

Overview

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Assignment title - Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

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Link to OneNote file-

https://uowtsd-my.sharepoint.com/:o/g/personal/1904227_student_uwtsd_ac_uk/Eg3iQcyx919KmpkSqjMWihMBC0osdirkFwwgDbOnV2rg5w?e=hYkdwh

Good teaching and learning means employing assessment for learning principles

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	The teacher will then explain the main task to the class. There will be 2 different holidays shown on the board and as a class we will create an explanation as to why we picked a certain holiday and not the other. We must refer to information on the board to ensure understanding. The teacher will then show the class the same style slide with two different holidays. The teacher will allocate time to the class to discuss in pairs which holiday they would choose and why. After this they will need to write their explanation in their books.	The pupils will need to read the two holidays on the board and as a class work with the teacher to explain which holiday they would like to go on. This example will be written on the board as a model answer. The pupils will then can complete the same task with different holidays independently in pairs. They will have a discussion and they after this they will write their own explanation into their books.
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This was a final task for a top set year 8 lesson. It was towards the end of their topic of the term 'holidays'. This task was scaffolded to meet the end goal of the task to independently compare two holidays using the sentence structures taught that lesson. There were two holidays shown on the board with information about each holiday. The first options were discussed as a class and we created a model answer to ensure understanding with everyone. Then they were shown a slide of the same nature but with different holiday options. They were then to discuss they options in Welsh in pairs before independently creating their own answer in their books.

Connective words

- cyn
- ar ôl
- yna
- weithiau
- fel arfer
- yn lle
- nesa
- before
- after
- then
- sometimes
- usually
- instead of
- next



Complete the storyboard using adjectives (describing words such as colours).



Create your own storyboard about what you did over the weekend. Make sure you use more than one event. Remember to include the following:
Ble est ti? Pryd est ti? Gyda pwy est ti? Beth wisgaist ti? Beth fwytaist ti?



Try to use a variety of connective words in your storyboard. Don't forget there is more on the wall!

This was the final task used in a year 7 mixed ability lesson. They have been learning throughout the term how to discuss hobbies and certain topics about themselves. This task was a challenge to them to use a variety of sentence structures learned over a few lessons focusing on that lesson. After completing several small tasks throughout the lesson, it let to them being able to create a storyboard suitable to their ability (this task was RAG rated as shown).

Dewis disgyblion ar hap i ateb,
gan ymateb i adroddi yr adran.
Mae'n amlwg dy fod di'n dded:
adnabod y disgyblion yn well, gan
ddechrau dysgu enwau.

To avoid picking the same pupils over and over again throughout a lesson to answer questions and to avoid any possible signs of biased cold calling, I trialed selecting the pupils names at random out of a pot. All pupils names were placed in a pot and each pupils was required to answer at least one question throughout the lesson. This continued with several different classes and lessons and proved very successful. This method was a fair way to test if all pupils were understanding the lesson especially when I was tailoring the questions to the pupils ability but still challenging each pupil.

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them

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As part of my role as a year 8 form tutor, I am required to conduct literacy and numeracy tasks with them each week during form time. This particular week I played countdown with the class, following the literacy and numeracy challenges from the TV show. These challenges were suitable for their age range and provided them with enough challenge but the pupils found the tasks fun and enjoyed the competitive aspect with their peers. They enjoyed the fact this task was not the most of traditional tasks they would normally complete and felt more like a game than a working task.

Additional task: If you complete your task with time to spare, rewrite the correct paragraph in your books.



Correct the mistakes that are underlined.



Find as many mistakes as you can and correct them in your books.



Find as many mistakes as you can and correct them in your books. You can then explain why each mistake is incorrect. Eg. Spelling mistake, wrong word.

Possible mistakes:

- spelling mistakes
- punctuation mistakes
- grammar mistakes
- capital letter mistakes
- wrong words

This was a task I completed with a number of year 7 classes. They were all given a piece of

writing with several mistakes in it. These mistakes were set to their ability and were all common mistakes pupils their age make. They were to complete the task to their ability (following the RAG rated options shown). Some of these mistakes were specific to the Welsh language such as spelling errors but some were general grammar and punctuation mistakes which would help them progress in their literacy skills. We discussed each of these mistakes as a class and explained why they were incorrect and I ensured all pupils had all corrections in their books to avoid them using these mistakes as help.

Cyfieithwch unrhyw 3 brawddeg/Translate any 3 sentences.
You only need to write the Welsh in your books.

