

Overview

Wednesday, December 4, 2019

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Student number: 1201453

Pathway: P-PGCE

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Ensure that your writing has a focus on criticality rather than description.	I have tried to critically analyse my time on placement and how I have conformed to the pedagogies.
Target 2	Make sure that you follow the brief. Here for example, it would have been useful to have more evaluation of critical incident methodology.	I have tried to follow the brief more accurately and have been going back to reading it while writing the essay.
Target 3		

Link to OneNote:

https://uwotd-my.sharepoint.com/:o:/g/personal/1201453_student_uwotd_ac_uk/EgDX5T6n8-BKi9tAvPw7rIUBe_bkanSVJmcDnDJT_ljJEA

Assessment for Learning (AfL)

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Good teaching and learning means employing assessment for learning principles.

AfL Illustrative Example 1

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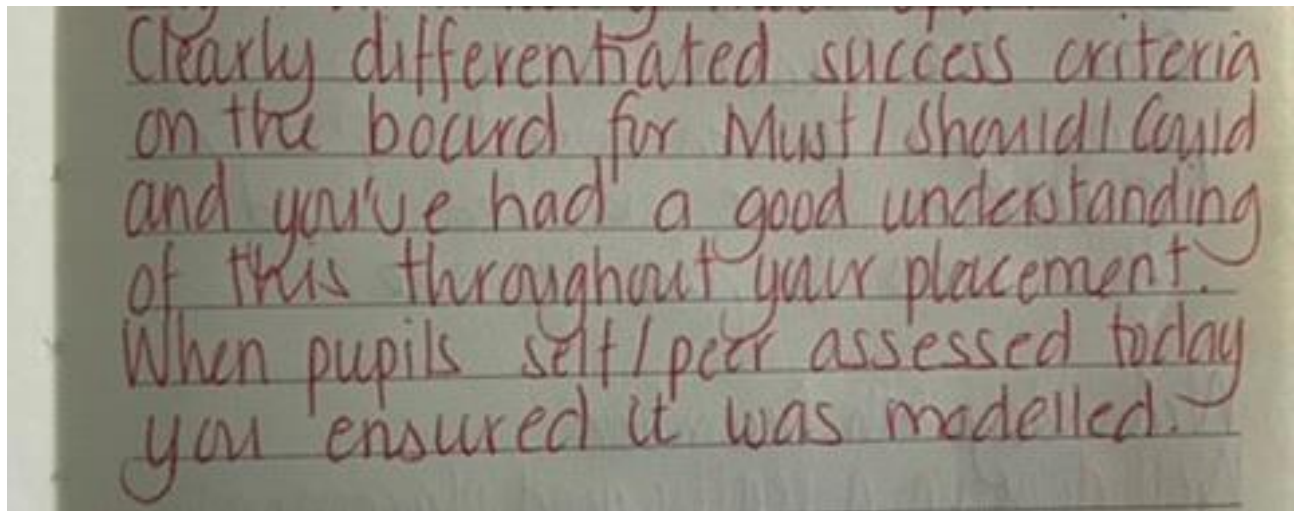
Opening phase (with links to prior learning)	DON'T GIVE THE POEMS OUT YET Write "colour blind" on the WB. What do you think this poem will be about? What is colour blind? <i>Talk to your partners and see what they think. I'll be asking a group from each table to share their ideas.</i> READ THROUGH PARAGRAPH 1 OUTLOUD - Who is blind? Has she always been blind? - What question does the poet ask her? <i>THINK PAIR SHARE</i> - Why do you think the poet asks her this question? What do you think her answer will be? <i>Have a chat on your table about what the girls answer will be and why you think this. You have two minutes to have a chat about this.</i> NOW give out the differentiated poems.	Children sat at tables facing interactive whiteboard. Give each child a differentiated <u>Colour Blind</u> comprehension sheet.	Skill & context to be put on the board. Write Stars, champions and whizz kids. Stars - accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text Champions - accurately identify the main points and supporting information in texts Whizz Kids – show understanding of main ideas and significant details in texts Differentiated Colour Blind sheets.
Teaching & Core Learning	Ask the children to take a few minutes to read their poem on Colour Blind and ask them to underline with a ruler the key facts or information they feel is important. Go through Essential Vocabulary with them. Ask the questions, get them to really think about it. Use the questions from the reading explorer book. Go through the main questions. These are typed up on a separate document. How can these questions be answered in a full sentence? <i>Ask the questions and get the children to think, pair, share the answers.</i>	Children sat reading through comprehension, underlining important/key information. Go through the	Language books, comprehension sheet, pen/pencil.

Above, you can see a lesson plan from a Reading Explorer comprehension lesson with a mixed year 4/5 class. The children are sat in mixed ability groups around their tables. The teacher is aware of the different abilities in the class. Three differentiated comprehension sheets were subtly given to the children. Throughout the session the AFL technique "Think, Pair, Share" was used. This can be seen in the above lesson plan in purple text.

