced demand for new ships which therefore meant that they no longer needed the same amount of workers to build less ships. Again, this meant that a number of skilled ship builders were left without jobs.

Those working in textile mills had to deal with the fact that new technologies were creating substitutes to cotton that were far more appealing. Cotton required more workers and therefore more money to create but new synthetic fibres such as rayon could be produced in factories with fewer workers which made it cheaper to produce and therefore more popular. Trained cotton workers also lost their jobs to the new technologies.

Black People

How were black people living during the 1910s? Were they enjoying a prosperous time or were they suffering? If you don't know, what do you think it would have been like?

The Southern states were not as industrial as the Northern states – the main 'industry' for Southerners was farming. This meant that there were not as many job opportunities in the South as there were in the North. Black people were still predominantly populated in the Southern states and so were limited to what jobs they could get, they often had to work on farms as labourers or as sharecroppers (a sharecropper is someone who rents farmland and pays for this farmland through their crop growth – this system could easily be abused and those who were sharecroppers could find themselves making a very small profit, if any). However, 750,000 black farm workers lost their jobs in the 1920s – not only were there limited job opportunities in the South, but due to the Jim Crow Laws and the level of segregation, few black people were adequately educated and most only knew how to farm (they had very few other skills that could be used in other jobs). This combined meant that it was very difficult for black people to find jobs in the South.

By 1930, 25% of black people living in America were in northern cities. They had moved there throughout the 1920s in order to find work. Although their skills were limited, there were a wider range of jobs available. The North was especially incentivising (appealing) as there were a number of jobs that were available to unskilled workers which meant that black people were no longer limited to farm work.

Whilst Northern cities provided greater opportunities than the Southern states they were not necessarily idyllic. Although the Northern states did not have the same level of Jim Crow laws as the south, there was still a lot of racism and discrimination. This, of course, made life difficult for black people and made it more challenging to find jobs. We know that Henry Ford hired all races, but few employers were as willing due to embedded racism in America as a country.

New Immigrants

How were new immigrants living during the 1910s, whether in their home countries or in America? Were they enjoying a prosperous time or were they suffering? If you don't know, what do you think it would have been like?

Many immigrants who arrived before and/or after the war were discriminated against, many were uneducated and could not speak English very well. Some may have been less willing to learn English or become too 'American' as they did not intend to live in America, in some cases, new immigrants came over to earn enough money to return to their home country and live a better life with their savings. Their lack of education did mean that new immigrants were often left with the worst jobs – both in terms of what the jobs entailed (i.e. boring and repetitive, simplistic jobs) and in terms of wages provided. Desperation meant that they were often taken advantage of and provided with lower wages – this could be justified by, again, the lack of education and the lack of skills.

Henry Ford would employ new immigrants but with conditions. He was a firm believer in "stirring" the "Melting Pot" which meant that Ford wanted immigrants to become Americans. Ford believed that "these men of many nations must be taught American ways, the English language, and the right way to live". To do this, Ford forced any immigrants workers at his factories to undergo Americanization courses where they were taught English and American ideology.

Many new immigrants were working in construction as there was a growing demand for buildings which created a building 'boom'. However, workers wages rose only by 4% (look at your notes for a wage raise comparison figure – you should have it in there!) as immigrants were a supply of cheap labour. However, work was becoming more and more mechanised so the need for construction workers reduced, therefore reducing the need to increase wages to incentivise workers. This also meant that unemployment was high amongst new immigrants as there was less of a demand of construction workers, due to mechanisation.

