

OVERVIEW

Monday, December 9, 2019

9:23 AM

ECAD6008 Assignment

Critical Reflection: 3,174 words + 2,000 of evidence

Name: Samuel Lloyd

Student Number: 1900713

https://uowtsd-my.sharepoint.com/:o:/g/personal/1900713_student_uwtsd_ac_uk/EhrpRA4_NoJFuVR04K0nxZ0BQK4lsAnXJ9VeiJGh_Qvr1g?e=vM9Phj

ASSESSMENT FOR LEARNING FOR LEARNING PRINCIPLES

Monday, December 9, 2019 9:23 AM

Assessment for Learning (AFL) 1: 'Diagnostic Marking'

I have adopted the school's 'Diagnostic Marking' policy to assess what my pupils have learnt over the course of an entire topic. During each topic, or after an assessment, I collect all of the pupils' workbooks and mark them in a short space of time. This involves going through all of the books but without writing anything in them (unless there are any urgent things that need direct attention). After this, I make notes on a diagnostic marking sheet; this includes adding general comments about the class' work as a whole.

Bishop Gore Diagnostic Marking Sheet		Phone call Home: _____	
Class: 8P Date: 6th Dec			
Praise - Subject knowledge generally good - Pupils are clear on the causes of the Civil War + Spanish Armada. Also clear on events of the SA - Posters generally good - Pupils were all fantastic for the Guy Fawkes lesson	Lack of Effort/Quality - D - J - L	Exemplar work (Who, Why?) [Green box with 'A' and 'B' marks]	Reflections on my own teaching: - There isn't enough writing in the pupils' books. Perhaps I have neglected traditional style teaching where pupils write a lot in the lesson? - Not clear enough on difference between Catholic/Protestant?
Common Misconceptions: - Confusion between Catholic/Protestant - A lot of pupils confused about Charles' religion. - A few pupils confused about Guy Fawkes' religion	Spelling errors - CATHOLIC - PROTESTANT - All months of the year 'Plenary' (not ea) - Cavaliers - Roundheads - PARLIAMENTARIANS - Parliament	Feedback Lessons/ Action Taken:	

As can be seen in the example I have given above of a diagnostic marking sheet that has been filled out (or partially filled out), there is room for me to: reflect on my own teaching, identify exemplar work and pupils that may be eligible for reward, common spelling mistakes, common misconceptions and gaps in general knowledge, and areas for praise.

The diagnostic marking sheet is not presented to the students. Instead, it is an aide for how I can plan a 'feedback lesson' which follows, where pupils have the time to improve previous work with assistance rather than at home, whilst also working as a guide for how I can improve my teaching practise based on what I have seen written in pupils' books (see section 'Reflections on my own teaching').

GREAT WORK AND WELL DONE

- S
- T
- C
- C
- A
- I
- N
- D
- F
- J

Feedback from marking

Year 8P

SPELLING

- CATHOLIC
- PROTESTANT
- All months of the year
- 'Plenary' (not ea)
- Cavaliers
- Roundheads
- PARLIAMENTARIANS
- Parliament

FIX-IT TIME

- Capital letters throughout
- Names, places!
- Title/dates should be underlined
- If you use paper, write your name!
- Let's make our tables on money/religion/power clearer. Could we add colour? (or re-do?)

Let's go over...

- Difference between Catholics and Protestants
- Charles I's religion.

What is shown to the pupils is a 'feedback from marking' slide (see above), where common spelling errors and misconceptions are presented to the class, as well as visual positive

feedback. Omitted from the diagnostic marking sheet are pupils that may have not put good effort into their work or reflections on my own teaching. From this, especially for lower KS3, I would also include a to-do list to guide pupils on what they should be doing during the feedback lesson, this would be present on the board for the course of the activity. Below is an example of a to-do list for a Year 7 class following their assessment on why William won the Battle of Hastings.

To-Do List:

-Sentence starters

- Another reason why** William won was ...
- The first reason why** William won was...

-Keywords:

Shield Wall	Senlac Hill
Stamford Bridge	Housecarls
Retreat	Fyrd-men
Harald Hardrada	Cavalry
Archers	

-JUDGEMENT AND COMPARISON

- This was important **because...**
- Harold's tactics were ... **but** William's tactics were ...
- The **most important** reason was ...

-CAPITAL LETTERS

- H**arold, **S**enlac **H**ill, **W**illiam, **S**tamford **B**ridge
- A**nother reason why...



I have found that this is a much better way to mark a group of pupils' books; there is an emphasis within the new curriculum on wellbeing, and I have discovered that diagnostic marking significantly reduces the workload on a teacher, thus directly improving their wellbeing.

Assessment for Learning (AFL) 2: Question Sheets as an Accompaniment to Educational Videos

I have used several question sheets that I have created during my teaching practise. Often, these question sheets act as an accompaniment to a YouTube clip; and are usually to be filled out on the second viewing of the video. This allows pupils to watch the video once and digest the information, and then their knowledge is consolidated by watching it a second time and completing the worksheet.

Starter:

We are going to watch the following clip twice.

Answer the questions on the worksheet the second time!

<https://www.youtube.com/watch?v=kNW0XIAZdkM>

Questions on the Harrying of the North Video

1. Who previously held the land that was now controlled by the Normans? (0:15)

2. What were the names of the two brothers? (0:46)

3. What was the name of the 12th century historian? (1:23)

O _____ V _____

4. Who did William replace Morcar with? (1:50)

The two pictures above are examples of how I have incorporated this into my teaching. The pupils are clearly told, after having been given the question sheets, that they are not to write anything the first time that they watch the clip. They are allowed to read the questions, however, so that they know what they are looking out for.

The second picture is the first four questions of the sheet that was handed out to every pupil. By the side of each question, for purposes of differentiation, the pupils are given the timing of the video in which the answer of the question is given. On the board, the time of the YouTube clip is present throughout. This means that the pupils do not get lost during the task.

Following a task like this, pupils are encouraged to swap question sheets with a partner. Then, as a class, we would go through the answers one by one, and I would give further explanation. The sheets are marked and returned to the owners.



Once sheets are marked, the pupils are to reflect on their answers and add a grade based on what I have put on the board. The above picture, for example, shows how many marks pupils would have needed for each grade. Due to the nature of the task and how simple to follow it usually is, most pupils normally achieve at least a grade A. To understand how the class have done, I ask pupils to raise their hand when I read out each grade (ie, I will say "who got a C?, B?, A?, A*?"). It is also important here to save embarrassment of the pupils; I will only ask for the top grades when asking for hands up and I will only react with praise.