AfL Illustrative Example 2

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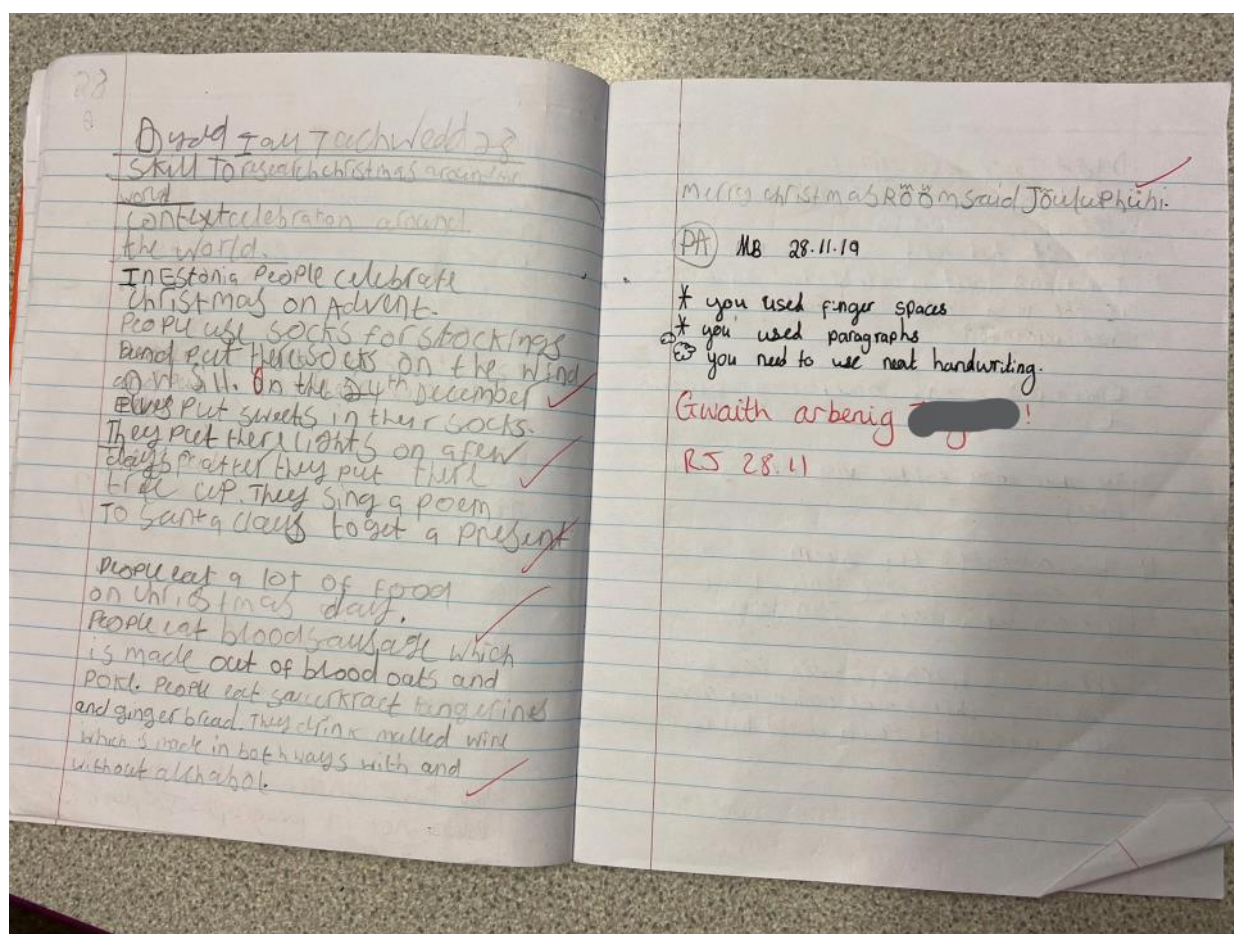
The above picture is a message from my teacher in my learning journal. As stated in the above picture, whenever the children were asked to peer, or self, assess, I ensured that I modelled it on the board.

AfL Illustrative Example 3

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	<u>Write success criteria with the children on the whiteboard ready for them to Peer Assess after they finish.</u>	questions on the whiteboard with the children. Make sure they understand the questions. Ask them to answer questions in full. Give ideas for success criteria.	
Plenary	<u>Peer Assess- two stars and a wish. Ask the children to swap books and use the success criteria to mark their work.</u> Put books in marking tray and sit back down. Do you think that Deborah allows her disability to stop her experiencing life? Close your eyes, imagine a summers day, the birds are out singing, and the children are playing football on the field. Now imagine it in black and white. How does it make you feel? Has this poem helped you to understand visually impaired people better? How has it affected you?	Children sat at tables ready to listen to the work of others. <u>Books to be put in marking tray after 2 stars and a wish.</u>	Books & pen/pencil

Above is the continued lesson plan from the Reading Explorer lesson. In this part of the lesson plan you can see that the AFL technique "Two stars and a Wish" was used. This technique was used for the children to peer assess each other's work.



The above image shows a child peer assessing another child's work using two stars and a wish. Again, this is from a mixed year 4 and 5 class with mixed ability. The children helped me to create a success criteria for their work before they began writing and researching for themselves. From the success criteria they were able to peer assess each other's work.