The lesson plan

Straight into task – pupils split into 4 groups of 4 and 1 group of 5 and given information sheets, black people, new immigrants, old industry workers and farmers. Advise pupils they will need to study and take all relevant information from sheets and transfer it into their own words in their books. As a group, pupils to then create a short 'presentation' (could create quick handouts, could create a large mind-map or do not have to use props) and share all of their knowledge of their 'person' to the rest of the class. Rest of class to make notes during presentations. Prepare groups in advance, some

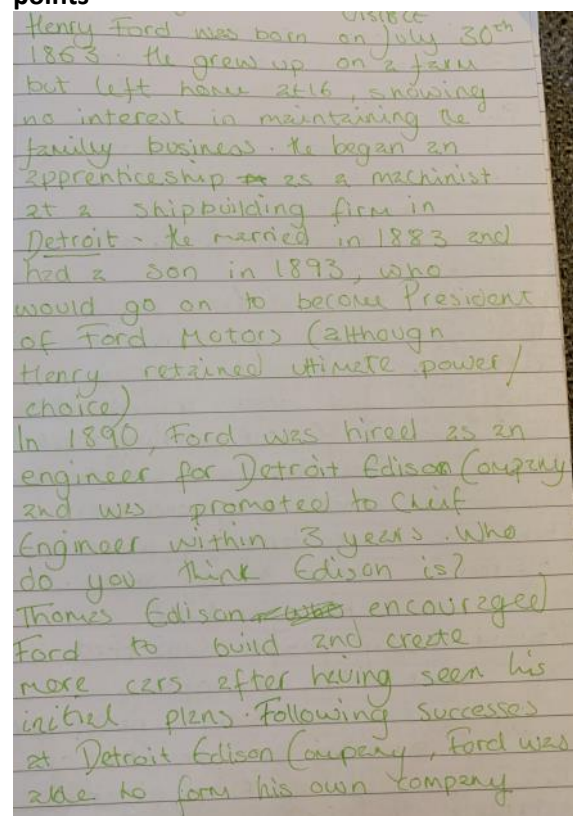
sheets have been given simpler language and extra information to enable understanding. 5 minutes to explain 11:18, 16 minutes to prepare 11:34 4 minutes for each group to present will take to 11:50. Remind pupils of tight schedule to ensure efficiency when working.

Direct Teaching

A year 10 class studying the American economy in the 1920s. The lesson was discussing the impact of the car industry on consumerism. For this it was important for the class to understand Henry Ford

himself and required a 10 minute monologue. I did include some questions throughout such as 'who was Edison?', minor detail but there were included in the hope that it would re-capture any lost attention. I also put together some photos on the powerpoint slide to maintain attention. On the whole, it was effective. When marking pupils books, most made more than 3 points and had made points throughout the whole presentation which proved that they were listening and paying attention. Many had highlighted what they thought to be the three most important. I also took feedback at the end and asked pupils who I thought were losing attention to provide their 3 points. This helped make sure that all pupils had at least 3 points written down. I tried to include some interesting facts that were not wholly relevant to Henry Ford's influence but helped to understand him as a person, such as the fact that he left home at 16, and the fact that he was awarded with the 'Grand Cross of the German Eagle' but this meant that a lot of pupil's focused on this and found it too exciting which made me realise that although these points are interesting and keep the pupils keen, I do need to emphasise that they are just extra facts and not pertinent to the exam or I need to retain them for another time. On the whole, the direct teaching was a success but this was likely due to the fact that I had added questions and photographs to keep attention.

The 'script' I wrote to 'learn' and kept nearby as a prompt to make sure I covered all relevant points



Henry Ford was born on July 30th 1863. He grew up on a farm but left home at 16, showing no interest in maintaining the family business. He began an apprenticeship as a machinist at a shipbuilding firm in Detroit. He married in 1883 and had a son in 1893, who would go on to become President of Ford Motors (although Henry retained ultimate power/choice).

In 1890, Ford was hired as an engineer for Detroit Edison Company and was promoted to Chief Engineer within 3 years. Who do you think Edison is? Thomas Edison ~~was~~ encouraged Ford to build and create more cars after having seen his initial plans. Following successes at Detroit Edison Company, Ford was able to form his own company.