Assessment for Learning (AFL) 3: Exit Tickets

This example is also relevant in the *Build on Previous Knowledge and Engage Interest*

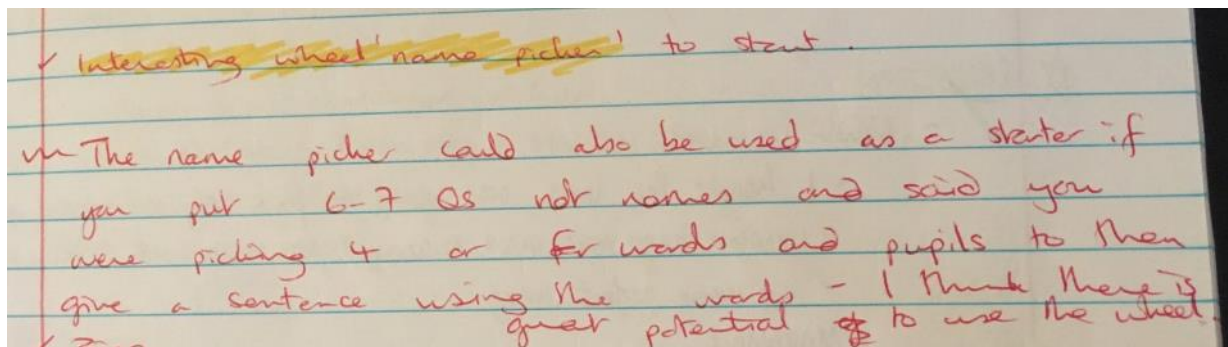
section, and is explained [there](#) in full.

Assessment for Learning (AFL) 4: Randomised Questioning

Although one of my usual targets for my teaching is to probe more into student responses to questions, I have incorporated a system of randomised questioning into my lessons to avoid both the awkward silences after I ask a class a question and the 'usual suspects' answering all of the questions.

I have often used a website (www.wheelofnames.com), where all of the students' names are put into a random name generator. I have found that this is very successful in both engaging pupils and making sure that everyone has the same chance of being asked a question. However, a limitation of this that I have found is that some students, even when their name is chosen, they will hesitate and a 'usual suspect' will intrude and answer the question on their behalf.

Below is an extract from my mentor's feedback on my use of the name generator, she says that it was 'interesting' and had a 'lot of potential', and gave me advice on how I could use it differently in future.



CROSS CURRICULAR RESPONSIBILITIES

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Cross Curricular Responsibilities 1: Mathematics and Arithmetic in a History Classroom

I have often incorporated mathematics and/or mental arithmetic tasks within my teaching practise. I have found that it encourages pupils' deeper thought into a topic whilst improving their basic skills. One example of how I have done this was in a Year 7 lesson on the Domesday Book – the pupils enjoyed multiplying, dividing, subtracting, and adding whilst also creating tally charts. Moreover, the entire task was based around money and value of assets, allowing pupils to work with decimals and work with pounds and pence.

ENW: James DYDDIAD: 3 Tachwedd 2019

Who owns the classroom? Mr. Lloyd Who owned the classroom before November 2019? Mrs. Evans	Amount of people in the classroom IIII	Amount of people in the classroom that own a mobile phone (£100 each) IIII $26 \times 100 = 2600 \text{ pounds}$	Amount of people in the classroom who have a dog (£500 per person) IIII $11 \times 500 = 5500$ $11 \times 500 = 5500 \text{ pounds}$
Amount of people in the room who have a cat (£400 per person) IIII $6 \times 400 = 2400$	Amount of people with a different type of pet (£150 per person) IIII $4 \times 150 = 600$	Amount of people in the classroom that have an Xbox and/or PS4 (£200 per person) IIII $8 \times 200 = 1600$	Amount of people in the classroom that play a musical instrument (£70 per person) IIII $5 \times 70 = 350$
Amount of people in the classroom that play a sport (£20 per person) IIII IIII IIII $15 \times 20 = 300$	Amount of people in the classroom that like rap music (£10 per person) IIII IIII $10 \times 10 = 100$	Amount of middle names in the classroom (£5 per name) IIII IIII IIII IIII $25 \times 5 = 125$	Total Value of the Class: 2600 3500 2400 600 5500 1600 350 300 100 125 £1575

The above picture is an example of a piece of a Year 7 student's work. The class had to complete a modern, school-version of a Domesday Book, where they would find out the value of the classroom for the King (me). Using this worksheet, the pupils had to create a Domesday Book-style paragraph explaining what the value of the land was in the format shown below:

IN PRESTON HUNDRED:

WILLIAM owns Patcham himself in lordship. Earl Harold held it before 1066. Then it answered for 66 hides; now for 40. There is land for 80 ploughs. In lordship - 8 ploughs. 163 villagers and 45 smallholders with 82 ploughs. A church; 6 slaves; 10 shepherds; meadow of 84 acres. Woodland, 100 pigs. Richard holds 7 hides of this land; and a man at-arms owns half of a hide. In lordship, 2 ploughs, with 2 smallholders.

Value before 1066: £100. Value after: £60. Value now: £86.

Cross Curricular Responsibilities 2: Digital Framework/Use of IT in a History Classroom

My placement school incorporate three 'Futures Weeks', of which are off-timetable weeks dedicated to the values of Donaldson's curriculum, into their timetables each academic year. During these weeks, pupils in their year groups work to achieve an end goal. For example, in the most recent

'Futures Week', Year 7 studied how people past and present would plan an exhibition to South Pole; they studied the history of exhibitions, the geography of the region, equipment, and food amongst other things. On the final day, they planned their own trip to the South Pole, and did a practical activity on the local beach.

One of Year 7's tasks for the week was to compile a list of clothing that they may need for an exhibition to the South Pole. It was a group-based task where the pupils had to use computers and iPads to research clothing that explorers in cold weather use. After having researched, the pupils were to add their findings into an Excel spreadsheet, where they were guided on how to find the total cost by utilising the command system that Excel has. The third picture below is an example of one pupil's work; it is shown in the screenshot that the pupil has clearly understood how to use the command system, and has even added aspects such as colour to show-off his level of digital competence.

•Make a list of the clothing you will need in excel.

•Research these specialist sites:

<http://www.snowandrock.com>

<http://mountainwarehouse.com/ski>

Complete a table by adding the price of each item, then the total cost.
There are short cuts to save you doing all the adding up!!!

REMEMBER!

You may need more than one of each item!



D2				=B2*C2
	A	B	C	D
1	Item	Amount	Cost per Unit	Total Cost
2	Waterproof Coat	2	£59.99	£119.98
3	Waterproof Shoes	3	£30	£90
4	Snood	2	£4.99	£9.98
5	Waterproof Hat	2	£10	£20
6	Sets of Underamour Skins	3	£40	£120
7	Thick overcoat	1	£98	£98
8	Waterproof trousers	1	£13	£13
9	Thick Sweatshirt	2	£20	£40
10	Thick Waterproof Gloves	3	£15	45
11				£556

I have been effective in improving my pupils' literacy skills in my teaching practise. I have done this by:

- Highlighting spelling mistakes and encouraging pupils to correct them independently
- Underlining syntax and grammatical errors whilst marking pupils' work and encouraging them to correct them independently
- Using a variety of different writing and reading tasks
- Giving examples of sentence starters and keywords
- Making peer and self-assessment a compulsory aspect of lessons
- Encouraging pupils to discuss and debate with each other about a variety of different topics

With regard to **verbal literacy**, role play is something that I consistently use within my practise. It is vital for historians and history-pupils alike to empathise with people that they may be studying in order for them to get a greater understanding of how life may have been like in the past.