Cross Curricular Responsibilities (CCR)

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

CCR Illustrative Example 1

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Unit	Paragraph	Style
AoLE or Subject	Carousel	Date: 2.12.19
Lesson Focus:	Castles	
Meaningful links to Curriculum	Explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design which include: • line, e.g. long lines, short lines, wavy lines, heavy lines • tone, e.g. light, medium and dark tones • colour, e.g. primary and tertiary, matching colours, cold, warm • pattern, e.g. natural, made patterns, patterns from other cultures, repetitive patterns • texture, e.g. rough and smooth textures in a range of materials • shape, e.g. shapes from nature, from the <u>made</u> world, and from their imagination • form, e.g. various three-dimensional shapes	
Meaningful links to: Cross Curricular Responsibilities	Literacy: Y4: use subject-specific vocabulary independently Y5: use appropriate vocabulary, including subject-specific words and phrase DCF: Create, explore and analyse data sets, highlighting relationships within them, e.g. using tables, charts, spreadsheets and databases. Numeracy: represent data using: – lists, tally charts, tables, diagrams and frequency tables – bar charts, grouped data charts, line graphs and conversion graphs.	
Personal Targets (Linked to QTS and identified in weekly review) The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of <u>crosscurricular</u> themes relevant to areas of learning and justifies decisions.		

The above picture is a lesson plan I created for a carousel lesson. The lesson was carried out all day and was for a class of year 4 and 5 mixed ability pupils. Throughout the day children would work on four different projects - a diary entry, a data analysis project, a craft project where they would be creating their own Motte & Bailey and finally a station where they would be creating their own version of a watercolour painting of a Welsh Castle. The whole day was centred around different castles in Wales. The numeracy aspect saw the children using the iPads to collect and compare data from different castles in different counties in Wales. From this data they created bar graphs to show which counties had the most castles. The literacy project saw them writing their own diary entry. They had to pretend that they had just finished a battle against another castle. The children had to describe how they felt, what they saw and different things that happened during the battle. The craft station allowed the children to colour and make their own 3D Motte & Bailey. They had to follow instructions for this. Finally, for the art and design project, the children had a look at castles in Wales which had been painted by different Welsh artists. They could then choose a picture to create their own watercolour version of.

CCR Illustrative Example 2

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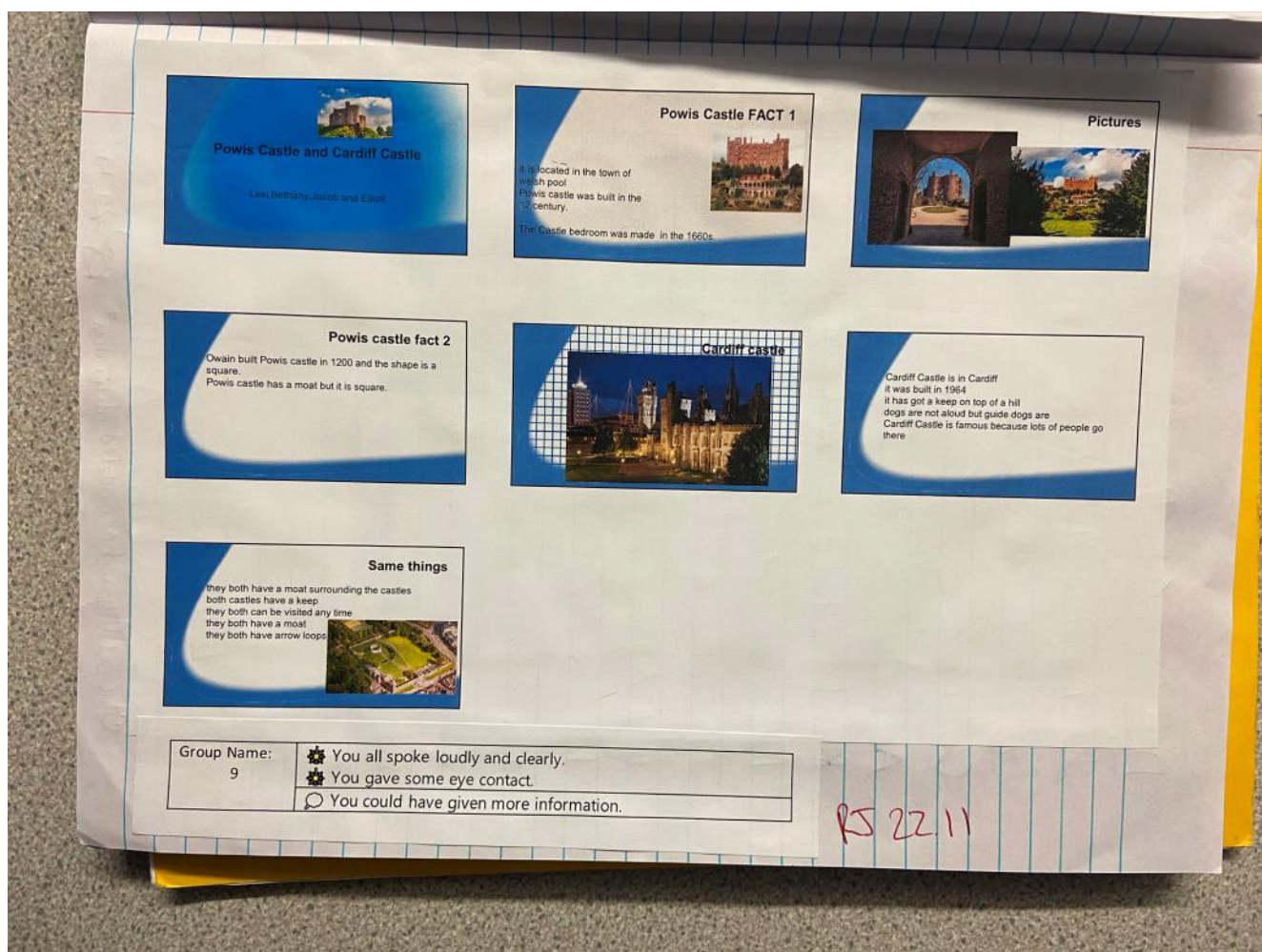


The above picture is of a Castles and Dragons display board in my year 4 and 5 classroom. On the display board are the six areas of learning and experiences (AoLE's) from Donaldson's (2015) report. At the beginning of the term the children were asked what they wanted to learn about their topic - Castles and Dragons. Around each of the six AoLE's are questions that the children have asked to learn about. From this the class teacher and I have been able to plan lessons around what the children wanted to learn. A lot of the questions that the children asked to learn about were cross-curricular.