+ Ford Motor Company, in 1908 Ford introduced Model T, also known as? Tin Lizzie in 1908. Durable and versatile, it became a huge commercial success. What was the construction time of the Tin Lizzie originally? And reduced to? Original price? reduced to? He cared for his workers, or at least his workers productivity rate, so doubled the average wage to five dollars and introduced the five-day 40 hour working week. Workers who had been with him for six months were, background and behaviour checked depending, were offered a chance to buy shares. Why would he offer this? However, many people saw Ford as anti-semitic. He openly supported an anti-semitic newspaper and was awarded the 'Grand Cross of a German Eagle' by Adolf Hitler in 1938. Hitler admired Ford and was

able to adopt assembly line manufacturing. Ford is the only American mentioned in Hitler's "Mein Kampf". What did we think was the most notable or significant? What surprised you most?

The photos used on the powerpoint to retain attention

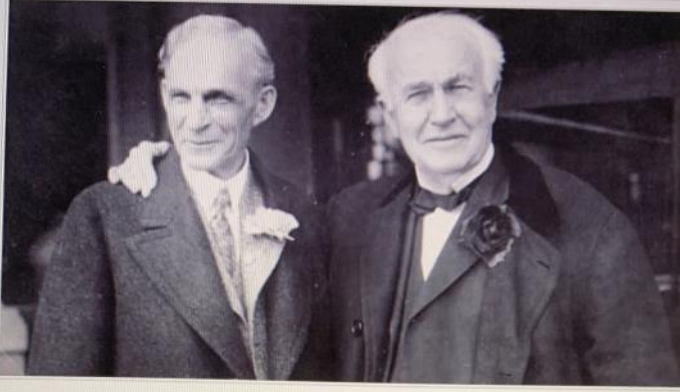
8

WHO WAS HENRY FORD?

Listen carefully and write down what you think to be the 3 most interesting and or significant moments in his life.



11



12



13



13



14

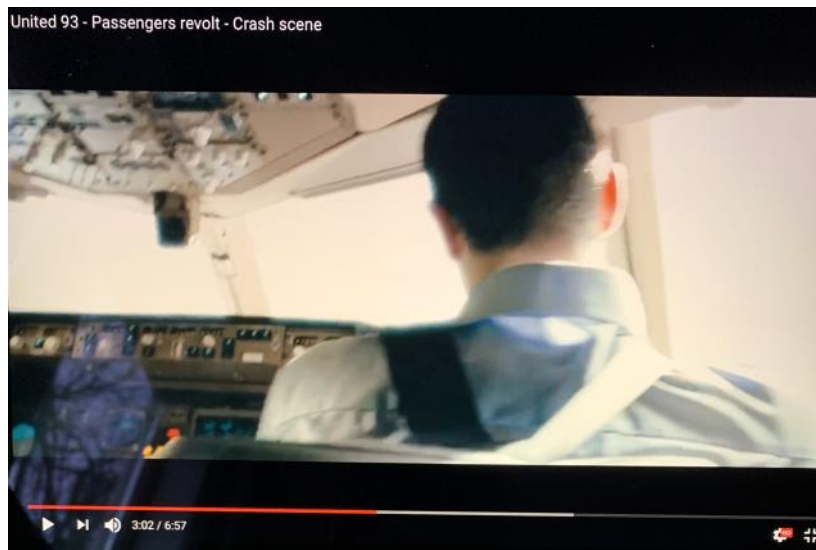


The Use of Videos and Media

Year 9 class studying 'events that shaped the world' including The Atomic Bomb, The Assassination of JFK and 9/11 (United '93 in this example). For these lessons, I showed clips depicting each event. Although it can be emotional, I believe that it is important for pupils to understand the idea of empathy in order to truly understand the event at hand. To be able to truly grasp an empathetic approach, pupils need to see these difficult videos to understand the magnitude. It makes the event real, as opposed to just another topic they're learning. I was careful in these lessons to observe pupils whilst they were watching to check that they were all coping, especially in the United '93 lesson. Some pupils were upset, some were crying but they all wanted to stay in the lesson whether because they were interested or they felt compelled to stay. After the video, I dedicated time to ask the pupils how they were feeling and encouraged them to discuss their emotions and explained that it was healthy to do so. Not only was the use of video good for encouraging empathy, it also allowed us as a class to bond and discuss emotions. In the lessons that followed, the pupils were engaged with little distractions. This is likely due, in part, to the fact that we opened the lesson with a video that engaged them straight away into the topic at hand.

