

Overview

Tuesday, December 10, 2019 9:30 PM

Student Name: Donna Brown

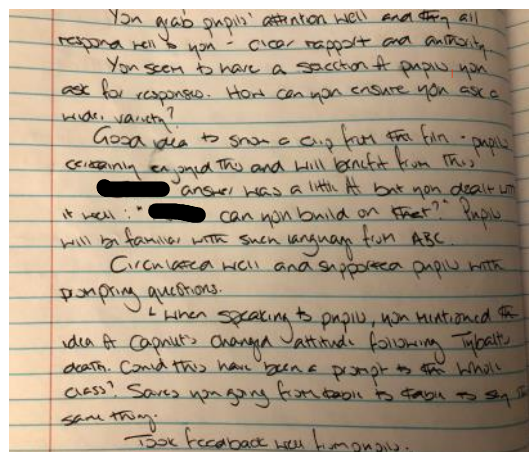
Student Number: 1900500

Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary PGCE

Link to OneNote : https://uowtsd-my.sharepoint.com/:o/g/personal/1900500_student_uwtsd_ac_uk/EkRW3y30sjhJm6yqt8gSN44B0menP4Jrdijds72JukhMUQ?e=y1Q7HE

Example 1: Questioning/discussion strategies

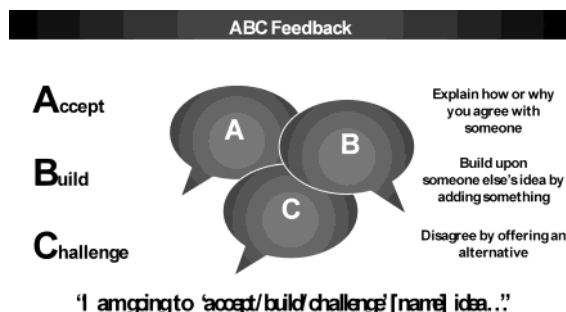


Example 1: Questioning/discussion strategies

Context: This extract is taken from my observation journal. The notes were recorded by the classroom teacher of this mixed ability Key Stage three class whilst I taught a lesson on the topic 'Romeo and Juliet'. Below this extract is evidence of the Power point slide that was displayed on the board which reminded pupils that they were expected to engage in this particular method of classroom discussion, with which the pupils were familiar as can be seen from the comments made by Teacher Y. The lesson objective was for pupils to analyse the context of a particular scene with a view to understanding key themes in the play. Classroom discussion was an important aspect of this lesson in terms of eliciting evidence of learning (William, 2011).

Rationale: The rationale for trialling this particular technique during this lesson stemmed from a discussion between myself and my mentor. I explained to my mentor that I felt that this was an area of my teaching practice that required further development to ensure that questioning and discussion strategies utilised were stimulating for pupils, meaningful, promoted learning and were inclusive. Moreover, in accordance with the purpose of AfL, I wanted to use these opportunities to elicit evidence of pupil learning in order to take action in future lessons based upon the assessment of learning during the lesson. Ultimately, this is the only way to ensure the correct use of Assessment FOR Learning, to do something with the assessment. Therefore, this strategy was one that we discussed on the basis that it is a strategy that pupils are familiar with. One further benefit of this approach is that the more able and talented pupils can provide support in the form of scaffolding to their peers (Bruner 1976; Vygotsky 1978).

Evaluation: This particular method proved successful. In this particular lesson, I was able to elicit evidence of learning, and use this strategy to involve other pupils in an effective classroom discussion. The contributions made by pupils then formed the basis of their written analysis. The question posed was an open question which enabled pupils to easily agree, build or challenge what was said. Furthermore, I found that it worked well as a scaffolding measure as those pupils who were more able and talented were able to elaborate upon their points which providing support to their peers. Additionally, I felt strongly about facilitating a classroom discussion which would benefit and involve more pupils as I had realised that I was favouring asking questions of pupils who were known to answer and/or who were confident enough to answer (Wood, 2018). In accordance with breaking down classroom barriers to learning and rituals I wanted to implement a strategy that had the effect of involving more pupils in the discussion. This strategy was certainly a tool which, in this particular lesson, achieved my aims.

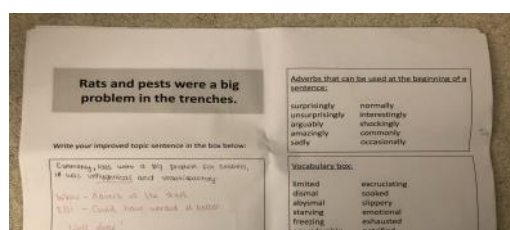


Example 2: Peer assessment

Plenary – Peer assess your topic sentences

Swap your topic sentence sheets with another table and note the following:

- ✓ What went well
- ✓ Even better if



Example 2: Peer assessment

Context: This example relates to a Key Stage three lesson whereby the starter activity was a task that pupils were required to complete in groups. The plenary then returned to the starter activity whereby pupils exchanged sheets that they had completed in groups at the start of the lesson and using the knowledge that they have learnt during the lesson, peer assessed each other's topic sentences using a well-established method at School X: what went well and even better if. The lesson itself was part of a scheme of work studying Michael Morpurgo's novel 'Private Peaceful'. I was teaching a series of lessons preparing pupils for their exposition writing assessment in relation to 'Challenges in the trenches'.

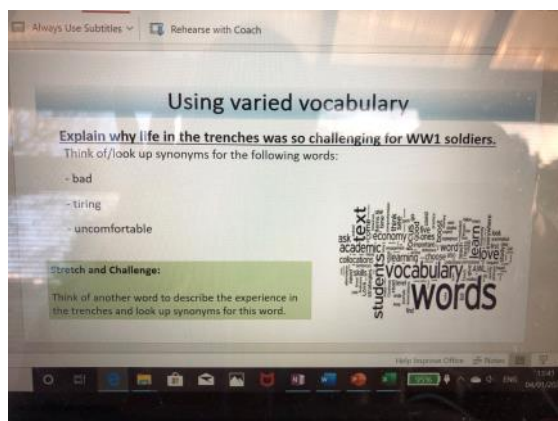
Rationale: Peer assessment is a commonplace tool in School X. Pupils are familiar with this and actively engage in peer assessment. Whilst it is inevitable that there are occasions whereby pupils are reluctant to provide negative feedback to their peers, by using the language of improvement and betterment pupils are more willing and able to engage in this activity and tend to provide worthwhile, and even insightful comments in respect of ways in which work can be improved upon and ultimately to use their assessment for learning. Given that a significant feature of the lesson objective was the use of topic sentences within pupils' exposition essays, this was an ideal opportunity to engage pupils in a peer assessment activity on the basis that pupils could activate each other as resources (William, 2011) and furthermore, it enabled pupils to embed into their own work ways in which to identify good topic sentences and more importantly, ways in which they can improve their own work.