1. I would like to go to Italy because there's plenty to do there.

1. Baswn i'n hoffi mynd i'r Eidal achos mae digon i wneud yno.

2. I would not like to go to Norway because I do not like cold weather.

2. Faswn i ddim yn hoffi mynd i'r Norwy achos dw i ddim yn hoffi tywydd oer.

3. I would like to go to France because I have not been there before.

3. Baswn i'n hoffi mynd i Ffrainc achos dw i ddim wedi bod yno o'r blaen.

4. I would not like to go Spain because there is not enough to see there.

4. Faswn i ddim yn hoffi mynd i Sbaen achos does dim llawer i weld yno.

This was a task I completed with my top set year 8 during a lesson on the conditional tense. Only the English sentences were shown to the pupils when the task was set and they were to translate any three sentences of their choice. This gave them a good level of challenge with the new vocabulary we had just worked with as a class and in previous tasks. Once the task was complete, I cold called pupils to share their answers, then showing the Welsh version for everyone to self-assess their work.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

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Cwestiwn	Ateb
Dydy Sam ddim yn hoffi ffilmiau antur-Pam?	1. 2.
Pa ffilm wylodd Sam yn y sinema?	1.
Beth ydy hoff ffilm Sam?	1. 2.
Pa ffilmiau hoffai Sam weld?	1.
Pa fath o ffilmiau ydy Sam yn hoffi?	1. 2.

This was a reading group task set to one of my year 9 classes. This was part of a revision lesson where they were to complete tasks using their knowledge from previous lessons. There was a piece of writing in Welsh placed on the wall outside the classroom. All pupils were placed into groups of four and only one person per group at a time could leave the classroom to read the piece to retrieve as much information as possible. They were not allowed to take the questions with them so they were required to remember information and share it with their group. This was a real challenge for them to complete a task independently and not rely on their books or each other and they class completed it with very positive results.

(50 minutes)	The teacher will then be explaining the first task in English using known Welsh phrases. The teacher will ensure all pupils understand all questions on their handout before allowing them to do the task. The teacher will explain timings and behaviour expected for this task. The teacher will circulate the class during the task while prompting them what they need to do. (10 minutes) The teacher will allow the pupils to fill in any missed answers by showing one paragraph at a time to the class on the board giving them 15 seconds per slide. (3 minutes)	The pupils will have time to read the table on their handout and ask questions to ensure understanding of all questions. There will be Welsh language paragraphs reviewing a holiday scattered around the room and the pupils need to go around the room and read these paragraphs to answer the questions in their grid. They will then return to their seats and can read each paragraph on the board one at a time to fill in any answers they may have missed. The teacher will then cold call pupils to give their answers.	Pupils language books Pupils writing books.
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This was a task give to my top set year 8. It was using the new knowledge they were learning that lesson along with previous knowledge from previous lessons. There were a number of sentences placed on walls around the classroom describing a holiday covering a range of sentence patterns. The pupils were required to move around the classroom with their question grid provided to answer as many questions as they possibly could. They were then given the opportunity to see each sentence on the board one at a time to add any information missed and to check their answers.

Teaching & Core Learning (50 minutes)	This lesson will act like a 'pic n mix' lesson where all tasks will be available at the front of the class. All pupils will be placed into small groups and each pupil must complete as many tasks as possible throughout the lesson. Each task is worth an allocated amount of points and a prize will go to the group with the most points at the end of the lesson. The teacher will explain all tasks and rules to the class before starting. When the pupils are on task, the teacher will walk around the class ensuring everyone is understanding the tasks and work along with awarding points to completed tasks.	The pupils will need to complete a series of tasks throughout the lesson. Task 1 – The pupils will need to read the piece of writing and notice as many mistakes as possible. It is a point per mistake, so their goal is to find as many as possible. Task 2 – Scrabble. The pupils have five separate challenges to complete using the scrabble letters on the wall. The includes finding the adjective with the most points and creating a sentence that equals 50 points. Task 3 – The pupils will need to go	Handouts. Pupils books if needed.
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This was a different style lesson to the conventional set up of a lesson. This was with a mixed ability year 9 class. The pupils were placed into mixed ability groups to make it as fair as possible. There were six tasks available all challenging the pupils in different ways e.g. translating, filling in the blanks, corrections, creating their own sentences, retrieving information and a scrabble challenge. Each task was revision from previous work they had completed as they had an assessment not long after this lesson. The pupils were to work as a group and assist each other to complete all tasks in which ever order they wished. Each task was worth a certain amount of points and it was made into a competition which excited the pupils. They had the whole lesson to complete as many tasks as possible and all pupils completed a large amount of work to high standard while enjoying the lesson.