CCR Illustrative Example 3

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The above picture shows a PowerPoint presentation that the children in my Year 4 and 5 mixed ability class created. The children were split into groups of either three or four children. Each group had at least one year five pupil. I did this as I am aware the pupils in year five have a better understanding of how to create a PowerPoint presentation. The children created their PowerPoint on the Present application on their HWB accounts. I modelled a PowerPoint presentation on the interactive whiteboard. I asked the children different questions about adding features and effects. I did this so that they were engaged and in the hope that it would remind them to use the different features. Before they could create the PowerPoint the children were tasked with finding information on two different castle in Wales. They did this online and through books that we had in school. After finding the information the children needed to compare the two castles. They found this fun and very engaging. Following this, they created a presentation comparing the two castles. Finally, the children stood in front of the class in their groups and gave their presentations to everyone. While each group was presenting, the other children had to peer assess the groups presenting using the two stars and a wish method. Before this, the children created their own success criteria for the presentations. As can be seen in the above image, I also marked each group using the two stars and a wish method.

Blend of Approaches (BoA)

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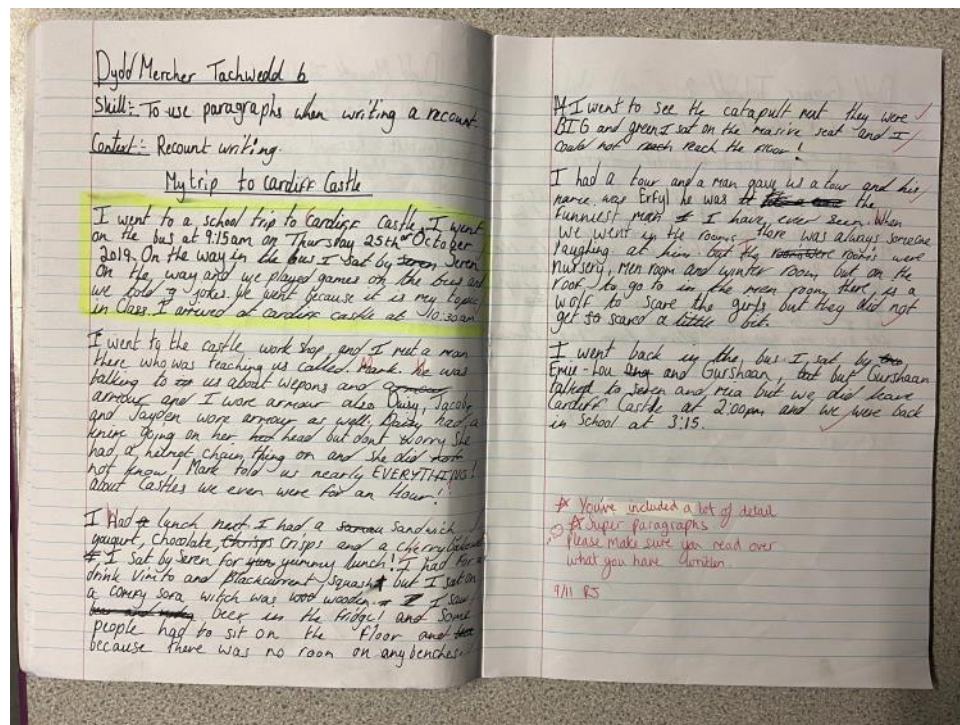
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Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