Evaluation: As can be seen in the attached example, the group of pupils assessing this particular topic sentence was able to identify, using the success criteria which had been provided to pupils earlier in the lesson, as aspect of this topic sentence which was well

Example 1: Teaching literacy in accordance with the Literacy and Numeracy Framework

The aim of implementing this particular task into this lesson was to address an aspect of the LNF that would be particularly relevant in the context of this lesson which was to prepare pupils for their exposition writing key task. The success criteria for this particular key task required pupils to ensure the use of varied vocabulary within their writing, paying close attention to the accuracy of their spelling and the use of ambitious and subject/context-specific words correctly in accordance with this aspect of the LNF:

use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly

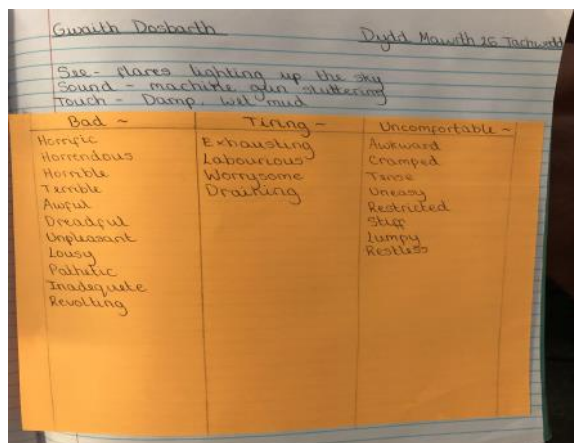


Example 1: Teaching literacy

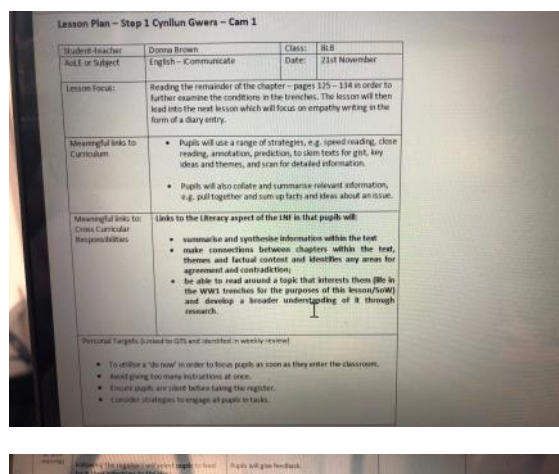
Context: This lesson was prepared for a Key Stage 3 class who were undertaking work in preparation for their key task which was to draft an exposition essay in relation to what life was like in the trenches for WW1 soldiers. Identified in their previous key tasks was the lack of ambitious vocabulary and accurate spelling across all attainment levels. This key task therefore provided an opportunity for me to use a specific strategy in order to increase vocabulary, ensure correct spelling and to use context specific varied vocabulary; ideally elevating vocabulary from Tier I to Tier II whilst simultaneously focusing pupils upon their spelling. Pupils were therefore provided with a dictionary and thesaurus in order to undertake this task.

Rationale: As stated above, the rationale for this specific focus was to enhance pupils' vocabulary and employ a specific strategy that would promote correct spelling of words that pupils would then be able to use when drafting their exposition essay. By writing them down in this context and then revisiting them later, during the essay writing, the goal was to cement their understanding of new vocabulary that they encountered during this task, promote the use of the new vocabulary in their own writing and reinforce the correct spelling thereby encompassing multiple aspects of the literacy aspect of the LNF.

Evaluation: It is difficult to assess the effectiveness of this task as I had completed the first block of PTE one before pupils had completed the key task. Therefore, I have not yet been able to review pupils workbooks to evaluate whether or not they used the words that they identified within this task in their exposition essays. Upon reflection, I am of the view that this particular task benefitted pupils. In terms of the literacy aspect, pupils were aware of this strategy and enjoyed participating which is important to ensure engagement in the task. Pupils in this particular class are extremely conscientious and aimed to fill their post-it note with new vocabulary. In addition, if they were unsure as to how to spell a word that they already knew then they would either ask or refer to the dictionary. Whilst teaching this task, it was clear that pupils were not simply treating it as an exercise where they copied lists from the thesaurus as can be seen from the work example that I have attached. The particular pupil whose post-it note is attached hereto as evidence is a high attaining pupil. Pupil N recorded words that she was confident that she would use later in her exposition writing and communicated this during the lesson. Pupil N specifically chose not to record all words that were shared with the class by other pupils as she noted that she only intended to write down words that she either considered unique or words that she felt could later be used.



Example 2: Further example of teaching literacy



Example 2: Teaching literacy

Context: This lesson was prepared for the same Key Stage 3 class as noted above. This relates to a further lesson preparing pupils for their key task which was to prepare and draft an exposition essay dealing with life in the trenches for WW1 soldiers. This particular lesson paid close attention to the literacy aspect of the LNF in that it required pupils to summarise information that they had obtained from reading the novel 'Private Peaceful' and record that information within a mind map. At the outset of the lesson pupils were instructed to leave space to add another branch to their mind map later in the lesson. The aim in doing this was to initially encourage pupils to consider the challenges that had been presented in the novel and then later synthesise this with information that was presented to them in the form of a newspaper article containing diary entries from real WW1 soldiers about the challenges that they faced in the trenches. All of the information obtained by pupils during the lesson had to be summarised and organised into a mind map.