I have often created characters for main tasks in lessons and have distributed them out to the pupils. Using these characters, they have met with other pupils with different characters in the room and introduced themselves, explain their backgrounds, and points of view on a particular event. For example, during a task like this in a lesson on the Battle of Hastings, one pupil may be a Norman character and another an Anglo-Saxon character, and they may debate about which side they support in the ongoing conflict.

Below are some examples of characters that I have created for these types of lessons, (there are usually 6-8 different characters per lesson):



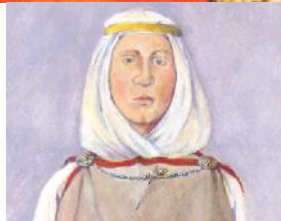
Aled Oswaldson, 31

Hometown: York

Relationship status: Wife was killed in the Harrying

Occupation: Ex-farmer, now unemployed

Background: Did not know anything about the Battle of Hastings or William. Too busy taking care of the farm to care about politics!



Emma Sified, 14

Hometown: Durham

Relationship status: Widowed, had been married for 3 months until her husband was murdered in the Harrying

Occupation: Full-time mother of 2 children

Background: Her father was a supporter of Morcar, and had taken part in the murders of 900 Norman men



Eric Macy, 27

Hometown: Normandy, France

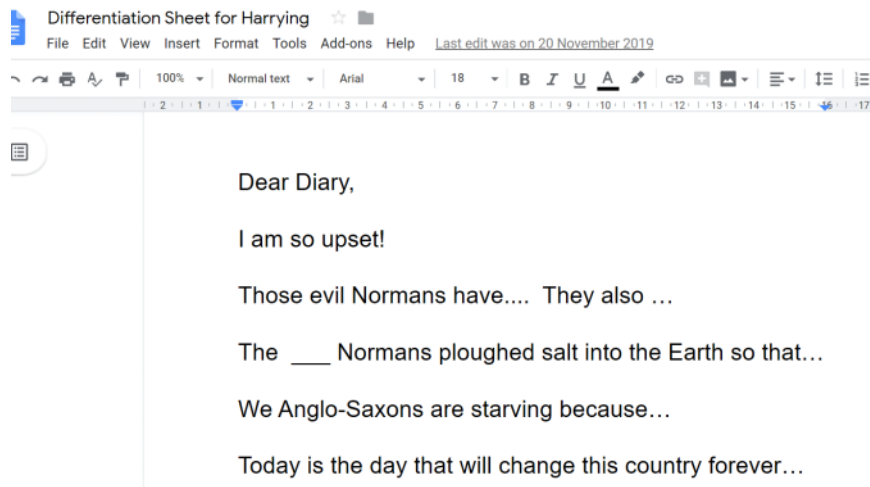
Relationship status: Looking for love

Occupation: Norman foot-soldier

Background: Fought in the Battle of Hastings and very loyal to William and the Normans. His older brother, Robert, had been killed by Morcar's men

I have found this type of task very successful, whilst also engaging interest from all pupils it can be used to introduce a further task, such as a creation of a diary entry.

Diary entries are one of several writing tasks that I use often in my teaching practise as it allows pupils to convey opinions and subject knowledge in an informal tone, of which they would not usually do within their work. To aid pupils in writing their diary entries, apart from giving them characters (or ideas for characters), I distribute sentence starters, success criteria and templates as a means of differentiation:



Success Criteria:

- An introduction, remember who your character is.
- 1 Paragraph explaining what has happened in the Harrying of the North (use a mixture of facts and opinion!)
- 1 Paragraph explaining how your life has been affected.
- Ending. End with a bang!

Those evil Normans have....
Those stupid Anglo-Saxons have...

Today is the day that will change this country forever...

The ___ Normans ploughed salt in to the Earth so that...

12:00 MINUTE TIMER

14th JANUARY 1070

DEAR DIARY,

TODAY IS THE DAY! WE HAVE FINALLY CRUSHED THE REBELLION IN THE NORTH OF ENGLAND. THE STUPID ANGLO-SAXONS WERE NO MATCH FOR US. THAT'LL TEACH THEM!

14th JANUARY 1070

DEAR DIARY,

OH DIARY! I DON'T KNOW WHAT I'M GOING TO DO. THOSE WRETCHED NORMANS HAVE TAKEN EVERYTHING FROM ME!

Sentence starters are a constant feature in my teaching practise. The example below is from a Year 9 assessment lesson on the lives of women, where sentence starters were present for all pupils on the board during the task:

One change in women's lives during this period was

This Act allowed women to...

This is important because...

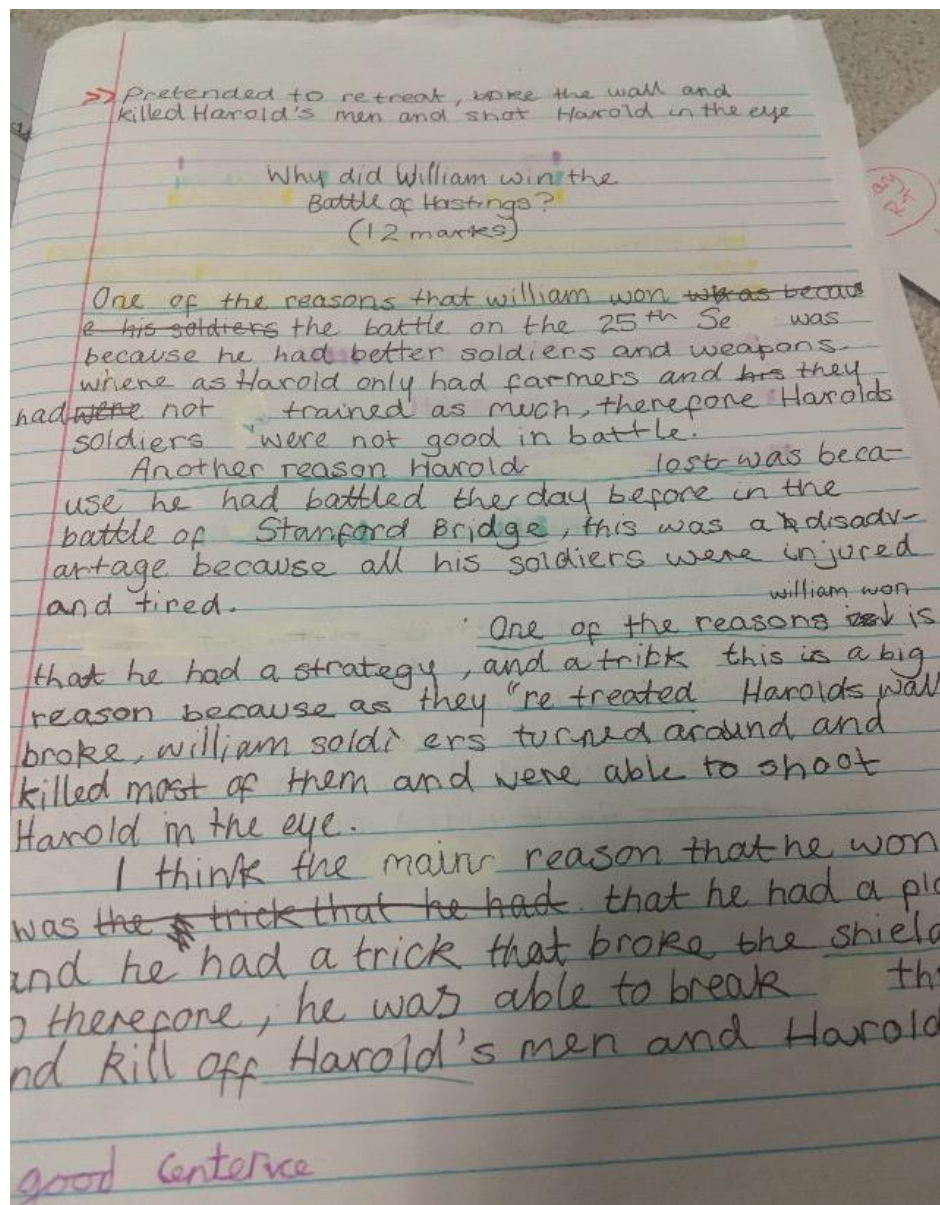
The most important change for the lives of women was

