

Overview

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

Pathway: PGCE Secondary English

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1801574_student_uwtsd_ac_uk/Egw9kCwg5I9DIYZB0IQfw_UBiNMCIIG3fAjq0Og1ppP5UQ?e=Lgd0Kd

Good teaching and learning means employing assessment for learning principles.

11 December 2019 11:47

Example 1: Success Criteria

Gothic Horror – Writing	
Argumentation Writing success criteria	
Level 5	- My writing is both varied and interesting. - My writing suits the purpose and audience. - I can use a more formal style where appropriate. - I can use some range of imaginative vocabulary accurately. - My sentences and paragraphs are clear and well developed. - I can usually spell words with complicated spelling patterns correctly. - I use a range of punctuation, including commas, apostrophes and inverted commas. - My handwriting is clearly legible and fluent.
Level 6	- My writing is fluent and it engages and sustains the reader's interest. - I adapt my style of writing and language choices to suit different forms. - I experiment with a range of sentence structures and a very varied vocabulary in order to create effects. - I organise my ideas in well-developed, linked paragraphs. - My spelling, even of irregular words, is generally accurate. - I use a range of punctuation to clarify my meaning, for example, semi colons. - My handwriting is neat and legible.
Level 7	- My writing is confident and shows appropriate and imaginative choices of style in a range of forms. - My writing is coherent and gives clear points of view, taking account of different perspectives. - Grammatical features and vocabulary are used accurately and effectively. - Spelling is correct, including that of complex irregular words. - Work is legible and attractively presented. - Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

Context: This success criteria table was given to a mixed ability KS3 class as they prepared to complete an argumentation piece of writing that would be assessed. The Success Criteria was displayed on a PowerPoint at first and I spent time going through each point and comparing the differences between levels by giving examples. I also elicited examples from the pupils. Later I gave each pupil a copy of this success criteria table to have in their books so that they could refer to it during the planning and writing stage. After they finished their assessment, pupils were then given extra time to compare their work with the table in order to check and/or improve what they had written.

Rationale: In order for pupils to have a clear understanding of what level they were both working at and aiming for, it was vital that they be given the opportunity to see and hear examples from each criteria level. By explaining what each point meant, offering examples, and giving them the opportunity to also present their own ideas, pupils were able to comprehend how their own writing aligned with each level. This also gave me the chance to check that each pupil understood what was expected of them and how to get there. Ensuring pupils had their own copy to refer back to also meant they could keep checking they had included each piece of criteria in their writing as they worked.

Evaluative points: This method of providing the list of Success Criteria proved to be successful for this class as all pupils attained levels within the given range. Pupils referred to the list and the notes they had taken during the explanation while they were writing and were able to use these models to structure their own pieces of writing. While it was successful with this class, this may not be the case with other classes who may forget to use the list while working. To counter this, the teacher could keep the criteria list displayed on the overhead projector and also verbally offer gentle reminders on occasion to the whole class.

Example 2: Post-it Rules

Give me 4 rules ...

Write down **two rules** for effective speaking and **two rules** for effective listening.



Context: This task was used as a plenary at the end of an 'introduction to speaking and listening' lesson for KS3. Pupils had expressed their own ideas about what made a good listener and speaker at the beginning of the lesson in a group discussion and were then shown a variety of video clips which demonstrated good and bad listening & speaking. I encouraged pupils to focus on specific elements of the videos that they hadn't previously thought about and we then discussed each clip as a whole class. This plenary was then used to ensure pupils had understood what had been discussed and were able to use that information to set out their own 'rules' or criteria for speaking & listening. These rules were written on post-it notes and left on the whiteboard for me to check.

Rationale: For pupils to develop a wider knowledge of what makes a successful speaker & listener, it was important that they looked at good and bad examples. In order for me to be certain that each pupil had a clear understanding of the elements of good speaking & listening, it was vital that I received individual ideas from each pupil and that they, in turn, were able to put what they had learned into their own words. They were also able to set their own success criteria by doing this which they could then measure themselves against and work towards for their own speaking and listening tasks.

Evaluative points: This was a successful task as I was able to assess what the pupils learned, how they interpreted it, and what else needed to be covered in a future lesson. In this case, all pupils set logical rules for speaking and listening on their post-it notes, showing that they had developed their understanding during the lesson. If I had seen any rules that were underdeveloped or didn't make sense I would address these misunderstandings in the following lesson and given pupils an opportunity to adapt and expand on them.

Example 3: Peer Assessment

Self/Peer assessment

In your own words, summarise the main reasons why, according to the text, Shakespeare might not have written his plays.

Use the instant feedback to assess the work and set a target for improvement.

Context: After completing a written summarisation piece, pupils in a mixed-ability KS3 class were instructed to swap their work with another pupil in the class. Each pupil would then spend time reading through their peer's writing and using the Instant Feedback sheet to mark what went well and what could be improved upon. Each pupil then received their own work back and set themselves their own target for improvement.

Rationale: While I had modelled an example of the summarisation piece for this class, it was important that pupils were exposed to a variety of written pieces so that they were able to recognise the strengths and weaknesses of each piece. Looking critically at another pupil's work and using a checklist to help them understand what they were looking for helped them also develop a deeper understanding of what they should have included in their own writing. By the time they had received their own writing back from their peer, they were able to see what they had done well and also what they needed to set themselves a target for next time.