Critical reflection

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During my time in my professional teaching experience, I have made sure to make myself aware of the new curriculum due to start in the following academic year. This assignment will focus on three of the pedagogical principles that Donaldson focuses on in his report. The principles I will focus on are as follows:

'Good teaching and learning means employing assessment for learning principles; Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them; Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest' (Donaldson pg.67-68, 2015)

I will be comparing literature on these topics with activities and tasks that I have used during my teaching experience.

Considering there is a complete new curriculum being formed for Wales, it doesn't come at a surprise that elements from the previous curriculum have kept a very strong role in the new curriculum including assessment for learning. Assessment for learning has been used to provide support to learners with prior lower attainment levels to which the overall marks in the classroom would level out. (Black, P. & Wiliam, D. 1998) Similar reasons have been discussed focusing on scaffolding lessons and tasks to support the learners with prior lower attainment levels. (Black, P. J & Kings College London, 2002 and Coe, R. et al, 2014). Despite this, Donaldson, 2015 does state in his report that teachers should be flexible with their assessment techniques. This is not specifying assessment for learning techniques specifically for learners with prior lower attainment levels. This statement would suggest that as a teacher, you should be considering the needs of the individuals and catering the assessments to their capabilities. He also explains how assessment for learning should be a natural part of teaching and shouldn't be made to feel formal (Donaldson, 2015). In making the lesson feel natural, it is important to ensure that the learners feel comfortable, tailoring questions to individuals which are at a challenging but appropriate level to them plays a part in formative assessment while ensuring the learners are participating and the teacher is able to see the progress during the lesson. (Black, P. & Wiliam, D. 1998) However there are some people that have expressed concerns about the need to focus on assessment for learning and Wiliam mentions this in his book. These people have expressed their opinion on how assessment for learning has always happened in the classroom and that there is no need to be formally addressing this method. (Black, P. & Wiliam, D. 1998) This is a valid point to be raised if this is a method that has always happened in the classroom but with the amount of support for assessment for learning there surely cannot be any harm in emphasising the effectiveness of the method to keep it happening in lessons (Ko, J. and Sammons, P. 2013). There is one topic that does seem to be consistent throughout the literature found and that is feedback. The importance of feedback is shared by a number of views and how it should be made personal to the individual, ensuring there is no comparison to other learners to avoid disappointment. (Black, P. & Wiliam, D. 1998) Following on is the effectiveness of instant feedback. This does not necessarily need to be directly from the teacher as this is not always practical but can be shared using self-assessment and peer assessment but the emphasis is on the need learners feel when they receive feedback and they are aware to where they are working towards and what they have achieved. (Griffith, A. and Burns, M. 2012) Donaldson does also mention that teachers need to be aware that they are only assessing work or progress that matters. This could be to avoid over assessing and counter acting assessment for learning.

After considering all these points, I am able to reflect on my teaching experience to see whether my methods of assessment for learning support these claims or whether I have noticed any differences. For instance, I agree with Rosenshine's statement that scaffolding tasks are very beneficial especially for learners with prior lower attainment levels. That extra support given to these learners allows them to 'catch up' with the rest of their class, which works well with Wiliam's suggestions on assessment for learning. The way I worked this with

my year 8 class it didn't single any learner out as we completed the task as a class. This still allowed all the learners to be challenged but allowed those who needed extra support the help they needed it without them needing to bring unwanted attention to themselves. Moving onto the RAG (red, amber, green) rated task that I completed with my year 7 class I feel a slight disappointment that this method is not discussed more often as it proved very successful with the learners and has been used with several classes throughout my time at the school. Tailoring the task to a level that the learner is capable to meet is supporting Donaldson's want for teachers to be flexible with their assessments. Despite the above theories promoting the importance of instant feedback, I marked this task in between their lessons. The learners received feedback in their next lesson, which they were happy about, but it wasn't in the lesson they completed the work. Instant feedback is given during smaller tasks and when the answers are shared but it is not always possible in larger tasks but I do agree it is important to not leave too much time to give feedback to the learners. The feedback received on my teaching experience from teachers about selecting names at random was very positive as shown in my evidence and actually works alongside William's suggestions with assessment for learning. This is a method that provides learners with instant feedback and ensures that all learners are following the work. I was able to tailor my questions to a level that the learner could meet so any upsetting moments for the individual were avoided. I trialled this method using different sources including a random name generator online which was very popular with the class and has since been requested and then picking names out of a pot. I do agree with the fact of assessment for learning is important to one's learning experience and I believe it is essential to a Welsh lesson to meet success criteria.