Q. Explain the changes in women's lives, 1900-2000.

AO1 2 marks			AO2 10 marks		
			ID 4	Fully explains the issue with clear focus set within the appropriate historical context.	8-10
			BAND 3	Explains the issue set within the appropriate historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

3 changes + PEE

Following a writing task, pupils are encouraged to peer and self-assess work. This can be seen in an example of a Year 7's assessment pictured below:



The above piece of work has been peer and self-assessed to some extent. Throughout the piece, the pupil who owns the piece of work has underlined key phrases or words with a green pen, allowing them to check that they have got important information written down. Their peer, another Year 7 pupil, has written comments at the bottom of the page in a purple-coloured pen; this is so that pupils can collaborate to some extent and share ideas on how both of them can improve for the next task.

BUILD ON PREVIOUS KNOWLEDGE & ENGAGE INTEREST

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Building on Previous Knowledge and Engaging Interest 1: 'Exit Tickets'

This is also explained in the [Assessment for Learning \(AFL\)](#) section.

An example of building on prior knowledge within my own teaching practise is the use of 'exit tickets' that I had previously created. Before leaving the room, Year 8 pupils (in this example) filled in the gaps on a small, train-ticket style piece of paper. On this, the pupils were prompted to record an 'interesting fact', which was something that they had learned in that lesson, and then a question. The question, for example, may have been something that they did not previously understand, or something that they had found interesting and wanted more information on. The pupils were also asked to record their names.

The second image below shows five examples of these tickets that I received from every pupil on their exit of the classroom at the end of the lesson.

Firstly, I read through the tickets to gain an understanding of what the pupils had learnt in the lesson and were confident in explaining. Despite the fact that the pupils were asked to write only one sentence each, it was clear through their interesting facts in this example that the class' overall understanding of how King Philip II tried to invade England in 1588 was good. This gave me both some valuable feedback on the quality of my teaching, and a valuable resource that I could use in the next lesson.

The first picture below is a copy of the first slide of the presentation for the lesson that followed. As seen in the image, the title of the slide was 'recap', showing a picture of the train-ticket template that the pupils had completed at the end of the previous lesson. I introduced this slide and told the students that I had read through all of their tickets and was pleased at what I had seen. The chat that followed suggested to me that the pupils were excited by this and were keen to remember and talk about what they had written.

The third picture below shows the slide that followed; I was able to make this starter task personal to the students by including the first names of the pupils that gave certain facts. This was very well received by the students. The first task was based on the interesting facts that I had received the previous lesson, where pupils had put their hands up and volunteer to fill in the blanks. I did not allow the pupils of whom had written the particular interesting fact to answer the question, as I already believed that they were confident of the answer. The facts were simple, and it was easy to fill in the blanks; this allowed for any pupil of any ability in the class to get involved in the task. This also made it easy for me to randomly question any pupil in the room as I was confident that most could answer.

The fourth picture below shows an example of how I utilised the questions on the train tickets. One-by-one I put the questions onto the board, and the questions were asked at other pupils in the room. The task was again well received. To make this task more interesting, I asked the pupil who had asked the question to read it out and choose another pupil in the class to answer them. This task successfully built on previous knowledge as it allowed for every pupil in the class to reach the same level of understanding of the topic. I also incorporated humour in this section to engage further interest, for example, one of the questions I asked had been 'how many heads does Mary Queen of Scots have' to which the pupils enjoyed answering "zero!". This both consolidated their knowledge that Mary Queen of Scots had been beheaded and helped to engage more pupils in the lesson.

The fifth picture below is a question that I used as a frame for the rest of the lesson. One pupil asked 'why is the Spanish Armada SO important', and through the use of this question I introduced the

main task of the lesson on the Consequences of the Spanish Armada. This question was present in all of the slides that followed, and at the end of the lesson, pupils then had to answer that question.

The final picture is this task reflected in positive feedback from my mentor, who was present in the lesson.

Recap

SINGLE CLASS >> EXIT **NAME:**

INTERESTING FACT:

QUESTION:

SINGLE CLASS >> EXIT **NAME:** [redacted]

INTERESTING FACT: to warn people about the invasion through balloons

QUESTION: How would the invasion happen if it started today?

SINGLE CLASS >> EXIT **NAME:** [redacted]

INTERESTING FACT: they lit beacons to tell the rest of England about Spain's arrival

QUESTION: Why didn't the Catholics from England help Philip?

SINGLE CLASS >> EXIT **NAME:** [redacted]

INTERESTING FACT: These strong chest formation got broken by the 116 ships

QUESTION: Was there any battles in land?

SINGLE CLASS >> EXIT **NAME:** [redacted]

INTERESTING FACT: The Spanish Armada did not have a thought out plan (and were stupid in war)

QUESTION: If they had more ships would their method work?

1588 **QUESTION:** Over what time period did the Armada take place?