Rationale: In order for pupils to summarise and synthesise information from the novel and the factual source it seemed sensible to identify a task that would promote this whilst still offering support to those pupils that required it. It is for this reason that a mind map was chosen as the activity. Pupils in this class are familiar with preparing mind maps and are aware that this is an exercise where they are required to summarise information as opposed to copying blindly from sources. Additionally, this is a book that pupils have shown a great interest in and given that the exposition essay required pupils to later write about the real challenges that were faced by WW1 soldiers, this task introduced them to real sources before they were expected to conduct their own individual research in later lessons. The decision was made to provide pupils with the same newspaper article which contained diary entries from real soldiers to enable pupils to

• Ensure pupils are seated before taking the register. • Consider strategies to engage all pupils in tasks.		
Task 1 – Pupils will then be instructed to draw a mindmap in their books. The focus of the mindmap will be on the conditions in the trenches. Pupils will be given 10 minutes for this task. I will then take feedback from the class as to what points they have made on their mindmap and add these to the PPV. Task 2 – Pupils will be given an extract from a different source about the conditions of the trenches in WW1. This will provide the pupils with further context regarding what the trenches were like. I will instruct pupils to add a branch to their mind map dealing with the key points about the conditions of the trenches in the extract. Pupils will have 5 minutes for each (subject to the time) and then I will take feedback from the class and write it on the board to ensure it can be copied down. Pupils will then be selected to complete the reading of the chapter – pages 128 – 134.	Pupils will give feedback. Pupils will read, if selected. Pupils will draw an image representing the trenches in the middle and then a mindmap around it focusing on how the conditions of the trenches are presented within the chapter and other chapters that they have read. Pupils will be collecting and synthesising what they have already read within the novel/learning aspect of LMS. Pupils will have 10 minutes to complete this task. Pupils will be instructed to add points that they don't have a different colour pen. Pupils will add a separate branch to their mindmap to deal with the conditions of the trenches as portrayed in the extract given for them and they will then hand back to the class and record any extra points that they had not thought of. This task is in accordance with the literacy aspect of the LMS in that it: 1. Makes connections between chapters within the text, themes and factual content and identifies any areas for agreement and contradictions. 2. Enables pupils to read around a topic that interests them and develop a broader understanding of it through research. Selected pupils will read a page each. Pupils to write in one notebook what they heard.	'Wishy Waspy' task. Examine books. Extract handout.

summarise information as opposed to copying blindly from sources. Additionally, this is a book that pupils have shown a great interest in and given that the exposition essay required pupils to later write about the real challenges that were faced by WW1 soldiers, this task introduced them to real sources before they were expected to conduct their own individual research in later lessons. The decision was made to provide pupils with the same newspaper article which contained diary entries from real soldiers to enable pupils to support each other during this task, again providing them with scaffolding and support before they were expected to conduct their own research with would then form the basis of their key task essay.

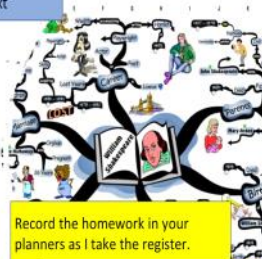
Evaluation: This method proved extremely beneficial to pupils. Pupils generally worked in pairs and groups and discussed the points that they were including within their mind map. In doing so, pupils activated prior knowledge of previous chapters that they had read in the novel and made connections between themes and the factual content once they were introduced to the newspaper article. This was an aspect of the task that pupils engaged with. Pupils enjoyed comparing and contrasting the novel and newspaper article and discussed what life was like for soldiers in the trenches. During feedback I was able to ascertain an excellent level of understanding of the novel and article content. Furthermore, pupils were very keen to engage in discussion and in an attempt to ensure that this was accessible to all pupils I recorded the main point upon the white board and instructed pupils to record them in their books if there were points that they had not thought of. Upon reflection, this was a successful task for the purposes of enhancing pupils' literacy and additionally, it enabled them to read around a topic of interest to them to further broaden their understanding in preparation for their key task.

Example 3: Digital competency in accordance with the Digital Competency Framework

Gwaith Cartref: Romeo and Juliet Context

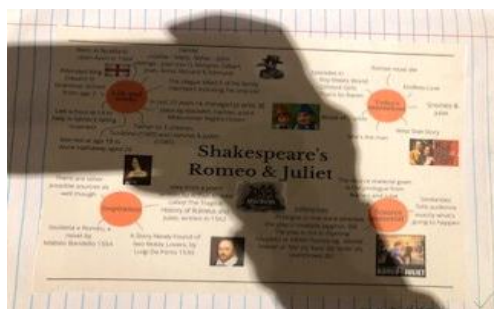
Complete a detailed mind map or fact file on the following topics:

- Shakespeare's life and works.
- The inspiration for Romeo and Juliet.
- How is the source material different or similar to Shakespeare's play?
- What has *Romeo and Juliet* inspired?
- Include pictures, facts, dates, opinions, quotations etc.



Record the homework in your planners as I take the register.

MONDAY 18th NOVEMBER



Example 3: Digital competency

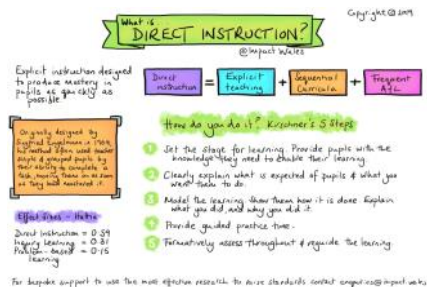
Context: This was my first lesson teaching this particular Key Stage 3 class. As part of the Scheme of Work pupils are required to conduct homework on 'Shakespeare' to provide context for their topic on 'Romeo and Juliet'. As can be seen in the example, pupils are given a success criteria in terms of what they ought to include. Instructions were given to pupils that they ought to research the topic online and where possible, homework completed using a computer. This was not however compulsory on the basis that School X is aware that some pupils do not have access to a computer at home and it is important that homework is inclusive. Although, School X has a low percentage of pupils who qualify for Free School Meals (7.8% in 2019) according to My Local School (2018), it is still important to ensure that homework is accessible to all pupils.

Rationale: The rationale behind the assigning of this homework task was twofold. First and foremost, pupils were required to demonstrate their digital competency by accessing information online about a topic they had not yet studied. This is in line with the Digital Competency Framework and 'Successful Futures' (Donaldson, 2015) which encourages the use of technology across all subjects. Whilst it is not always feasible to use technology within English lessons themselves, this is one way to ensure that pupils are familiarising themselves with the use of technology that will benefit them within English lessons. Secondly, this particular homework task focused pupils upon the work and history of Shakespeare and enabled pupils to use technology to set the context for their topic. It is worthwhile mentioning at this point that there are computers that pupils are able to access within the library at School X and therefore, if pupils do not have access or only limited access to a computer at home then they are able to use the school facilities.

Evaluation: Upon reflection, pupils successfully completed the homework task. Some pupils prepared elaborate mind maps demonstrating that they had conducted extensive research and others had completed the homework with much less detail. It was evident from all homework completed that most pupils had researched the topic using multiple sources. Most pupils appeared to be extremely competent in their use of conducting on line research and this is certainly an area that is focused on and encouraged in all Key Stage 3 lessons at School X. An example is provided of homework displayed by Pupil Y in their work book. This particular pupil completed their homework using a computer, printed it out and stuck it in to their work book evidencing their digital competency. There are 29 pupils in this class and around 75% of them completed their homework using a computer application which they printed and stuck into their books. Of the pupils who did not do this, they had clearly conducted research online and were able to include a variety of facts that they have learned from their research.