Screenshots of some of the videos used in lessons

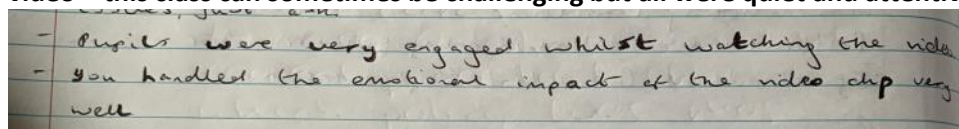




One lesson plan showing the importance of discussing emotions.

Opening phase (with links to prior learning)	Previous lesson with this class was missed due to bridging so open class by asking them what they learnt previous lesson (9/11) to engage them into the topic. 9:06 Show first three slides with images of united '93 crash, ask what they think is happening, how does it make them feel? Encourage emotions, let them know it is okay. 9:10 Discuss aims & objectives
Teaching & Core Learning	Show 10 minute clip from United '93 DVD and then discuss with class, again emphasising importance of showing emotions and discussing them. 9:25

A note from my journal where the class teacher noticed how engaged the class were watching the video – this class can sometimes be challenging but all were quiet and attentive during the video.



Critical Reflection

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My placement has been at an English-Medium secondary school. During my first term of PTE One at this school I have been considering the pedagogical principles when planning and initiating my lessons. I found a particular interest in the 'employing a blend of approaches including direct teaching' principle as I noticed how I would sub-consciously use a variety of teaching methods into my lessons, as well as noticing a difference in classes where I used less variety. I also paid particular attention to cross curricular responsibilities, often incorporating literacy naturally into my lessons, and assessment for learning.

In some ways, assessments are the crux of a school. A school with poor grades is likely to be considered failing whereas a school with good grades is likely to be considered a thriving success. This can mean that schools will focus their attentions to achieving well in assessments. However, as suggested by Paul Black and Dylan Wiliam in *Assessment and Learning*, there is very little point in assessments if the overall goal is not to, in some way, improve the learning and by consequence the attitude of the pupils being assessed (Gardner, 2012).

Black and Wiliam state that one of the best way to raise standards is through the means of formative assessment (Gardner, 2012). This means assessing pupils in a more informal manner throughout the year, via questioning, classwork, groupwork or homework for example. The positives of formative assessment is likely to shine brighter when one considers those who are less likely to achieve academically as the benefits of formative assessment likely improves the overall attainability of these pupils, as suggested in Black and Wiliam's *Inside The Black Box* (Black and Wiliam, 1998). If these pupils believe they can do better, thanks to be assessed with no pressure, then they will likely be able to do better.

John Blanchard in *Teaching, Learning and Assessment* gives varying understandings and interpretations of the differences between summative and formative assessment but perhaps the most poignant is that summative can show ability as limited whereas formative provides no limitations and encourages change and development (Blanchard, 2009). However, schools are required to produce statistics and figures to their local authority and when one considers that many, if not all, universities base their entrance on grades from GCSEs and A-Levels then summative assessment, at the moment, is necessary. The evidence supplied in support of formative assessment does beg the question whether formative should be encouraged more firmly throughout schools, as well as the necessary use of summative. Furthermore, formative assessment can encourage confident individuals as formative assessment is likely to provide more opportunities for positive feedback and such giving pupils to courage they need to lead "fulfilling lives" such as is the goal of Professor Donaldson.