Facts

The English lit _____ to warn the country of the Armada

Chelsey	Aziza
Freya	Tiegan

Out of 130 Spanish ships, only _____ returned to Spain

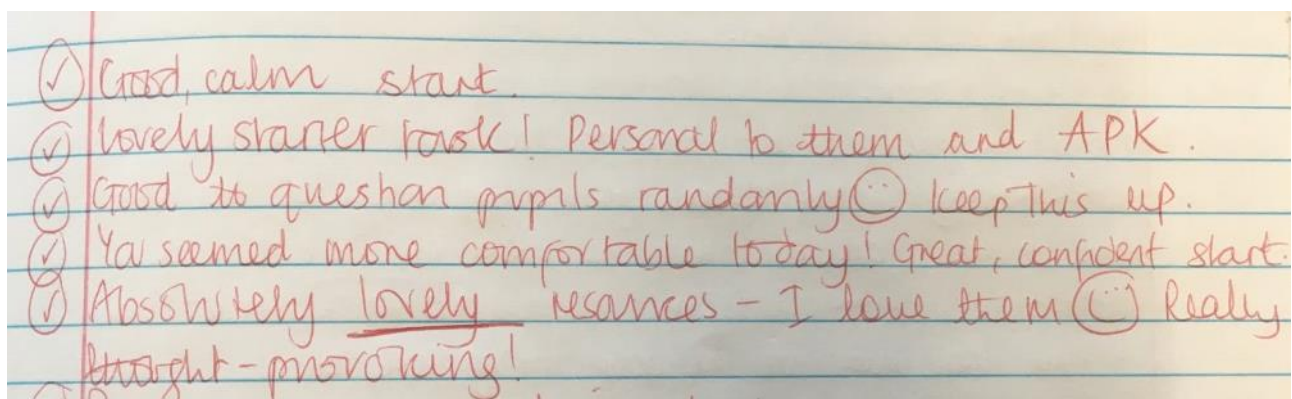
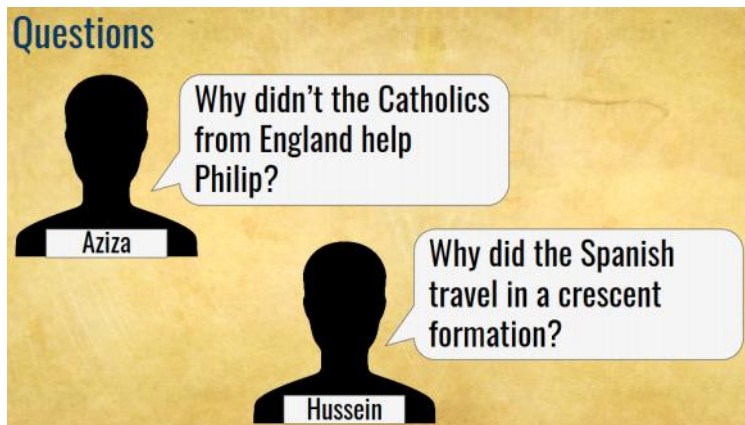
Leo	Dylan
Harrison	Taylor-mae
Abigail	

The Spanish used a _____ formation

Hussein	Taylor Q
---------	----------

The English used _____ to break the Spanish formation

Finn	Joe
Nadia	



Building on Previous Knowledge and Engaging Interest 2: Creating an Atmosphere to Engage Interest

I have often engaged pupils by occasionally creating an atmosphere in the classroom that the pupils are not usually accustomed to. I have done this by:

- Playing appropriate 'entrance music' for the pupils
- Dimming/turning off classroom lights (also by closing blinds)
- Changing the regular seating arrangement or table layout
- Role play (including wearing fancy dress, such as a Guy Fawkes outfit)
- Turning a lesson into an actual game



The above picture is the opening slide of a lesson that I created on Guy Fawkes and the Gunpowder Plot. The slide was part of an eerie, different atmosphere that I had intended to engage the pupils from the minute that they entered the classroom. The room was dark, as I had closed blinds and turned the lights off, and the black background of the slide aided this. The pupils were asked to line up outside of the classroom and remove only a pen from their bags (and remove coats etc), to ensure that they did not have to make any noise as they entered the room. Their worksheets had already been set out on tables of which had been altered into a courtroom-styled layout.

The Guy Fawkes' mask faded in and out adding to the eerie atmosphere; most importantly, however, was the music that accompanied the slide. The music for this particular entrance was Lucas King's *Dark Piano: Sociopath*. I have also previously used music to create an atmosphere at the beginning of other lessons; Beyoncé's *Run the World [Girls]* proved successful in creating a vibrant atmosphere for a Year 9 lesson on the Impact of the Suffrage Movement, and an instrumental version of Woodkid's *Iron* aided the battle motif in a Year 8 lesson on the Causes of the English Civil War.

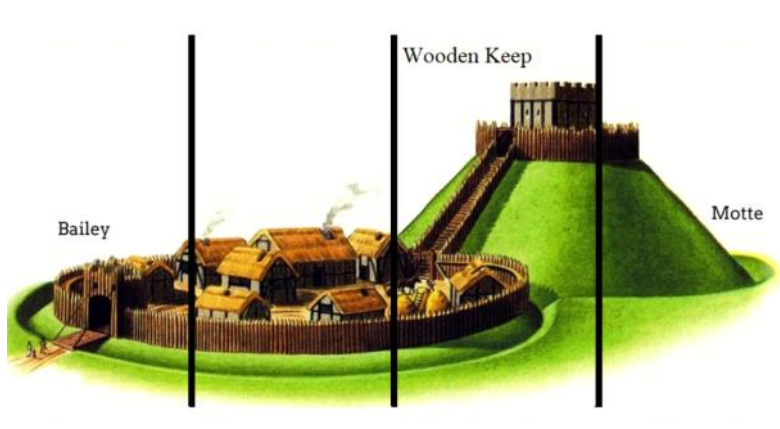
Ultimately, when done on occasion, I have found that entrance music is a highly successful way of creating an atmosphere for a lesson/topic and mostly engages pupils from the moment that they walk into the classroom. The Guy Fawkes lesson itself was also a good example of how I have successfully engaged boys in particular in the class that usually are not as interested in the content. Below is an extract from my mid-placement review, in which my mentor stated this:

Sam has a sound understanding of the

selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners, within our school there has been issues of the performance of girls and boys, Sam designed a Guy Fawkes lesson that interested all pupils and especially engaged the disengaged boys.

I have also on numerous occasions incorporated games into my teaching as major part of the task:

- In a lesson on Motte and Bailey Castles, Year 7 pupils played a game in groups of four for the first half of the lesson, where each member of the group would look at a section of a drawing of a Motte and Bailey castle and then return to their group where they would explain the section they have seen and draw it out on a shared piece of paper. The end product was a piece of paper with a large drawing of a Motte and Bailey castle per group separated into four sections, each section having been drawn by a different group member (see pictures below).
- I created my own Medieval-illness version of 'snakes and ladders', where each square correlated to a reason how people died in the medieval period. The pupils enjoyed listing reasons why they died after landing on different squares.
- I hosted a game of 'splat' to teach Year 7 children about the Feudal System.



Building on Previous Knowledge and Engaging Interest 3: 'Low-Stakes' Quizzes

Find the odd one out...

1

 Catherine of Aragon	 King Henry VIII
 King Philip II	 Mary I

Guess the year!

2

The Spanish Armada	Mary QOS Executed
James I becomes King of England	The Gunpowder Plot (GF)
1603	1555
1605	1587
	1629
	1588

Find the odd one out...		Guess the year!			
1		2	Henry VIII becomes King		
			The English Civil War starts		
			Guy Fawkes is executed		
			James I dies, and Charles I is now King		
			1509	1609	1625
			1642	1605	1606

The above picture is an example of part of a 'Low-Stakes Quiz' that I have used in my teaching practise. Before teaching Year 8 about Charles I and the Civil War, it was important that the pupils had consolidated their knowledge on the previous Kings, Queens and people of interest. The pupils enjoyed filling in the blanks in 'Guess the Year', and also choosing an odd-one-out of the four characters on each slide and explaining why (there were several reasons why any could have been the odd one out). This allowed the pupils to explain and then elaborate on their prior knowledge and also encouraged some critical thinking.