Similar to the previous principle, the principle promoting cross-curricular activities including literacy, numeracy and digital competence is not a new element to the curriculum. Digital competency has been welcomed as an addition to the curriculum more recently, but there is a lot of evidence to show numeracy and literacy has been used across the curriculum for some years. Equally to the assessment for learning principle, Donaldson hopes that the implementations of these extra skills are a natural addition to the lessons (Donaldson, 2015). Communication skills are an important element in these skills, and play a very important role for the learners in their learning experience. Various sources state on how they focus on improving the learners' communicative skills and widening their use of language (it is not limited to vocabulary and grammar) in hope to improve their social and personal skills (Littlewood, W. 1981, Verma, G. K. and Pumfrey, P. D. 1993 & Hannon, P. (2000). In addition to these reasons, another benefit to using these skills across the curriculum is increasing the use of them especially numeracy due to the stigma people have against mathematics (Ward-Penny, R. 2011). As a result of these skills being used across the curriculum, it allows the learners to explore learning through different methods and in not such obvious contexts with the possibility of them being able to express themselves (in written work) in a subject that is not traditionally created for that particular skill e.g. improving literacy skills in a mathematics lesson (Ward-Penny, R. 2011). In a number of sources, the discussion centers on preparing the learners for their future, whether it be in further education or employment. Learning these literacy, numeracy and digital competency skills should better prepare them for real life situations such as reading utility bills or understanding discounts in shops which could really affect one's confidence if they are severely lacking in these skills (Ward-Penny, R. 2011 & Ledwick, M. 2001). The point of preparing the learners for their futures works alongside parts of Donaldson's' four principles of the new curriculum that refers to preparing the learners for the real world as citizens.

While these are all very valid points, I feel the part people need to understand with the new curriculum is that cross-curricular responsibilities is not new to the teaching profession. I do agree strongly with Ward-Penny in how we should teach these skills in different ways such as my Countdown task shown in my evidence. The learners are almost not aware that they are completing a literacy or numeracy task, as it is not the conventional way to do so. Therefore they see it more like a game and enjoy the challenge and competitive approach. I did not expect such a positive response to this task due to the fact I know about the stigma towards numeracy but these learners proved me wrong. This is something that should be considered when thinking about cross-curricular responsibilities because I feel it is sometimes the teacher with the stigma and the learners are happy to try a new challenge. Moving onto my literacy task with year 7 where they needed to correct a piece of writing given to them, I feel this supports a lot of the sources discussed above. Being able to correct a writing piece from its spelling, grammar or punctuation errors is a skill that will help any

learner across all their lessons and follow them into further life and will support Donaldson's four principles in the new curriculum. Adding to these points, I am supportive of the development of a learner's communicative skills and being able to express themselves in their work, which is displayed in the translation task completed with my year 8 class. I do respect that there is little opportunity to express themselves in this task but it allowed the learners to gain confidence in the topic by modelling good sentence structures and led onto the learners being able to create a writing piece themselves. To conclude, I have noticed an overlap between the principles in where assessment for learning is used in many cross-curricular activities including my own. This would just support Donaldson's curriculum as you are implementing more than one principle in a natural manner into your lessons.