During self- and peer-assessment pupils are given the opportunity to become independent learners, suggested in *Assessment for Learning* as when students;

Individually or collaboratively, develop the motivation to reflect on their previous learning and identify objectives for new learning; when they analyze and evaluate problems they or their peers are experiencing and structure a way forward and; when, through self-regulation, they act to bring about improvement. In other words, they become autonomous, and intentional learners. (Gardner, 2012)

This naturally ties into Professor Donaldson's *Successful Futures* and the idea of creating ambitious and capable learners (Donaldson, 2015) as pupils who are self- and peer-assessing are able to find their mistakes and learn from them themselves, they don't need to be told exactly what they could have done better as they will be able to understand independently.

Ambitious and capable learners can also be created by encouraging, where appropriate, pupil-led learning. There have been a number of cases where I have used this, with varying degrees of 'pupil-led'. Most commonly, I have handed out source cards in pairs or groups, pupils have to gather relevant information to fill in a table or answer a question but I also used a method where the pupils became the 'teachers'. Groups were given a topic to learn and teach to their peers which gave them control and created an air of excitement. This method also encouraged enterprising, creative contributors as groups were given the freedom to present in whatever way they wanted to. Some other positives of student-led learning include enhanced communicative skills as pupils are, more often than not, required to work in groups as well as pupils becoming more interested in the topic and activity if they can also talk and work with their friends. Pupils value their freedom and in my circumstance, I felt rewarded when they returned the favour of freedom by working diligently and producing good work. According to Chris Watkins, there is research to prove that learners leading learning can encourage engagement and increased motivation, pupils challenging themselves, pupils becoming self-critical and better at problem-solving (Watkins, 2009). This is likely because they now have a vested interest in the topic, rather than a forced interest.

Direct teaching and extended periods of teachers just talking to pupils has received both positive and negative feedback. One argument made is that if the teacher has the 'dominant role' in the classroom and has the majority of the speaking time, then the role of the student becomes 'respondent' which can limit the development of communication skills (Darn, n.d.). Furthermore, not only can pupils disengage but they will also be left to the whim of the teacher with no control over their learning (Darn, n.d.). However, Jean Stockard argues in *Despite the Skeptics, a Champion of Direct Instruction* that, essentially, direct teaching works if it is done effectively, is clear and concise and that pupils learning is only enhanced if direct teaching is done correctly. If it is done poorly, then it has little to no standing (Watson, 2018). Direct teaching can be necessary and can be effective, the risk lies when it becomes a reliance for teachers and they provide no variety. For a teacher to excel as a truly good teacher, they need to be ready and willing to be flexible.

The Welsh Government simply states that pupils need to learn literacy, number and digital competence across their whole school experience, it can no longer be limited to their specific English, Mathematics and ICT classrooms (Welsh Government, 2019). By teaching it school wide, it means that pupils are able to reach a competency in all three that they can take into the world and become "enterprising, creative contributors" who are "ready to play a full part in life and work" (Donaldson, 2015).

One fear with the encouraged integration of Digital Competency in secondary schools is that not all pupils have access to a laptop, computer, tablet or smartphone, or access to the internet. This issue was addressed by Jennifer Rowsell, Ernest Morrell and Donna Alvermann in the feature article, *Confronting the Digital Divide*, with references to Huxley's 1932 dystopian novel, *Brave New World*. They do not discourage the use of digital devices in school, they in fact encourage it. They offer solutions, such as study groups, where at least one person in the group will have access to a laptop and the internet (an obvious issue with this is subtlety so no pupil feels a burden but also how to know which pupils do have access without the risk of humiliating those who do not) which means that those who do not normally have access, are able to and are able to complete the work without worry (Rowsell, Morrell, Alvermann, 2017). Rowsell et al. acknowledge the importance solutions such as study groups as without these there is a risk that the divide between the 'have' and 'have not' will only increase. Furthermore, the 'have nots' will not be able to hone their digital skills as much as the 'haves' which could have detrimental effects on their later life when they are applying to jobs in an increasingly technological society (Rowsell et al., 2017).