Furthermore, there were questions within 'guess the year' that acted as a bridge from their prior knowledge to the new topic on Charles I and the English Civil War; the boxes 'James I dies, and Charles I is now King', and 'the English Civil War Starts' was not known to the pupils, but the pupils were able to guess which years these events occurred in from the list of dates in red underneath. Once those dates had been established, I was able to question the pupils on what they thought Charles I may have done wrong, having only been King of England for 17 years before the Civil War started (see below).

What could Charles I have possibly done wrong for a Civil War to have started 17 years after he became king?

With a partner, **discuss**:

What is a **Civil War**?
 Why do Civil Wars **start**?
 What could Charles I have done **wrong**?

Think about the **themes** we have been looking at in the last few lessons...

1625

James I dies, and his son Charles I is now King



1642

The English Civil war starts

CRITICAL REFLECTION

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Introduction

For the purpose of this assignment, three pedagogical principles have been identified within my Professional Teaching Experience (PTE). Using academic research, I aim to critically reflect on my own progress on my planning and implementation of these three pedagogical principles. The principles that are to be discussed in this assignment are: employment of 'assessment for learning principles', 'cross curricular responsibilities' and how teachers can 'build on previous knowledge and engage interest'.

Throughout this assignment, the school in which I have undertaken my first PTE is to be anonymised as per the British Educational Research Association (BERA) guidelines, and any information or evidence of pupils' work will be anonymised, or restricted to a first-name-only basis (BERA, 2018). The school is an English-medium comprehensive school of which is situated in South Wales. It has an intake of students aged from 11 to 19, and is the third largest in the local area.

Assessment for Learning

Embedding an assessment for learning styled approach within lessons is important as it gives teachers an insight into the effectiveness of their teaching methods (Donaldson, 2015). Black (2003, pp. 29-33) identified four key areas of effective assessment styles:

- questioning;
- feedback through marking;
- students' peer and self-assessment;
- the formative use of summative tests.

Black claims that questioning and feedback are both 'pivotal' in the increase of positive communication between the teacher and learner about the aspect of assessment within their work. A limitation of questioning, as Wiliam (2017, pp. 91-93) alludes to, is that some students choose not to participate. This leads to some questioning tasks actually being unfair on some students; Wiliam argues that it can 'make the achievement gap worse', as only those who are participating in the questioning task are getting anything useful from it.

Within my teaching practise, I have often incorporated a randomised name generator for questioning tasks. During this task, every pupil in the classroom has an equal chance of being asked a question. This means that all pupils must be engaged as they may be asked a question at random at any point, and it allows me to assess whether more than just the pupils who usually answer the questions have understood the lesson content.

Whilst agreeing that this is an effective strategy, Wiliam also highlights the disadvantage of such ways of questioning. He claims that the task 'cannot guarantee that all students will get a turn to answer', which is ultimately unfair. However, it could be argued that the task *prepares* all students as they *might* have to answer, rather than in a non-randomised questioning task where some students do not prepare themselves to answer a question as they *know* they will not participate.

Furthermore, Black (2003, pp. 43-49) highlights the limitations of feedback via marking by teachers:

- students rarely read comments and prefer to just compare marks with peers;

- teachers rarely give students enough time to digest feedback;
- comments are often short and lack much meaning, i.e. 'details?';
- the same comments recur often in pupils' books, implying that students do not take action on past feedback.

He advises that students being given time to digest feedback and follow up on comments should be part of the whole learning process. As evidenced, I have incorporated the history department's feedback policy into my teaching practise. Pupils have been given general feedback as a class, and have often been given 'feedback lessons', where for up to an hour, classes have digested comments that I or other teachers have made and have adjusted aspects of their work such as spelling mistakes or syntax errors.

In my future practise, I will attempt to ensure that when I give students feedback, I initially reflect on feedback that I have given that pupil at an earlier date. By doing this, I will be able to understand whether or not the pupil has taken action on advice that they have been given in the past, and whether my marking has been effective.

Donaldson (2015) outlines that self and peer-assessment allow pupils to 'take more responsibility for their own learning'. The Cambridge Community website (2019) outlines that peer assessment can also help both more able *and* less able pupils; pupils with higher levels of ability reinforce their own knowledge by explaining ideas to classmates with lower ability. It also can aid learners in their development of communication skills that are essential to later life. Black (2003, p. 50) alludes to the language between pupils being one that they would 'naturally use', pupils are able to be more informal with each other and give criticisms that may not be taken seriously if from their teacher.

A limitation of self and peer assessment is the ability of pupils to give themselves or their peers meaningful, correct feedback. Wiliam (2017, p. 156) alludes to the limitation that pupils in higher education may be concerned about whether they can give accurate grades to their peers or not. Instead of grading each other, Black (p. 51) recommends an effective strategy of using a 'traffic light' system within self and peer assessment. Students label their work green, amber or red correlating to their understanding of the topic, acting as a simplified form of communication, and then must justify their self-made judgements as they compare work with each other in small groups or pairs. An important aspect of this is that it links together peer and self-assessment, and would remove the burden on pupils of having to identify what grade their peer's work is worthy of achieving.

Within my teaching practise I have observed that there is not a natural flow between self and peer-assessment; usually, I would encourage students to write comments on their own work and underline key phrases or words, then swap books with a partner of whom will write general comments based on how the work can generally be improved. In my future practise I will aim to adopt Black's recommendations as I believe that a more organic transition between self and peer assessment will make this aspect of my lessons more engaging for the pupils. It will also allow for an increase of communication between pupils, as they will have to justify why they have labelled their work either green, amber or red.

Cross Curricular Responsibilities

The Education Endowment Foundation alludes to the difficulties that are presented to pupils whilst undertaking a writing task (EEF, pp. 18-21). It is discussed that writing tasks can be challenging for pupils, particularly those under exam conditions, as they require the recall and grouping of large quantities of information in structured ways; this all places a heavy burden on the working memory. As portrayed in [fig.1](#), writing tasks are demanding on pupils as they require the 'combination of three processes', transcription, composition and

executive function. Therefore, it is important to my future practise that give equal emphasis to all three processes when giving instructions.

To help pupils overcome the difficulties of written tasks, the EEF have discussed four major points on how teachers can provide scaffolding to ensure that they perform well:

- Focus on 'micro-elements of writing for longer' such as sentence starters;
- Ensure pupils' understanding of 'Tier 2 vocabulary'; keywords that appear in assessment-style questions such as 'evaluate' are crucial to how the piece of work is graded by a teacher;
- Explicitly teach 'planning strategies', including an explanation of how pupils can utilise 'graphic organisers' and a range of other strategies;
- Help pupils to monitor and review their writing, either by using checklists of things that are often included in high quality answers, or by encouraging peer and self-assessment.