BoA Illustrative Example 1

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Dydd Gwener Tachwedd 8

~~Re-draft~~ Re-draft

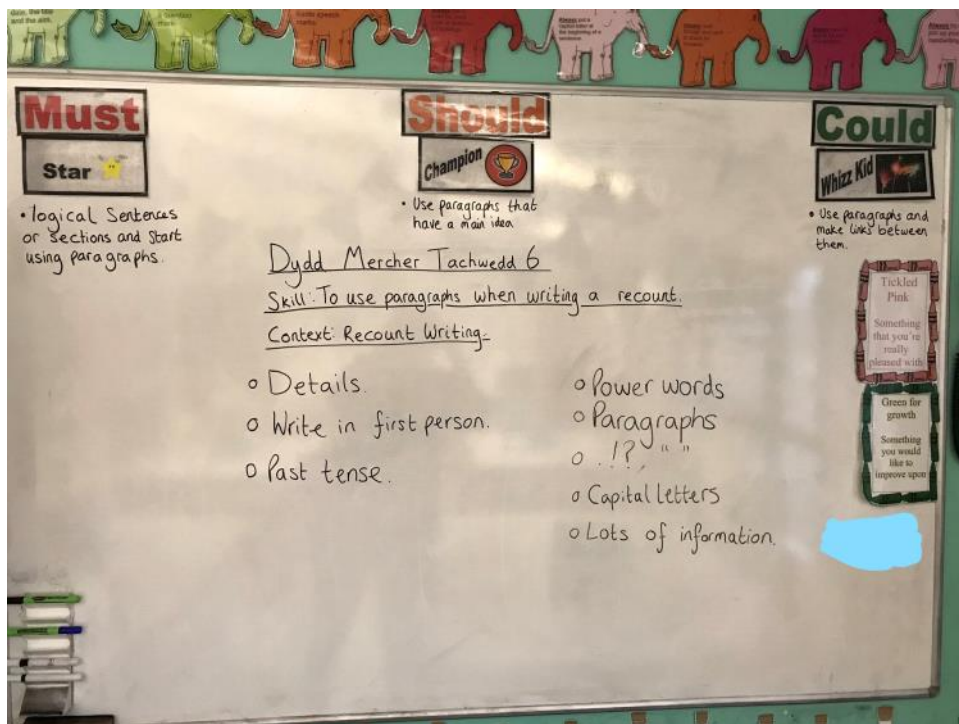
~~My School trip to Cardiff Castle~~

I went by a trip to Cardiff Castle. I went on a bus it was BIG! On the bus I sat by Seren we played games (Jokes!). We went on Thursday the 25th of October. We walked to the bus on 9:15 am. It took 2 and a half hours so I fell to sleep for half an hour. I woke up and I scared Seren! When we got off the bus I could not walk properly that good because my legs were stiff then Miss checked us in.

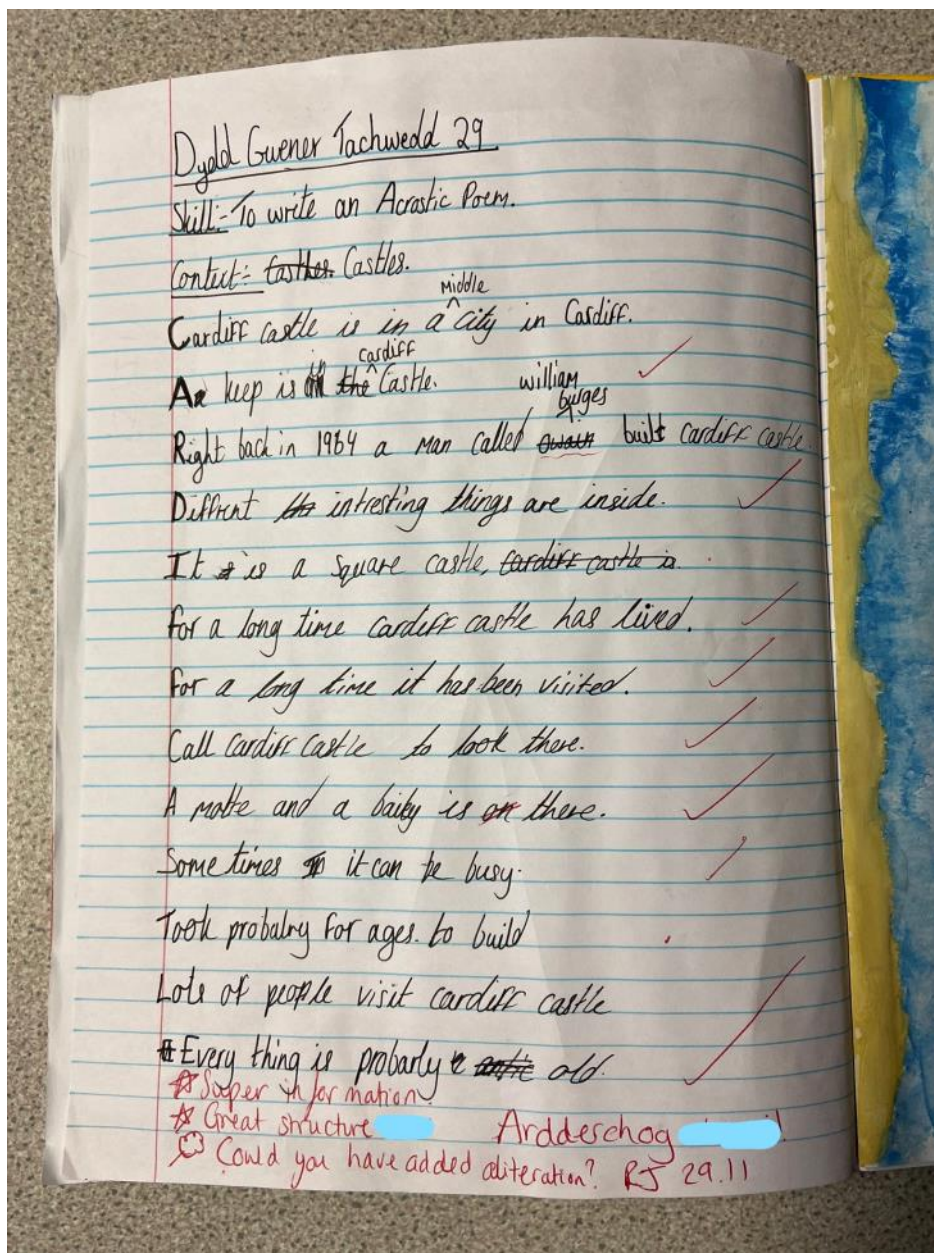
Great detail

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Following their trip to Cardiff Castle the children were tasked with writing a re-count about their trip. The children first created a plan of their trip and then went on to write the recount. Following this the children were asked to choose a section of their work to re-draft. This can be seen in the above pictures.