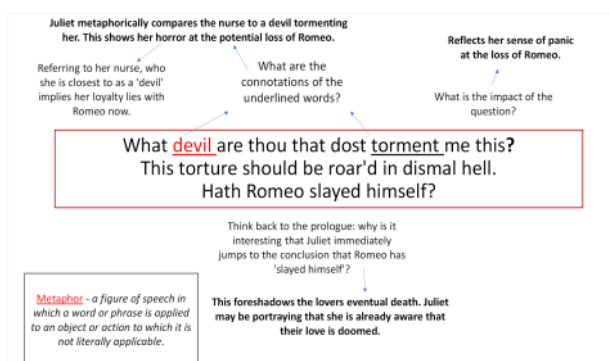
Direct Instruction

Tuesday, December 10, 2019 9:31 PM



It is important to state that in planning for direct instruction in each of my lessons, I utilised the attached diagram (Impact Wales, 2019) in order to guide my planning. The diagram takes into account the relevant literature associated with direct instruction and proved a useful tool for planning purposes.

Example 1



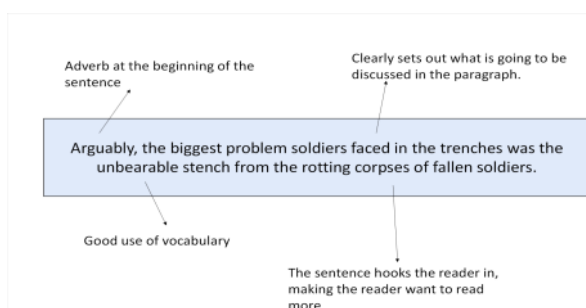
Example 1

Context: This example relates to a Key Stage 3 lesson whereby 'Romeo and Juliet' was the topic being taught. This was the first time that this particular KS3 year group had been introduced to Shakespeare and pupils at the end of the Scheme of Work were required to complete a reading assessment in relation to how Shakespeare presents Juliet's family relationships. In order to prepare pupils for this assessment it was imperative that they were taught the key scenes of the play pertaining to how Shakespeare presented the family relationships within the play. In order to ensure sound understanding and analysis, particularly of the language, I opted to utilise direct teaching within these lessons.

Rationale: The rationale behind this teaching method was motivated by the Scheme of Work (SoW) devised by School X in relation to teaching this topic to KS3 pupils in addition to ongoing collaboration between myself and the classroom teacher. The series of lessons that I taught in respect of this topic were planned by me, using the SoW as a guide only. It seemed prudent to have a clear structure to these lessons with the main activity which inherently involved a detailed analysis of the language used by Shakespeare being led by me. In choosing the structure of this lesson, guidance was taken from The research ED guide to Explicit and Direct Instruction (2019) who provide helpful guidance on methods of direct instruction in teaching Secondary English.

Evaluation: As can be seen by the comments made by the classroom teacher in my observation book, the lesson had a clear structure to it. The system that was implemented introduced pupils in groups to a quotation which they would then interpret and analyse together in groups. Thereafter, pupils would engage in classroom feedback where each group would share their analysis of each quotation. Prompts were noted upon the quotations to provide support and scaffolding for those pupils who required it. Following feedback, I would write the analysis that we had agreed upon as a class on a Power point slide which pupils would record on their analysis sheets. Upon reflection this method was extremely effective. It was necessary for me to provide the instructions to the pupils and to teach them from the front of the classroom to ensure understanding and prevent misconceptions and misunderstandings that could easily occur given the complexity of studying Shakespeare, particularly for the first time.

Example 2



Example 2

Context: The second example provided in support of direct instruction also relates to a Key Stage 3 class. This particular lesson focused on teaching pupils how to write an effective topic sentence. This was important as this particular lesson was part of a series of lessons preparing pupils for their key assessment which was to write an exposition essay in relation to challenged faced by WW1 soldiers in the trenches. As part of the success criteria, pupils were required to write an effective topic sentence that introduced the key points that would be discussed in that paragraph. Therefore, it was essential to teach pupils how to write an effective topic sentence.

Rationale: In order for pupils to be able to reproduce high quality topic sentences in their own writing they had to be taught the essential components as it is unlikely that pupils would discover these prescriptive elements by themselves. Therefore, the Power point

slide that is evidenced here was displayed upon the white board. The first slide only showed pupils the topic sentence. Initially, I conducted a discussion with pupils about their views regarding the standard of the topic sentence on the board. Following the discussion, I showed the slide that is evidenced here and taught the pupils each essential ingredient for a successful topic sentence.

Evaluation: Although I had completed the first block of PTE one before pupils drafted their exposition essays I am confident that they would, on the whole, have used effective topic sentences. This particular lesson, of which direct instruction, was a key element also involved other methods of teaching which enabled me to revisit topic sentences during the plenary in order to check for understanding. Upon checking the topic sentences that pupils had rewritten and the peer assessment that they conducted during the plenary I assessed that pupils had good understanding. However, in order to solidify learning, I revisited the issue of topic sentences in a lesson later that week as a brief activity designed to activate prior knowledge and cement understanding.

Example 3

Minor Sentence:	One or two words.
Simple sentence:	Include one main idea and no connectives.
Compound Sentence:	Two or more main ideas connected with For, And, Nor, but, or, yet, so or a semi-colon .
Simile:	A figure of speech involving the comparison of one thing with another thing of a different kind. <i>For example: she was as brave as a lion.</i>
Metaphor:	An expression that describes something by referring to it as having the same characteristics of something else. <i>For example: the city is a jungle.</i>
Adverb:	A word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group. <i>For example: Surprisingly, sadly, unfortunately.</i>

Example 3

Context: This example relates to a lesson whereby a Key Stage 3 class were being taught slow writing (Didau, 2012). Before pupils could engage in the slow writing task it was essential to teach them the elements of the task.

Rationale: In order for pupils to successfully complete the slow writing task they had to be taught the key components which were explicit in the rules. Given that there were multiple aspects which some pupils may not have learned since Primary School it was imperative that there were taught to pupils by explicit explanation and modelling. After each explanation, I would provide the pupils with a modelled example of each component. Thereafter, I would ask for pupils to give me a further example and the rule. For certain components, pupils found it trickier to understand and so I gave a number of examples and did not move on to the next until understanding had been checked and I was satisfied that I could move on.