Within my own teaching practise, I have consistently used sentence starters as a means of differentiation as evidenced. Sentence starters in history lessons that I have taught have, as the EEF discussed, provided pupils of whom would usually write little in assessment conditions a framework and scaffolding to write both higher-quality and more detailed answers. They can also act as a checklist for pupils of any ability, as they give an idea of what information should be included in their work.

Furthermore, peer and self-assessment has become a compulsory aspect within lessons that I have taught to all year groups. Ultimately, peer and self-assessment have given pupils in my classes an opportunity to monitor and review work and identify possible areas of improvement.

The EEF recommends that over time, 'assistance from the teacher is gradually removed'. Within my further practise, I will allow higher-level pupils to become more independent by limiting the amount of sentence starters or instructions for peer and self-assessment. This will occur when I am satisfied that pupils demonstrate consistently that they know how to use both common and complex sentence starters, and can assess work effectively.

With regard to verbal literacy, the EEF claim that talk is a 'powerful tool' for improving reading, writing, and understanding across the curriculum (EEF, p. 26). Role play, for example, in the history classroom can 'encourage empathy', and encourage children to 'think in new and creative ways' (Bogard, 2012). However, it is important that role play and talking activities do not become 'stand-alone gimmicks' that act only as a 'light relief to an otherwise tedious' lesson (Tarr, 2016).

I have often made role play a feature within my own teaching practise as evidenced. I have found that KS3 pupils enjoy becoming another character, and can effectively empathise with them. I have attempted to make role play tasks relevant; for example, role play for one Year 7 class became the prerequisite of a diary-entry writing task. Overall, over the course of that lesson, both the verbal and written communication of the children was enhanced.

However, in my future practise, I aim to utilise Resnick et al.'s ideals of 'Accountable Talk', to add a wider variety of speaking-tasks to my lessons (Resnick et al., 2018, p. 17). In classrooms that use Accountable Talk, students 'hold themselves accountable for getting facts right'; this involves pupils asking questions such as 'how do you know that?', 'why do you make that claim?', and respectful listening to answers, during which pupils will 'argue their way toward understanding'. I agree that this is an effective way of learning, and hope to implement Accountable Talk in my classrooms by encouraging students to talk about controversial historical topics.

It is also important that pupils in secondary schools are have high levels of digital competence. In agreement with Donaldson (2015), the modern society and workplace

demands increasingly high standards of digital competence and those demanded levels are continually growing.

Firstly, it is vital that teachers are competent in using technology themselves, as it is necessary for teachers to have good enough knowledge to use technology in the classroom effectively. Ally (2019) synthesised the crucial digital competencies of modern teachers in [fig.2](#); he noted ideals such as the need of teachers to be able to 'troubleshoot basic technology problems'. One case study of a school having educated its own teachers is Ysgol Gyfun Gymraeg Bryn Tawe (April 2019); after having completed an audit of their staff's digital capabilities, the school held sessions to improve them. As a result, the staff became more confident in using modern technology, which also had a positive effect on the pupils' digital skills (ESTYN, 2019).

Bitner and Bitner (2002) claim that 'learning should be the impetus that drives the use of technology in the classroom'. As future jobs will differ as a result of new technology before students even finish education, students must be capable to search and discover knowledge for themselves using computers and other technology.

Whilst the Bitners' article is outdated, and the list of software that they provided no longer relevant, their opinion that pupils must develop a catalogue of software that they are capable using is still very much appropriate. Within my own teaching practise, I have used the school's iPads and encouraged children to use basic software such as Microsoft Excel and PowerPoint. Pupils are also able to upload and download files to online groups such as within the school's Google Drive using laptops that are provided.

However, the EEF (2019 b.) claim that it is essential that pupils have 'repeated and varied opportunities' to improve their digital knowledge, and I believe that my teaching has used limited online resources. In my future practise, I will attempt to use a wider variety; one simple but effective example of improving the frequency of pupils' digital practise, as claimed by the EEF, may be through online quiz applications, such as *Kahoot!*.

Building on Previous Knowledge and Engaging Interest

Building on Prior Knowledge

A key feature of Donaldson's report (2015) is that good teaching involves the setting of tasks and the selection of resources that build on previous knowledge; it is stated that this allows for 'progression steps' of which allow teachers to 'build from one step to the next'. Retrieval practise should be a key feature of every appropriate lesson as it encourages all students to progress at a similar rate; as James and Pollard argue, 'misconceptions established at an earlier stage create serious barriers to new learning and need to be tackled' (*in* Husbands and Pearce, 2012, p. 7). James and Pollard acknowledge that pupils can become misled by misconceptions that they may have developed in previous lessons, and this can have a negative impact on future learning. *Deans for Impact* (2016) build on this theory, suggesting that teachers should 'use analogies to map new ideas to ones that pupils already know', implying that appropriate prior knowledge should be the foundations of a lesson. Pupils, they add, effectively learn new content by reference to ideas that they are already accustomed to.

A less favourable opinion of the importance of building on prior knowledge is suggested by Coe et al. (2014, p. 23). Although they do acknowledge that learners do need to build on ideas that have been learnt previously, they explicitly state that 'if teachers want them to learn new ideas, knowledge or methods they need to teach them directly'. This implies that teachers should re-visit some information taught previously, but must move on to new

topics if they want their pupils to discover new ideas.

Within my teaching practise, retrieval practise has been a consistent feature. An example that I have provided evidence for is a 'Low-Stakes Quiz', during which I questioned pupils on topics of a previous lesson (on the Tudor Period, Spanish Armada and the Gunpowder Plot) to encourage both critical thinking and consolidation of key dates. Within that task, I incorporated two small questions of which they would not have yet learned (about the dates of Charles I and the English Civil War), but using their prior knowledge most were able to think about what the answers may have been. These two questions were drawn out again for use in a future slide, and thus acted as a bridge between the pupils' prior knowledge and the topic for the present lesson. This task relates to *Deans for Impact's* view that teachers should use analogies and ideas from previous lessons to allow pupils to discover new information, as pupils in this lesson were able to create a mental timeline with previous events to establish what happened next, and even theorise why.

Taking advice from James and Pollard, in my future practise I aim to ensure that there are no major misconceptions that have been developed over previous lessons, as pupils' understandings of new topics may be hindered. For example, I have occasionally discovered that whilst marking assessments, some pupils have evidently been misled by certain facts or theories and have been penalised as a result.

Engaging Interest

It is crucial that all pupils are engaged within every lesson, because high-engagement classroom environments have a 'significant impact on student achievement' (William, 2017, p. 92). However, research has shown that disengaged pupils in the United Kingdom, as well as other countries, including France, Germany and the Netherlands, are often a 'major problem' and severely limit the teacher's ability to teach, as opposed to pupils in countries such as China and Indonesia (Clerkin and Creaven, 2013, p. 48). This can be as a result of: children who have poor behaviour, uninterested pupils, pupils that lack prior knowledge, those who have special needs or disabilities, pupils that suffer from a lack of sleep and pupils that suffer from a lack of basic nutrition or healthy lifestyle. Clerkin and Creaven (p. 50) found that boys are more often disengaged in school than girls. The school of which I have spent my Professional Teaching Experience is prone to such aspects of disengagement: 23% of all pupils have special educational need, of which is 4% higher than the national average; 26% of pupils are eligible for free school meals, of which is almost 10% higher than average; 38% of pupils live in the 20% most deprived areas in the country (My Local School, 2019 and ESTYN, 2015).