One article written about Nordic schools discussing how nearly all schools are providing pupils with 1:1 access to a technological device and researching the benefits. The basis of the research was dependent on five elements; teaching goals; learning activities; assessment; social relations/roles and; web-enabled technologies described as the Digital Didactical Design (Jahnke et al., 2017). They found that the teachers responded and taught differently when considering each element therefore concluding that an increased digital presence requires a change to allow consideration of this in the curriculum. When considering the fact that Wales has had this kind of curriculum overhaul which

enables schools to have more independence with their curriculum and how it's taught, it is probable that Wales would succeed with a digital curriculum. However, the alternative is to consider the socio-economic problems that Rowsell et.al. discussed and the fact that not all pupils will have access to the required technology. For Welsh schools to succeed with a digital curriculum they would need to have the facility to provide laptops or tablets to all pupils.

One article published in Australia explains that many 'middle years' teachers (years 7/8) believe that pupils by that stage should already be able to read and write and it is therefore not their responsibility to enforce any literacy framework into their lessons (Faulkner et.al., 2012). The article goes on to explain that areas that need teaching are spelling and vocabulary, the main function of sentences and text types and genres explaining that these tend to be found across different subjects, some more commonly than others but all of equal importance to be taught (Faulkner et.al., 2012). The research conducted to produce this article concluded that after the research, many teachers then realised that they do have responsibility for literacy across curriculums and that it was not as difficult to enforce as they had imagined it would be (Faulkner et.al., 2012). Although literacy is important to be taught cross-curricular, if all teachers do not realise the significance, then it will likely be a struggle to enforce it. The article states that to combat this, teachers need to be allowed time to trial literacy in their subjects and take time to discuss and reflect on the results with their colleagues before they can appropriately incorporate literacy into their cross-curricular subjects.

I have had successes in implementing the pedagogical principles but I have noticed it to be easier in some than in others. For instance, when considering assessment for learning, I found it quite easy to incorporate. My year 8 class were due their end of topic assessment, one of two throughout the year, just after I started teaching them. I guided them through the questions, marked all the books and guided them through the self- and peer-assessment which has helped me to understand the whole process. Most of the class achieved a level 5, some achieved a level 6 and a small number achieved a level 4. There was a mixture of pride and disappointment across the room which showed to me that the pupils really cared about their grades. I made sure to give one-to-one attention to those who looked disappointed and sat with them to explain why what they did was good and showed them how to improve their grades and they appeared brighter after this.

Because of this, I have understood the importance of formative assessment. Some of the pupils in that year 8 class are capable learners as I can see when I question them in class, but they struggle with writing and gathering their thoughts together. My school does not do anything to recognise formative assessment 'achievements', for want of a better word, but I will maintain assessing all pupils throughout my time there so that I can encourage them to achieve their full potential. There are examples in every class in every year where there are pupils who are more than capable but lack any conviction in themselves and tend to struggle when it comes to exams and assessments. These pupils will not benefit as from formative assessment in the form of tests but may do well in informal quizzes and during questions and answering so I am careful to ask these pupils easier questions so they can build up their confidence in preparation for exams.

I have also found it easy to naturally adhere to the employing a blend of approaches principal. Most lessons I will describe the relevant history and/or background to the topic which tends to be direct teaching. On some occasions, this has taken between 10-15 minutes, especially for my GCSE class but I often include an activity of variety after a period of direct teaching. I will always try to include some pupil-led learning in varying degrees, although it will more often than not be guided by my teaching before the task and/or throughout. With history, I try to encourage source reading and understanding and this often allows itself to become pupil-led learning as I will give the sources to the pupils who will then gather the relevant information to answer questions or to fill in tables provided to them.