In the above picture is the white board which set out targets for the Stars, Champions and Whizz Kids of the class. This also shows the success criteria that was created with the class before beginning the task. This helped give the children a focus and also allowed them to check their work for things that I would be marking against.



Above is a picture of an acrostic poem on Cardiff Castle created by a year 4 pupil in my mixed ability year 4 and 5 class. All children were tasked with creating an acrostic poem. The children who were of a lower ability created one on "Castles" and the higher ability children had to choose a castle that they had been working on for their presentations (these can be seen in CCR Illustrative Example 3). They needed to include facts that they had learnt and their own experiences if they chose a castle that they themselves had been to.

BoA Illustrative Example 2

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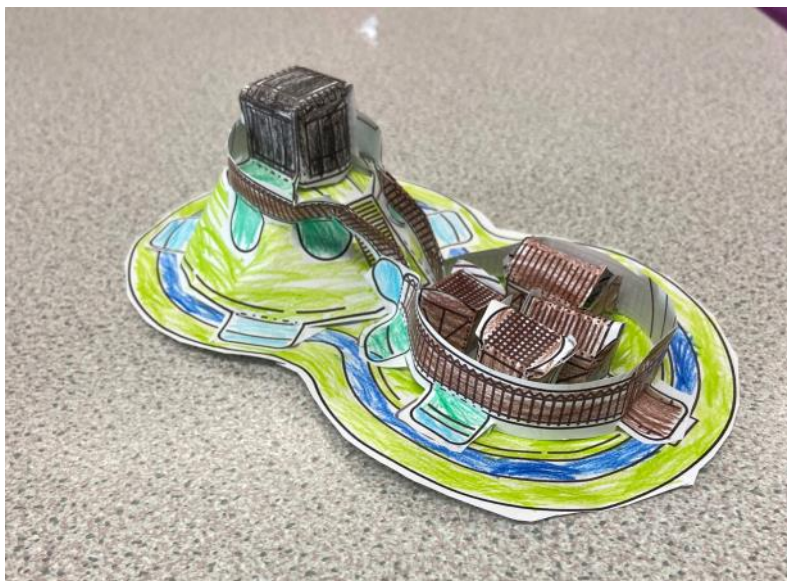


This half term we took a mixed ability year 4 and 5 class on a trip to Cardiff Castle. The reason for doing this was because their class topic was Castles and Dragons. The children were able to explore the castle with a tour guide and they learnt a lot from him. They also had a workshop on castles and knights.



BoA Illustrative Example 3

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From their trip to Cardiff Castle the children were very interested in the Motte and Bailey style. In my carousel lesson (which can be seen in CCR Illustrative Example 1), the children created their own Motte and Bailey style castle. The children had to colour it in in the correct colours, cut it all out and then follow instructions which told them how to fold the different parts. Following this they could stick it all together. The children were amazed by this.

Critical Reflection

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This essay will be examining three out of the twelve pedagogical principles suggested by Donaldson (2015) in his Successful Futures Report. According to Tes (2018), a pedagogy can be described as a method of teaching, looking at the teaching styles, theory and the way feedback and assessment are implemented. Waring and Evans (2014) support this in saying that pedagogy is the craft behind education. To begin, an overview of Donaldson's (2015) report will be given, followed by an introduction to the three pedagogical principles that will be examined. Examples of ways in which the three pedagogical principles have been implemented will be given and discussed, and literature around the principles will be examined. Recommendations and a conclusion will be given to complete the essay.

The placement Primary School which will be discussed in this essay is based in the upper Swansea Valley. According to Estyn (2015) there are two hundred and eight pupils enrolled. The school has around thirty percent of children eligible for Free School Meals (FSM) and around thirty seven percent of children in the school have been identified as having Additional Learning Needs (ALN). The placement class being discussed is a mixed ability year four and five class which has thirty-two pupils. There is one part time teaching assistant in the class along with one teacher and me as a student teacher.

In Donaldson's (2015) Successful Futures report, he suggests that Welsh schools implement twelve pedagogical principles into their teaching methods. He believes that by executing the pedagogies into the new curriculum it will increase the effective learning for pupils in the classroom. Donaldson (2015) insists that the pedagogies must investigate the use of both theoretical teaching and practical teaching in the classroom. This allows children to explore teaching in different ways and not just in the traditional method of sitting in a class being taught from a whiteboard in front of them. This gives the children opportunities to learn in different ways or, by solidify theoretical learning through implementing it in practical ways.

Although Donaldson (2015) created twelve pedagogies, only three of these will be discussed in detail throughout this report. These will be: 1) Good teaching and learning means employing assessment for learning principles. 2) Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. 3) Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

Black and William (1998) stated that Assessment for Learning (AfL) could be described as the process of a teacher using evidence from their learners to discover what a learner already knows about a subject, what they need to know and also how best for them to find this out. They likened AfL to formative assessment. When carrying out their own research on the way a classroom worked, they discovered that learners who studied in a formative way were gaining better results and outcomes in school than those who were not. When discussing AfL, Estyn (2018) agreed that it was incredibly important in schools for raising standards for learners. They suggested that when implemented to the best of the school's abilities then AfL could be used to help learners see the learning for themselves. Black and William (1998) also found that formative assessment produced effective teaching, a positive consequence on learning and that by improving the way that formative assessment was used in schools, raised standards within the school. To aid learning and teaching, they suggest that formative assessment should take place throughout the year, not just as a final assessment of the topic or school year. There are many different ways in which AfL could be

implemented, these include: on the spot questioning of the children, observations of the learners in their day to day routines and tasks, asking for feedback from the learners on the subject or topic being taught, sharing of success criteria or learning outcomes with the children and also implementing self (and peer) assessment and feedback.