Evaluation: Interestingly, the direct instruction part of this lesson only focused on this particular part of the lesson and this worked well. All pupils were able to identify these English language techniques and provide examples as evidence of their learning. However, this lesson on the whole was unsuccessful as the main task which was slow writing, whilst in theory should have been extremely structured, was designed for the pupils to undertake the task in pairs, reading instructions from the board. This however proved too complicated and it was clear within moments of commencing the task that pupils required far more direct instruction to ensure understanding. The classroom teacher and I quickly adapted the lesson plan to model each part of the slow writing to support pupils in the task.

Critical Reflection

Tuesday, December 10, 2019 9:32 PM

Introduction

At the heart of pupil learning is the quality of the teaching that pupils receive, based upon a wide range of pedagogies seeking to promote both learning and experience (National College for School Leadership, 2012). Arguably therefore, one of the motivations of Welsh Government in devising the new 'Professional Standards for Teaching and Leadership' (WG, 2019) was to raise the bar that new teachers entering the profession must meet in order to ensure that they gain the requisite skills, knowledge, behaviours and practice (WG, 2019) to become an excellent teacher. As a student teacher the experience gained during the Professional Teaching Experience (PTE) is invaluable to establishing good pedagogical practices that can be utilised effectively within the classroom. This discussion will therefore focus primarily upon experience I gained during the first PTE at School X. In accordance with the British Educational Research Association's Guidelines (BERA) (2018), my placement School will be referred to throughout this assignment as School X in order to preserve its anonymity and privacy (BERA, 2018, 21:40).

-

Assessment for Learning: Literature review and critical reflection

Assessment for Learning (AfL) is an essential, every day and every classroom occurrence at School X. This was initially identified through a series of observations followed by my own teaching practice during PTE one. AfL techniques are so embedded within the practices of those at School X, that there exists a solid bridge between the teaching and learning (Wiliam, 2011). Notably, School X is a pioneer school for the draft curriculum in Wales (Donaldson, 2015) which robustly recommends the use of AfL strategies in the classroom. Moreover, the use of AfL is considered more than just an assessment strategy within 'Successful Futures' (Donaldson, 2015); it is a stand-alone pedagogical principle. This emphasises how crucial AfL is perceived to be in terms of good teaching and learning practices (Donaldson, 2015).

Upon commencing PTE one at School X, it was further evident from their schemes of work and school policy documentation regarding assessment protocol that AfL is at the heart of their school ethos and built into their school policy documentation in order to ensure consistency across the school in teaching and planning, referred to as "*The Common Language of Learning*" (School X, 2016). Whilst School X vehemently supports the use of AfL strategies, it recognises that the key to its success lies in the mindset of those executing it within their classrooms in alignment with the view that teaching is "*the engineering of effective learning environments*" (Wiliam, 2011, p. 49). Therefore, the adopted viewpoint is that teachers are expected to carefully plan their lessons in order to engineer as many opportunities as possible to assess learning throughout each lesson (Jones, 2005). Controversially, Didau (Didau, 2014) highlights that there is evidence to suggest that just because an assessment of sorts takes place within a lesson which yields a positive result at that exact moment in relation to one pupil or several pupils, this cannot be considered as sufficient evidence alone which determines that learning has taken place. Moreover, it fails to recognise research undertaken which indicates that "*as learning occurs, so does forgetting*" (Nuthall, 2005, p. 922) and additionally, that learning is not something that can be seen by the teacher (Nuthall, 2005). From a practical perspective therefore, it could perhaps be considered a significant challenge for any teacher to pinpoint the exact learning of every individual pupil in every single lesson. Of course, it would appear that it is for this reason that AfL has been divided into the following "*five key strategies*" (Wiliam, 2011, p. 50): sharing the success criteria with learners; eliciting evidence of learning; giving feedback which moves learning forwards; activating pupils as learning resources for one another and activating students as owners of their learning.

It was therefore incumbent during PTE one, that I devised lesson plans which incorporated AfL strategies, with support and guidance provided by my subject mentor as recommended within the 'Professional Standards for Teaching and Leadership' (WG, 2019). Particular attention was given in

the first instance to approaches that I would implement in order to elicit learning. Incorporated into my plans were questioning/discussion methods which were intended to spark meaningful discussions, glean understanding and importantly, to explore pupils' thinking during each lesson, in accordance with the second strand of AfL strategies (Wiliam, 2011). Moreover, these carefully selected techniques aimed to involve all pupils within the classroom, even if they did not know the answer, in order to determine what they were thinking and learning at that specific moment during the lesson (Wiliam, 2011). Vitally, specific questioning techniques were implemented which would seek to promote a classroom environment whereby pupils would not rely solely on predetermined classroom rituals that would result in them being able to avoid answering questions and disengage during classroom discussions as there exists a well-respected body of evidence which outlines this common problem in classrooms (Nuthall, 2005).

Questioning and discussion are central to the entire assessment philosophy at School X and in their 2018 ESYTN inspection it was noted that, in the main *"teachers use highly effective questioning techniques to challenge and develop pupils' thinking"* (ESTYN, 2018, p. 7). Therefore, when lesson planning, I endeavoured to select different methods in order to facilitate effective discussion techniques using different questioning methods which would elicit evidence of learning/achievement (Wiliam, 2011) within each of the key stage three classes allocated to me during PTE one. However, I quickly realised that I favoured the same strategies in all classes, such as 'hands down' and 'think, pair, share'. These appeared to be successful in the first instance, but issues soon emerged. Namely, these strategies regularly resulted in the same few pupils participating in the process. Whilst my initial aims in invoking these strategies were to involve a wider range of pupils and to determine learning within the lesson itself, it became clear that my aims were not being achieved: it was not possible to monitor pupil thinking; it was not possible to know what every pupil was thinking and importantly content was not being checked, only confidence (Wood, 2018).

Consequently, I reflected upon the difficulties that I had encountered within my own teaching practice in order to identify a way forwards that would result in an improvement in my own teaching (Green, 2011) for the benefit of my pupils. In collaboration therefore with my subject mentor, lesson plans were prudently prepared which introduced alternative AfL methods in order to encourage engagement from a wider range, if not all of the pupil cohort and to ask questions that were actually worth asking and that promoted a dialogue within the classroom (Hattie, 2012).