It is a difficult task to engage interest with all your learners at the same time as all learners approach learning in different ways as suggested in successful futures (Donaldson, 2015). This suggests and respects the discussion from Ko and Sammons in how the teacher should focus on the needs and interests of the individual (Ko, J. and Sammons, P. 2013). If this is applied into lessons the learner is more likely to invest more effort into the task especially if they believe they can achieve the results they wish, this can be supported with prior knowledge along with them being interested in the topic or task (Black, P. J. and King's College, London. Department of Education Professional studies. 2002). Along similar lines, theory suggests that learners will gain interest in a topic or task if they can relate the information to something real in their life or if they can see a purpose to the work itself and why they are doing it. This supports the statement that learners like to understand what they are learning and why (Ward-Penny, R. 2011). However, in order to succeed in gaining interest, learners need to have an appropriate amount of knowledge beforehand. This supports the theory that learners like to know where their learning is taking them but add the fact that prior knowledge plays a key part in their learning experience (Griffith, A. and Burns, M. 2012). A good suggestion which plays an active role in many lessons comes from Rosenshine's principles of instruction and how reviewing previous learning at the start of the lesson helps the learners progress in a more successful manner (Coe, R. et. al. 2014). In addition to all these factors, there is a reference to the importance of motivation in more than one source. There are two main types of motivation – intrinsic and extrinsic. Learners that are intrinsically motivated are self-motivated and see the task itself as motivation. These are not the learners you need to prioritise when planning the tasks for your lesson as they will see completing the task itself as a reward and therefore will feel motivated to succeed. In order to gain interest from a learner who is extrinsically motivated, you will need to ensure clear rules are set and you are setting the tasks with high expectations. The learners will need reassurance that mistakes allow them to learn and are not a sign of failure. Learners need to know what is expected from you as a teacher in order to feel motivated and keeping a good rapport with your learners will help them want to complete the work set. If possible, making the learners curious with the tasks or work will help trigger an interest in them and help them move towards working as how an intrinsically motivated learner would work. Finally, if you can incorporate fun into any task, this will most likely help the learners engage interest. (Ward-Penny, R. 2011 & Griffith, A. and Burns, M. 2012).

Reflecting on my final principle I noticed that my first two pieces of evidence followed a very similar structure so therefore will be discussing them together. The attitudes of the learners in my year 8 and 9 class are very similar to which is why I believe these tasks worked so well for them. They are very keen learners and are always ready for challenge and therefore very curious when it comes to interesting tasks. The fact they had to get out of the seats and look for their answers gave them a sense of excitement and these learners thrive of a different kind of challenge. I think this is why they showed such a positive interest in these tasks. Due to the nature of the tasks, they were focusing mainly on their prior knowledge so the learners were able to feel the task was achievable. However, there was new vocabulary in the year 8 version from that lesson which is why they were allowed to view the writing in a different way afterwards to reassure them. The year 9 task was a revision task so there was no need for further support to complete the task. The fact that these classes are full of intrinsically motivated learners, it is very easy to gain a good rapport with them, which then encourages the occasional learner who is more extrinsically motivated. In regards to the final piece of evidence shared from my 'pic n mix' lesson, the learners enjoyed having control over the work they were to complete. Even though the brief hoped that all learners would complete all tasks, they were able to do this in their own order that would build their confidence gradually throughout the tasks. Most learners were able to complete all tasks while the rest were able to complete what they could in the set amount of time. This kept all the learners fully

engaged in their tasks and interested in what they were working towards. All these examples of evidence support Griffith and Burns in where they discuss the importance of setting clear rules and having high expectations of the learners. This is a rule I set for myself in every lesson in order to stretch every learner to their highest potential. All learners were aware of the end goal of the tasks, and where it does not fully comply with the sources that discussed learners being able to relate work to real life or for the future, they were aware that the tasks were to prepare them for their assessments which followed after a few lessons.

To conclude, I have realised how much each principle overlaps each other in any lesson. I feel if you are able to accomplish this without making a conscious effort to do so, you are working with Donaldson's view of achieving the new curriculum. I mentioned previously the lack of literature discussing the importance of a RAG rated task to which I feel was a limitation of my own. If I were to look further into these topics, I am confident I would find sufficient evidence to support or argue my opinion. People who have mentioned in the literature that there is no need for a formal discussion on topics such as assessment for learning are of course valid to their opinion but I have to disagree with this. I do not see any problem in continuing to emphasise the importance of such a principle as it plays a key role in a learners experience and it will keep the teacher aware that this needs to be implemented into lessons. After looking into literature and the importance of cross-curricular responsibilities I understand that I need to make more of an effort to implement numeracy and digital competency into my lessons – teacher's support was actually a limitation I came across while reading. I believe I am confident in implementing assessment for learning into my lessons and have achieved to support this principle in a suitable manner. I am growing in confidence in tailoring lessons to the individuals but it can be proven difficult in a large class of mixed attainment levels where there is such a wide difference of needs to be met. This is something I will be taking forward with me for the rest of my teaching experience and into my career. This assignment has taught me how beneficial these principles can be in your lessons and I will be considering them more often while planning my lessons to ensure the learners are benefiting in the best possible way.

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