Research has concluded that there are a variety of ways that a teacher can improve pupil engagement within the classroom. Passey et al. (2003) found that regular use of ICT impacted positively on students' overall attitudes towards learning, and that the overall standard of work increased when ICT was used. ICT, in their study, allowed pupils to present their work in a neater and more professional way. It increased engagement 'through visual, kinaesthetic and auditory means', and allowed pupils to write, read and edit work much more than if they had been using paper. Passey et al. also concluded that 'boys were more motivated by the use of ICT', and 'demonstrated stronger motivational profiles' in the process, but girls were not disadvantaged. Related to ICT, Watson et al. (2010) found that student of whom played an educational videogame (*Making History*) in a series of history lessons resulted in a 'shift' from a traditional learning environment to a more student-centred environment where the students were 'much more active and engaged'. Both videogames and non-computer based games have been found by to have a positive effect on pupil engagement (Becker, 2007). Watson et al. (p. 467) make reference to a 2009 survey that revealed that out of 1,600 teachers in the United Kingdom, 35% already regularly implemented either games or computer based games into their teaching, and 60% said that

they would consider using computer based games in the future.

Within my own teaching practise, I have found that games have been an effective way to increase pupil engagement within the classroom, and I would consider using more computer-based games as a way to teach in the future, as I believe that pupils of all ages would find this both enjoyable and educational.

Furthermore, I have demonstrated that I am able to engage the usually disengaged boys, as well as using different techniques to engage all pupils. For example, an article on the *Teach Starter* (2018) website claims that music can be an 'effective hook', and I have often played appropriate music whilst pupils are entering the classroom to engage them from the start. I have found that pupils always react positively to a classroom environment that is different from the norm.

Conclusion

Ultimately, good teaching requires an in-depth knowledge of a host of pedagogical principles and a teacher's ability to reflect on their own teaching experience. Over the course of this assignment I have gathered recommendations for my own future practise. For example, taking advice from James and Pollard (*in* Husbands and Pearce, 2012) I will attempt to ensure that tasks based on retrieval of prior knowledge address any misconceptions that may have developed over previous lessons. The most important aspect that I address is pupils' digital competence. There is a wide variety of online resources that can improve learning, such as online-quiz applications (EEF, 2019 b.) which can effectively engage pupils and give more frequency to pupils' digital learning. I believe that I should incorporate more ICT within the classroom and allow pupils to discover more knowledge using digital platforms.

FIGURE LEGEND

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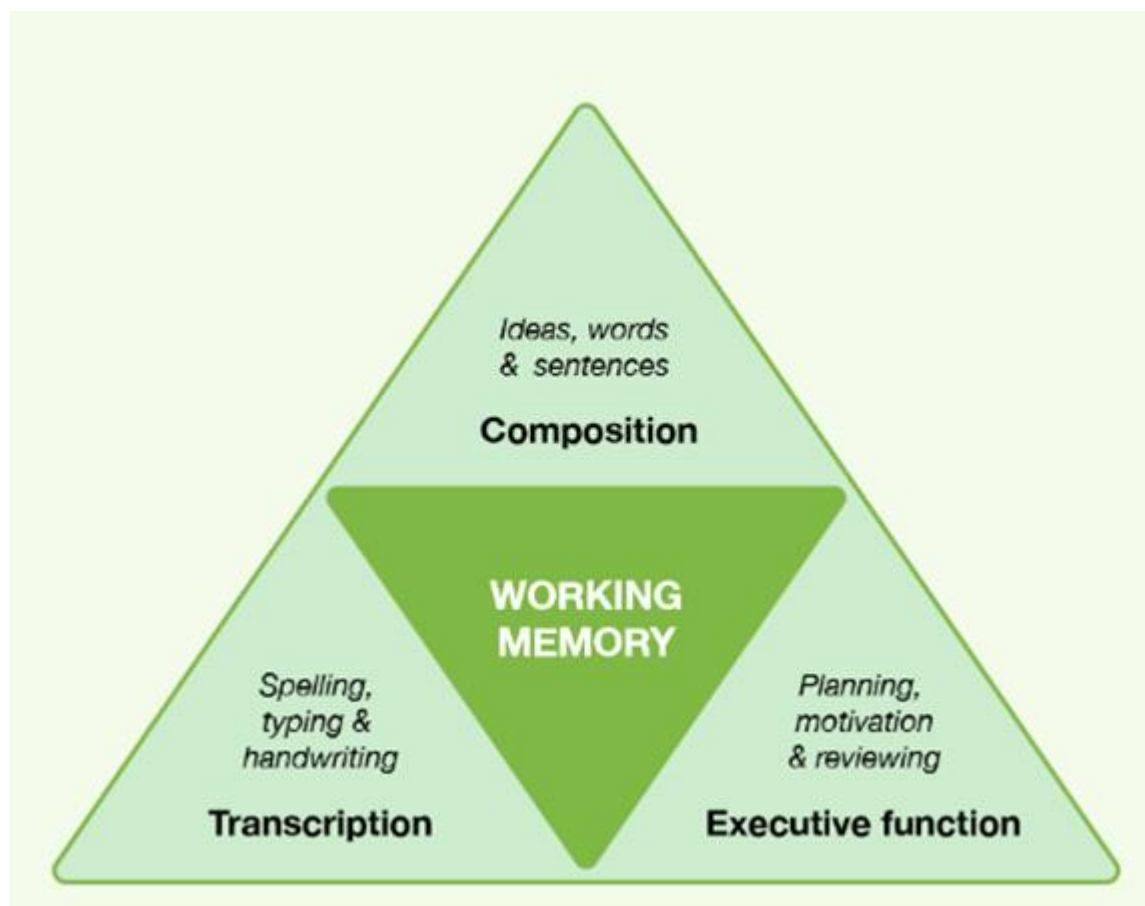


Figure 1: Taken from the Education Endowment Foundation's 'Improving Literacy in Secondary Schools', p. 19.

B. Use digital technology	B1. Be digitally literate.	B2. Integrate technology in the curriculum seamlessly.	B3. Be comfortable when using technology.	B4. Use learning analytics to monitor individual learner progress.
	B5. Use assistive technology to provide support to learners with special needs.	B6. Integrate augmented reality, virtual reality, and mixed reality to give learners a real life experience.	B7. Troubleshoot basic technology problems.	B8. Adapt to emerging technologies.
	B9. Use multimedia technologies to deliver learning materials in a variety of formats.	B10. Ability to independently learn how to use new technology and software.	B11. Use technology to provide efficient support to learners.	B12. Have knowledge of the culture and local practice to select the most appropriate technology.
	B13. Explore emerging technologies for learning.	B14. Use features of the technology to enrich the learning process (geo location, capture information, etc.).	B15. Adapt the technology to the needs of the learner.	

Figure 2: Taken from Ally (2019), portraying the crucial digital competencies of modern teachers.

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