Multiple methods were thereafter tested within each of my key stage three classes and the most successful method that emerged was that of 'ABC' which is described as a form of disciplined discussion whereby *"constructed and scaffolded student talk"* (Quigley, 2013) appeared to result in feedback from pupils which closely aligned with the objectives of the questioning in the first place (to promote meaningful discussions, check for understanding and to explore pupils' thinking). This particular technique involved Pupil A answering a question, followed by the remaining pupils being asked to either 'agree', 'build upon' or 'challenge' Pupil A. Utilising this strategy provided more structure to the discussion and enabled, as aforementioned, scaffolding to be put in place in order to provide support to those pupils who were less confident or less able and talented, seeking to enhance the learning for all pupils (Quigley, 2013).

In order to develop my own AfL practices further, consideration has been given to using multiple choice quizzes as a means of involving more pupils in this *"pedagogy of engagement"* (Wiliam, 2007, p. 9) and to ultimately enable an assessment of the learning at that exact moment to take place which can subsequently inform the next part of the lesson and moreover, future lessons. Arguably, this strategy is an extremely effective classroom tool that can be employed in order to elicit pupil learning (Wiliam, 2011). For example, if pupils engage in a multiple choice quiz which requires pupils to hold up cards indicating their chosen answer then I will quickly be able to assess the level of understanding and adapt my lesson to explain any misunderstandings that appear to be common amongst pupils. Equally, if most or all pupils answer correctly then I will have a clear signal that I am able to move on to the next part of the lesson. Moreover, the responses received can be used to design future lessons as I will be able to build into lessons activities which are designed to activate pupils' prior knowledge and cover concepts that pupils appear to have had previous difficulties with. This will only serve to benefit pupils as evidence suggests that in order for information to move into pupils' long term memory they must encounter it on three separate occasions (Nuthall, 2007). To conclude this section, it is imperative that we, as teachers, recognise that the key to successful AfL

strategies is what we do with the assessment of the learning. It must facilitate change. It must move the learning on. It must meet the needs of the pupils whose learning requires further explanation and enrich the learning experience for all (Black and Wiliam, 1998). Without these essential elements, there is no AfL.

Cross- Curricular Responsibilities: Literature review and critical reflection

Unsurprisingly, there are differing views in terms of the approaches that may be taken in order to ensure that cross-curricular responsibilities are fulfilled (Barnes, 2015). Nonetheless, it would appear sensible to conclude that pupils are unlikely to be disadvantaged by the continuous exposure to literacy, numeracy, digital access and the Welsh language across all subjects in accordance with the specific aims which are inherent in the relevant national frameworks (Literacy and Numeracy Framework and Digital Competency Framework) and ‘Successful Futures’ (Donaldson, 2015).

Whilst my own practice has predominantly focused upon literacy, as this has been an important feature within the English lessons that I have taught thus far during PTE one, it is crucial to consider digital competency, numeracy and the Welsh dimension in respect of the wider cross-curricula responsibilities that form part of the core values belonging to School X. Importantly, Welsh language is a crucial feature of every lesson taught at School X. There exists a school wide initiative in terms of developing and supporting the use of the Welsh language and culture (WG, 2014). These initiatives include the use of spoken and written incidental Welsh in every classroom coupled with weekly Welsh phrases being introduced to pupils by their form tutor. Moreover, a further motivation behind the daily, persistent use of the Welsh language is that it seeks to promote an environment whereby the use of the Welsh language is encouraged as part of pupils’ culture and heritage thereby fostering this from within and seeking to actively contribute towards the vision of the Welsh Government to increase the number of people in Wales speaking the language (WG, 2012). Furthermore, this reinforces one of the aims of the four purposes set out within the draft curriculum which is to produce “*ethically informed citizens...ready to be citizens of Wales and the wider world*” (Donaldson, 2015).

Initially, introducing Welsh into my own lessons felt slightly forced given that this is not a language that I tend to use, even incidentally. However, gradual implementation, explicitly recorded in my lesson plans facilitated the frequent use of Welsh which has resulted in it becoming a natural feature of my own teaching practice especially within my power point presentations and handouts. However, upon reflection following the first block of PTE one (WG, 2019) I concluded that it is vital to introduce more spoken Welsh into my own lessons and this has been recorded as a specific target for the second block of PTE one.

As aforementioned, the most natural cross-curricular area for implementation into my own teaching practice has been literacy. Reading, writing and oracy are ingrained within the English lessons at School X, and it appears to be fully accepted within the wider teaching community that it is our responsibility as English teachers to explicitly teach literacy to all pupils across Key Stage three. Contrary to this view however, is the belief that literacy should not become “*compartmentalised into a narrow range of subjects*” (Quigley, 2018, p. 96). Integrally, literacy is in fact being taught across a wider range of subjects than just the obvious ones such as English and Humanities. In subjects such as Science and Maths pupils are constantly being explicitly and implicitly introduced to Tier III, subject-specific, vocabulary (Beck, McKeown and Kucan, 2013). In English lessons, the specific instruction of Tier II vocabulary is imperative to the understanding, interpreting and analysing of all subjects across the curriculum (Beck, McKeown and Kucan, 2013). In order to develop my own teaching of literacy, I intend to implement modelling strategies into my practice as there is a wealth of evidence which suggests that modelling is highly effective and in literacy is no different (Shanahan, 2020). It is my intention therefore to aim to teach literacy to pupils using specific modelling methods. However, this method, as pointed out by Shanahan (2020), is likely to take time to perfect and so the rehearsing of modelling strategies will be critical to its success. In order to ensure persistent practice, I will build literacy modelling into my lesson planning and power point presentations during the second block of PTE one.

Turning to numeracy, School X does not make it compulsory for teachers, in English lessons, to teach

numeracy. The view taken by School X is that cross-curricula responsibilities ought not to be shoehorned into lessons for the sake of box ticking. Any introduction of literacy or numeracy into a lesson should be meaningful and purposeful and avoid being tokenistic in nature (Barnes, 2015). It is for this reason that School X is content with the numeracy element of the LNF being addressed predominantly in subjects which are more suited to this purpose, such as Science and Computing. Evidently, there is little merit in asking pupils in English lessons to undertake meaningless tasks such as counting the number of lines in a poem purely in the name of numeracy, however, there are aspects of mathematics which could perhaps be introduced to English lessons which would prove beneficial such as problem solving, breaking down problems into manageable chunks, searching for patterns and perhaps most crucially, inferring and reading data (Didau, 2014) which can be specifically linked to requirements of the English Language GCSE examination. In my own teaching practice, I have incorporated certain teaching approaches which closely align with mathematics, as endorsed by Didau (2014), namely; Venn Diagrams and Comparison Alleys. Both of these techniques, whilst not numeracy, have their origins in mathematics and can therefore be technically branded as cross-curricular. In English lessons, both of these methods are utilised regularly as they are extremely valuable ways in which to teach pupils how to organise and compare characters, novels, sources, etc.