I noticed a great success when I gave a lesson to the pupils. I provided my year 10 class with the relevant materials then allowed them to dissect the information and share what they believed to be the most relevant features of the material given to them. All pupils enjoyed and engaged in the

activity, including pupils who tend to switch off during most lessons. I am keen to replicate this kind of activity in the future as it was simple to plan and incorporate into the lesson but had a wholly beneficial effect. This kind of result will not be guaranteed but I knew that the class which I gave the freedom to would respond well and I could trust them to work hard but I know that if I had tried the same activity with another of my classes, I could expect pupils to disengage and instead take the opportunity to have fun with their friends – this circumstance would require an enhanced teacher presence throughout the room monitoring.

I have also found it easy and effective to include videos and media into my lessons. I have that year 8 and year 9 are most receptive to videos. By beginning the lesson with a short but captivating video, I noticed a marked improvement in their attitude and engagement in the lesson that follows, when compared to lesson that began without a video. I have also included videos mid-lesson that are more educational and require pupils to make notes throughout to show their learning. This is effective but not as effective as a video at the beginning of the lesson.

In some aspects, cross-curricular responsibilities are simple to incorporate into history lessons, and more often than not, lend themselves naturally into the lesson. This is particularly the case with literacy. Nearly every lesson I will be asking my pupils to produce a piece of persuasive writing, or discussion writing or to use oracy and have a debate amongst the class where they then use their persuasive techniques. I will also often be asking pupils to read information and condense in, again using and enhancing their literacy skills. Whilst marking books and assessments, I was careful to ensure I was correcting any spelling or grammatical errors, especially as some of the spelling errors would like only be picked up in a history lesson meaning I cannot and should not depend on their English teachers.

However, DCF and numeracy particularly are harder to incorporate into history lessons. In a sense, discussing timelines and chronology for example constitutes as numeracy but not every lesson allows that to naturally fit in. I have struggled to find ways to allow numeracy to slot into my lessons although it has been present in some. However, there is an argument to make that with Professor Donaldson's reformation and the creation of Areas of Learning and Experience (Donaldson, 2015) it would make it easier for numeracy to be used as part of a humanities lesson. Numeracy is more closely linked to geography and business studies than history and religious studies which could mean that geography and business studies would fulfil the requirement of numeracy in cross-curricular, although I would strive to use it in any lesson where it would work.

I have been able to utilise the school's equipment of iPads and laptops, although they have a limited capacity. I have predominantly used iPads with my year 7 class and on the whole I have noticed a success. When the pupils are provided with a guided task, they set to it and tend to enjoy being able to use the iPads. However, if there is any loophole in the given task then it tends to be exposed which means I have had to think further about what tasks I am setting and how I am explaining the tasks to them. After Christmas, year 7 will be tasked with group projects, as per the school's instruction, that they will be working on by themselves with little input from me. For this project, they will need to use iPads, laptops, green screens and their own mobiles in their own time. I will need to carefully monitor their usage but due to the amount of times I have seen them with iPads and their competency when using them due to the volume of usage, I am confident they will succeed.

In the future, I need to do highlight the importance of the literacy skills that we as a class are using and make the pupils more aware of the skills that they are using, and after reading the Faulkner article, I need to make more of a conscious effort to include literacy skills into my lessons, rather than just being satisfied with the natural links. I need to find more ways of incorporating formative assessment in my day-to-day teaching, as recommended by Black and Wiliam, in order to improve pupil attainment levels in school. I believe this will naturally also raise pupil satisfaction and improve attitudes to school. I will also aim to include more peer- and self-assessment into my lessons in order to encourage pupils to become more independent and confident in themselves, and to also become more critical and analytical of their successes and failures. As well as this, I hope to find

opportunities to give pupils work to grade and mark themselves. Whilst I could not find any literature to support this, it was recommended by my class teacher and it worked very effectively and I believe will help them in their upcoming mock examinations.

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