Teachers have become used to questioning the children and getting them to discuss their answers before asking the whole class. This allows for discussion amongst learners and gives them opportunities to offer their own opinions. This technique can be seen in AfL Illustrative Example 1. I try to use questioning in all my lessons as it allows me to see who knows the answers and who needs more support. It lets me make immediate judgements as to whether the children are ready to move on to the next step or whether more teaching is needed. Previously, had I used the normal formative assessment at the end of a topic, this may have meant that I had only then discovered that some learners had not understood the concept and a whole week's or half term's worth of lessons had been wasted.

I like using the think, pair, share method when in class as I find that this sparks discussions between the children. This allows time for the child to think for themselves what the question may have meant and to think of their own answer. It gives opportunity to pair up with others in the class and to share any ideas. They are able to share their ideas with the rest of the class. This method lets them have support from others around them if they are unsure or lets them tell others their own ideas. They may find that they have misunderstood the question upon listening to the views of others.

There are some draw backs to this method. I found that some children start talking to their peers about it before they have had a chance to think about the question and answer and, often, it is the same learners who are doing all of the talking whilst in their pairs or groups. In future, I will try stipulating roles within the pairs. I could name one person Pair A and one person Pair B. When asking them to pair I could state that Pair A is to have their chance to give their ideas at first and then part way through I could ask them to swap.

Gross (2013) states that although this method is very good at keeping learners engaged, she agrees that could also cause interruptions in the classroom. If too much time is given for children to share their ideas, then they may go off task and begin talking about something off topic. I must ensure that, when allowing time for the children to pair and share their ideas, I am mindful of the amount of time given. I must also make sure that I allow enough time for the children to complete their discussions and not cut their discussions short by asking for their attention again in readiness to share ideas with the class.

The Welsh Assembly Government (2010) focuses on three main areas when discussing AfL, these are: questioning, providing feedback and peer and self-assessment. They believe that if these three areas are completed successfully then the learners are benefiting (along with the teachers) as they are implementing strategies that are known to work and are not having to spend time looking for new AfL strategies all the time.

When I began placement, I found it quite tricky to allow enough time for the children to self and peer-assess. I made this one of my targets in my weekly review and pushed myself to get into the habit of including this. I ensured that the children worked with me to create a success criteria for them to mark against. As seen in AfL Illustrative Example 2, each time I asked the children to self or peer-assess, I modelled how they should carry out the assessment. In the classroom they used the technique two stars and a wish where they gave themselves, or each other, two good points about their work and then one point to improve their work. This method is used by the teacher for marking their work. Some children found it easy to mark their own, or another's, work. Some found it difficult. I noticed this to be the children who were marking the work of someone of a higher ability than them. In future I would like to try asking the children to mark the books of someone who is of the

same ability level as them. They would be able to differentiate this by looking at who was working towards the “stars” level, the “champions” level and the “whizz kids” level. This is how I differentiated the work for the children so that they had a goal for the lessons. An example of peer assessment can be found in AfL Illustrative Example 3. In future I would like to try the technique of “What Went Well...Even Better If...”. This would work in the same way for peer and self-assessment, but the child would only have to think of one good remark (which some children find difficult) and one way they could improve their work.

An advantage to self and peer-assessment is that children take a part in their learning by carrying out the assessment. Yucel et al. (2014) believe that it allows the children a chance to reflect on their own work and helps them develop skills in judging pieces of work against a criterion. However, they state that some children, especially those of a younger age, may mark everyone in the same way without reading through the work. This gives inaccuracies in feedback.

The cross-curricular responsibilities pedagogy will focus on literacy, numeracy and digital competence. Donaldson (2015) states that children should be able to practise these in the classroom to aid their learning. He also declares that these cross-curricular responsibilities should be imbedded across the six different Areas of Learning and Experiences (AoLE) from his report (Welsh Government, 2019a). Donaldson (2015) believes that the three cross-curricular responsibilities are vital parts of learning for a child to live and support themselves in today’s world. He states that they should be used to aid learning that has been stipulated within each AoLE. Although across Wales this concept has been welcomed by most, some drawbacks to this approach have been found.

In CCR Illustrative Example 2 a picture can be seen of a display board which is on the wall in classroom. This year they school made the decision to place the six AoLE’s on the display and place the children’s questions about the topic in to the different AoLE’s. I then used the display to come up with lesson ideas while I was on placement in the school. I found this very useful when creating my lesson plans as it helped me to see what AoLE’s I was focusing on and ensured that I wasn’t picking the same AoLE every time.

Beauchamp (2017) questions whether there is enough time and support for teachers to plan their lessons in such a way. He believes that this approach may start off well but fade away again if not enough support is given to teachers to allow for this approach to reach its full potential. When I first began to plan in a cross-curricular way I found it quite difficult. I noticed that it took a lot of time to put into my lesson plan the different aspects of learning that would be carried out in the lesson. An example of a cross-curricular lesson plan can be seen in CCR Illustrative Example 1. I learned that I did not need to carry out any more work to conduct the lesson, as I was already delivering cross-curricular lessons. However, I did realise that I was taking a long time to complete the lesson plans for the lessons.