Finally, in considering cross-curricular responsibilities one cannot avoid the ever increasing role played by technology in what is now a digitally prevalent world. Digital competence is so fundamental that it *“should be the responsibility of all teachers”* (Donaldson, 2015). Moreover, the Education Endowment Foundation (EEF) notes in their Teaching and Learning Toolkit (EEF, 2018) that the evidence that has been collated purports a moderate impact for a moderate cost and that technology should be used in order to enhance learning alongside traditional teaching methods as opposed to replacing those teaching methods. Interestingly, the EEF (2018) notes that there is a substantial variation in respect of the benefits of technology within the classroom and the overall guidance is that this ought to be monitored for effectiveness. However, it is perceived that the development of digital competence across all areas of learning experience will only seek to enrich pupils’ learning and engagement (ESTYN, 2018). In practice, it has not been straightforward to address digital competency within my own English lessons. The use of devices is certainly a feature of English lessons at School X, but only where necessary to conduct research during lessons. There has not yet been an occasion for me to utilise this method in my own lessons and therefore I recognise that this is an area for improvement in my own effective teaching practices. It will be evident however from my One Note portfolio that I have aimed to encourage digital competency via research tasks set as homework. Certainly, this is an area that I believe requires attention as I do accept the importance of gaining digital competency skills for pupils to achieve *“full participation in modern society”* (Donaldson, 2015, p. 108).

Whilst cross-curricular responsibilities are an essential part of the draft curriculum in Wales (Donaldson, 2015) it is also arguable that implementing these should not come at the cost of teaching subject- specific knowledge (Christodoulou, 2016) and it is likely that this will be a challenge faced by both current and new teachers entering the profession at this time.

Good learning means employing a blend of approaches including direct teaching: Literature review and critical reflection

This pedagogical principle (Donaldson, 2015) is supported by the assertion that *“if teachers want them to learn new ideas, knowledge or methods they need to teach them directly”* (Coe et al, 2014). Whilst this appears to contradict alternative methods of teaching based on constructivist theories introduced by those such as Piaget and Dewey (Bates, 2019), ‘Successful Futures’ (Donaldson, 2015) in fact supports a plethora of effective teaching and learning strategies which include both direct instruction and discovery based learning. The ethos underpinning the draft curriculum is built upon promoting all strategies which seek to achieve the four purposes and direct instruction is, arguably, one of the key components in achieving this goal.

Notably, the draft curriculum highlights that there exists evidence of direct instruction *“being caricatured as didactic, whole class instruction”* (Donaldson, 2015, p. 65). This evidence builds upon

theories of Jean – Jacques Rousseau (Bates, 2019), amongst others, who believed that pupils should learn what they want to learn, that they should be free to do this when they wish to do so and that pupils would discover their own learning, with the teacher merely providing guidance. Christodoulou (2014) states however that pupils can only engage in independent learning once they have acquired the facts that they need through explicit direct teaching and it is a myth that direct instructional teaching “*turns the child into a passive and unthinking creature*” (Christodoulou, 2014, p. 29). Christodoulou (2014) outlines that this particular myth assumes that pupils are only able to learn if they are given a classroom environment which enables them to construct their own discovery-based learning through skill-based projects as opposed to being taught explicit facts and subject-specific content. Moreover, it is worth noting that a recognised risk of facilitating learning through discovery alone is that pupils might in fact commit misconceptions to their long term memory which is extremely difficult to rectify, once the damage has been done (Christodoulou, 2014). This highlighted risk, amongst others, is further raised regarding methods of teaching and learning that are based solely upon social constructivist theories of using minimal guidance during instruction, which were introduced at a time when research that is currently available regarding the workings of long-term memory was not known (Kirschner, Sweller and Clark, 2006). Now that we know more about the cognitive science of learning, we are able to employ teaching methods which enhance learning for all pupils. It is upon this premise that ‘Successful Futures’ is built (Donaldson, 2015).

Further, the evidence implies that the failure to include direct instruction in any series of lessons is “*unlikely to lead to long term mastery*” (Lemov, 2015, p. 147) and therefore this strategy should not be dismissed as archaic. In fact, the EEF (2018) has summarised the evidence that is available in relation to mastery learning and has concluded that it has a moderate impact for low cost. More importantly, the evidence collated demonstrates that mastery learning approaches are in fact effective, leading to extra five months’ progress. Additionally, this strategy works more effectively when a high bar is set for pupils and when utilised as an additional teaching strategy (EEF, 2018). Given that this strategy can be implemented at a low cost and evidently results in learning gains it appears sensible to ensure that it forms part of the toolkit at every teacher’s disposal.

Fundamentally, lessons delivered by teachers at School X are firmly rooted in current research. A team of teacher-researchers are allocated time to conduct a wide range of research relating to the most effective methods of teaching and learning. As a result of said research, direct instruction is firmly embedded as one strategy, amongst others, to engineer effective teaching and learning (Lemov, 2015). Importantly, this does not mean that teachers routinely stand at the front of the class and teach solidly for the entire lesson. As expected, given the status of School X as a pioneer school for the draft curriculum, teachers employ multiple teaching strategies in accordance with how they are best able to teach that particular lesson, taking into account the content of the lesson together with their pupils’ needs. Consequently, direct teaching has been a key method implemented in my own lessons. As evidenced in the attached One Note Portfolio, I have utilised direct instruction when pupils require the understanding of essential subject-based knowledge. One prime example of my own direct instructional teaching is when teaching the language of Shakespeare. Only once I have determined pupil understanding of this particular topic have I been able to implement more independent activities to further support their knowledge; but I stress that this is only once pupils have learned the material and not before this point (Rosenshine, 2012). It will be essential in my own teaching practice to continue to develop this strategy during the second block of PTE one.

Conclusion

In conclusion, the aim of this assignment has been to reflect and analyse upon the professional experience and pedagogical choices made during my first placement. This detailed discussion has enabled me to perform an assessment of my own teaching and to devise ways in which to move my own teaching practice forwards, taking into account recommendations for improvement identified within the literature and in collaboration with my classroom teachers and subject mentor. Overall, the importance of effective teaching has been emphasised throughout this assignment and I am determined to ensure that I develop a teaching practice which encompasses key pedagogical principles that will provide strong foundations upon which my teaching can be built.