I really enjoyed conducting cross-curricular lessons in my class. I believe that they found them to be more enjoyable and could remember more information from the lesson as opposed to carrying out a lesson where they had to sit, listen and copy from the board. In CCR Illustrative Example 3 there is an example of a PowerPoint presentation that a group of children gave to the class. The children enjoyed the initial research that they needed to carry out to find information on the two castles. They appreciated learning the new skill of comparing castles and then building on previous knowledge to create a group presentation. It was clear, from their oral presentations, that some children were more nervous than others when delivering their presentations. When the children were carrying out the research and creating their presentations, I was constantly walking around the class and watching who was contributing to different areas of the presentation. When the children had completed the project, I was able to give them all feedback on the specific areas that they had excelled in, from the initial research to the final presentation. From this project I was able to see the

children working with others and supporting each other in areas that they were unfamiliar or uncomfortable with.

As said by Donaldson (2015), children need to be critical thinkers and should be challenged in the school environment to help them become the critical thinkers that they need to become. From the pedagogical principle that suggests employing a blend of approaches (including those that promote problem solving, creative and critical thinking) Donaldson (2015) is giving the opportunity for schools to help children learn in a more practical way. He recommends that children must be able to encounter a practical problem or experience to allow them to explore authentic learning environments which they may come up against in the real world. Birgili (2015) believed that problem-based learning in the classroom was the answer to successfully implementing creativity and critical thinking into the curriculum. He stated that the use of critical thinking and creativity was not only to be used in the classroom but also a daily requirement for a pupil.

Martin, Craft and Tillema (2002) conducted a study, looking at schools in both England and China, researching the differences in the teaching of encouraging creative and critical thinking in the classroom. The study found that although there were great differences in the cultures, the implementation of both creative and critical thinking in the classroom was able to be seen clearly and the children were always encouraged. The outcomes from the use of both creative and critical thinking in the classrooms allowed the children to become more creative and critical thinkers in the classroom and in the real world.

To create an environment which promotes problem solving, creativity and critical thinking we first asked the children what it was that they wanted to learn about their topic. The children decided that they wanted to go on a trip to visit a castle, to explore and learn in a practical way. The trip to Cardiff Castle, which can be seen in BoA Illustrative Example 2, was a great experience for the children. They had a tour of the castle and looked at different styles of castles. The tour allowed the children to experience life in the days of a child living in a castle. The tour guide told them different stories and explained how the children would have been home-schooled. The children were able to try on different outfits used by knights and hold weapons that would have been used in battle. When the children were back in their classroom, they were tasked with writing a re-count of their day. They first created a plan and then began their re-count writing. An example of this can be seen in BoA Illustrative Example 1. The children found this easy because they were writing about something they had done, they did not have to use their imagination. Some children can find it hard to do imaginative writing due to lack of real-life experiences (Corbett, 2017). This type of writing allowed the children to be able to concentrate on their writing style and ensuring they are following the success criteria. On completion of this the children chose a section of their work to re-draft. They enjoyed being able to concentrate on just one section to improve.

In my carousel lesson, the children had been asked to create their own motte and bailey castle. As can be seen in BoA Illustrative Example 3, the children were given instructions to follow to create it. The children were able to successfully create the Motte and Bailey castle because they had first-hand experience of seeing what it was meant to look like from their castle trip. It can be difficult to re-create something from a picture or from following instructions, however the children did not need much support in creating their castles and were pleased with the outcomes. In the same lesson the children were tasked with writing a diary entry based on a battle that they had taken part in. The outcomes of this work were fantastic. The children really got in to character and really believed that they were in battle. They were able to explain where they stood in the castle when the battle was taking place and why they chose to stand in that position. They thought about the sights, the different senses and how this impacted them. I believe that this lesson was so successful because of the experiences that they had from going to visit Cardiff Castle.

There are some complications which may prevent children from receiving different experiences, such as lack of money to allow them to go on trips or due to absence from school. The school has a high number of children who receive FSM meaning that they may come from a deprived background. This could mean that the children miss different experiences. According to the Welsh Government (2019b) Pupil Development Grants are given to schools to help children in more deprived areas. They state that the grants can be used to support children and parents in school or/and at home. In my placement school, some of the grant is used to allow children from deprived backgrounds to go on trips and to receive experiences that they otherwise would not receive.

I would like to be able to implement this type of learning in every lesson I carry out. I have found that this is not always possible due to lack of time or classroom constraints, but I feel I could do more to help the children have real life experiences. In my new reception placement class, I think I will have more opportunities to give the children hands-on experiences due to the children learning through play.

From my time in my placement school I believe I have tried my best develop my teaching skills in each of the three pedagogical principles that have been discussed in this essay. I found it easier to implement AfL into my teaching than a blend of approaches. I believe that this was because the class I was placed in had a clear structure in which the teacher liked me to follow. Although I did implement a blend of approaches in my teaching, I do not think that this was to my full potential. I am looking forward to taking more time to implement this in my new placement class. I think that if given the opportunity to go back into the same class then I would work harder to teach the core subjects, such as maths and literacy, in a cross-curricular way. Although literacy was implemented in a lot of my topic lessons, I found it more difficult to carry out maths cross curricular. I have seen improvement in the children's work from using self and peer assessment and I am looking forward to seeing how I can use this with younger children.

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