References

Tuesday, December 10, 2019 9:32 PM

Reference List

BERA, Ethical Guidelines for Educational Research (2018). 4th ed. Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online> [Accessed: 9th December 2019]

Barnes, J. (2015). *An Introduction to Cross-Curricular Learning*. Available at: [file:///C:/Users/Admin/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/11209/Attachments/AnIntroductiontoCCLearningdraft\[15968\].pdf](file:///C:/Users/Admin/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/11209/Attachments/AnIntroductiontoCCLearningdraft[15968].pdf) [Accessed: 2nd January 2020]

Bates, B. (2019). *Learning Theories Simplified Second Edition*. London: Sage.

Black, P and Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Vantage London: GL Assessment.

Christodoulou, D. (2014). *Seven Myths About Education*. New York: Routledge.

Christodoulou, D. (2016). *Making Good Progress? The future of Assessment for Learning*. Oxford: Oxford University Press.

Coe, R. (2014). *What makes great teaching? Review of the underpinning research*. The Sutton Trust.

Didau, D (2014) "Learning Spy" [blog] 12th March 2014. Available at: <https://learningspy.co.uk/tag/afl/> [Accessed on 2nd January 2020].

Didau, D (2014) "Learning Spy" [blog] 28th April 2014 Available at: <https://learningspy.co.uk/assessment/afl-debate-whos-right-2/> [Accessed on 2nd January 2020].

Didau, D (2014) "Learning Spy" [blog] 10th December 2014. Available at: www.learningspy.co.uk: <https://learningspy.co.uk/featured/secret-numeracy/> [Accessed on 2nd January 2020].

Didau, D (2012) "Learning Spy" [blog] 12th May 2012. Available at: <https://learningspy.co.uk/english-gcse/how-to-improve-writing/> [Accessed on 2nd January 2020].

Donaldson, G (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Available at:

<https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> [Accessed: 2nd December 2019].

ESTYN (2018, July). *Preparing for the Digital Competence Framework (DCF)*. Available at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Preparing%20for%20the%20DCF%20eng.pdf> [Accessed on 4th January 2020].

Estyn, Her Majesty's Inspectorate for Education and Training in Wales (2018). Available at: <https://www.estynreportonschoolX.gov.wales/> [Accessed: 2nd December 2019].

Education Endowment Foundation (2018) *Teaching and Learning Toolkit*. Available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> [Accessed: 4th January 2020].

Green, A. (2011). *Becoming a Reflective English Teacher*. New York: Open University Press.

Husband C and Pearce, J (2012). *What makes great pedagogy? Nine claims from research. Research and development network national themes: theme one*. National College for School Leadership.

Hattie, J. (2012). *Visible Learning for Teachers Maximizing Impact on Learning*. New York: Routledge.

Isabel Beck, et al (2013). 2nd edition. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guildford Press.

Jones, D. C. (2005). *Assessment for Learning*. Available at: <https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf> [Accessed: 2nd December 2019].

Kirschner, P et al (2006) *Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching*. Available at: [file:///C:/Users/Admin/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/11209/Attachments/kirschner_Sweller_Clark%20why%20constructivism%20inquiry%20discovery%20do%20not%20work\[11277\].pdf](file:///C:/Users/Admin/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/11209/Attachments/kirschner_Sweller_Clark%20why%20constructivism%20inquiry%20discovery%20do%20not%20work[11277].pdf) [Accessed 29th December 2019]

Lemov, D. (2015). *Teach Like a Champion 2.0*. San Francisco: Jossey-Bass.

Lemov, D. (2016). *Reading Reconsidered*. San Francisco: Jossey-Bass.

Nuthall, G (2001) *The Cultural Myths and Realities of Classroom Teaching and Learning*. University of Canterbury. Available at: [file:///C:/Users/Admin/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/11209/Attachments/graham_nuthall_herbison2001%20Canterbury\[11276\].pdf](file:///C:/Users/Admin/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/11209/Attachments/graham_nuthall_herbison2001%20Canterbury[11276].pdf) [Accessed on 28th December 2019].

Nuthall G (2005) *The Cultural Myths and Realities of Classroom Teaching and Learning: A Personal Journey*. Teachers College Record Volume 107.

Nuthall, G. (The Hidden Lives of Learners). 2007. Wellington: NZCER Press.

Quigley, A. (2013). "The Confident Teacher" [Blog] 26th December 2013 Available at: <https://www.theconfidentteacher.com/2013/12/disciplined-discussion-easy-abc/> [Accessed: 27th December 2019].

Quigley, A. (2018). *Closing the Vocabulary Gap*. New York: Routledge.

Rosenshine, B. (2012). *Principles of Instruction: Research-Based Strategies That All Teachers Should Know*. American Educator, Pages 12-39.

Shanahan, T. (2020). "Shanahan on Literacy" [Blog] 4th January 2020. *Does Modelling have a place in high quality literacy teaching?* Available at: <https://www.shanahanonliteracy.com/blog/does-modeling-have-a-place-in-high-quality-literacy-teaching> [Accessed: 4th January 2020].

School X (2016) *The School X Approach to Assessment*.

The research ED guide to Explicit and Direct Instruction (2019). *An Evidence-Informed Guide for Teachers*. Woodbridge: John Catt Educational.

WG. (2012). *A living language: a language for living – Welsh Language Strategy 2012–17*. Available at: <https://gov.wales/sites/default/files/publications/2018-12/welsh-language-strategy-2012-to-2017-moving-forward.pdf> [Accessed: 3rd January 2020].

WG. (2014). *Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales*. Available at: <https://www.npted.org/schools/primary/blaengwrach/School%20Documents/Qualified%20For%20Life.pdf> [Accessed: 3rd January 2020].

WG. (2019). *Professional Standards for Teaching and Leadership*. Available at: <https://hwb.gov.wales/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf> [Accessed: 3rd January 2020].

Wiliam, D. (2007). *Assessment for Learning: why, what and how*. Available at: https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.dylanwiliam.org%2FDylan_Wiliams_website%2FPapers_files%2FCambridge%2520AfL%2520keynote.doc [Accessed: 27th December 2019].

Wiliam, D. (2011). *Embedded Formative Assessment*. Bloomington: Solution Tree Press.

Wood, H. F. (2018). *Responsive Teaching Cognitive Science and Formative Assessment in Practice*. New York: Routledge.