Evaluative points: Peer assessment worked effectively for this piece of writing. The use of tick boxes on the Instant Feedback sheet gave pupils a clear idea of the details they were looking for and they were able to use the 'EBI' boxes to set themselves clear and concise targets. In order for this type of assessment to succeed with all classes, however, is to ensure that the teacher explains what each point on the assessment sheet means so that pupils are fully aware of what they are looking for. This could be achieved by assessing an example piece of writing together as a whole class and modelling what to look for before allowing peer assessment to begin.

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

11 December 2019

11:48

Example 4: Literacy

Independent reading activities	
6. Exploring character	
Continue reading your novel until page 80. Think of five questions you would like to ask one of the characters. Then write their answers as if you were that character.	
7. Making predictions	
Read to the middle of your book. Write down what problems the protagonist has encountered and the situation they are currently in. What do you think will happen by the end of the novel?	
8. Dear diary	
Continue reading until you are about ¾ through your book. Stop at the end of the chapter you're reading. Choose one of the characters from the book and write their diary following most recent events. Remember in a diary a person can say what they are really thinking and feeling.	
9. Word exploration	
Carry on reading to the end of the next chapter. Complete these activities: - Choose five words which the author has used that you don't know the meaning of. Write them in your book and use a dictionary find out what they mean. Write the definitions in your book. - Find five descriptive words. For each one use a thesaurus to find five <i>synonyms</i> and five <i>antonyms</i> for each of them.	
10. The ending	
Read to the end of the novel. Write a review of your book. Make sure you don't give away too much of the plot but you can write about your favourite moments and/or characters. Aim to write 150-200 words.	

Context: This worksheet was handed out to pupils during the second half of a reading lesson in a KS3 class. In order to encourage independent reading and an improvement in literacy, pupils were given the opportunity to bring in a book of their own choosing that they would sit and read in silence for half an hour. Pupils were then encouraged to choose one or more activities from the worksheet to complete in order to reflect on what they had read.

Rationale: In order to encourage pupils to read more, the school in which this lesson took place allocated one lesson per week to be dedicated to reading. To ensure their comprehension skills were also being used and improved, I gave pupils a set of activities that would let them think closely about what they had read. While reading skills were being used by allowing pupils to sit in silence with a book, comprehension activities were provided to ensure pupils were improving these skills and that they were reading books that were suited to their abilities.

Evaluative points: This literacy task was effective as it gave pupils the opportunity to look deeper into the context of what they were reading. Pupils were eager to share what they had worked on at the end of the lesson and given the opportunity to evaluate a piece of writing that was different to their peers. This also proved to be effective in helping pupils evaluate their own comprehension skills and whether what they were reading was too easy or too difficult for them.

Example 5: Numeracy

Crack the Code

A	B	C	D	E	F	G	H	I	J	K	L	M
28	84	22	56	13	25	12	36	42	2	7	18	27
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
6	16	4	5	23	11	3	19	31	17	24	39	15



Crack the Code

Can you work out what the keywords are by cracking the code?

6 + 5 =	3 x 1 =	4 x 4 =	10 - 4 =	7 + 6 =
Letter:	Letter:	Letter:	Letter:	Letter:

4 x 9 =	20 - 7 =	3 x 2 =	4 x 3 =	26 / 2 =
Letter:	Letter:	Letter:	Letter:	Letter:

11 + 11 =	5 + 8 =	9 x 2 =	3 x 1 =	2 + 9 =
Letter:	Letter:	Letter:	Letter:	Letter:

Context: This activity was used in a low ability KS3 class as a warmup/starter task and helped to activate prior knowledge from the previous lesson and introduce new key words for the current lesson. Pupils used their basic numeracy skills (multiplication and division) to assign a number to a letter in order to work out what the keywords were.

Rationale: The pupils in this class had previously been looking at how language is formed and building up to a lesson in which they created their own language. By providing examples of coded language, this activity gave them new ideas about communication and also helped them practice their numeracy skills.

Evaluative points: This task proved to be very effective as pupils repeatedly asked for similar activities that would challenge them more in the future. Pupils also used aspects of this task to help them create their own language in future lessons. In order to ensure all pupils could take part in this task, I allowed pupils who struggled with numeracy to use multiplication

charts to help them work out the answers.

Example 6: Digital Competence



Gothic – An introduction to gothic texts

Internet Research

1. Research the evidence that ghosts exist. Cut and paste or write up your findings in word (20 minutes)
2. Research the evidence that ghosts do not exist. Again, cut and paste or write up your findings in word (20 minutes)
3. Finally, list the sources that you used
E.g. www.bbc.co.uk

Context: In order to prepare for their speaking and listening assessments, pupils in a mixed ability KS3 class were given character roles to take on for a group discussion. To prepare, pupils were instructed to use the internet to compile a list of evidence that supported their arguments. This evidence was to be used as part of a helpsheet they could refer to during their speaking assessment.

Rationale: Pupils were instructed to use research in order to build a comprehensive argument in an upcoming group discussion. As they were taking on roles that didn't necessarily reflect their own views, they were encouraged to find pieces of evidence that matched those parts and compile what they had into one single document. Pupils used the internet to search for a variety of mediums (articles, interviews, videos, etc.) and transferred this information into one printed document. One document ensured they had all of their research in one place and also helped improve their summarising skills. Using the internet also helped pupils navigate their way around a number of digital mediums that provided a wide range of helpful research.

Evaluative points: This was a very effective task as all pupils were able to compile helpful documents of research that prepared them for the speaking assessment. The marks they achieved for their speaking assessment reflected how well prepared they were and how they had used computers to find research that helped structure their arguments. While this proved to be very effective for this class, pupils in other classes may have needed additional help with navigating their way around the internet and staying on track. This could be solved by the teacher ensuring they are circling the class and offering help when needed.

Good teaching and learning means employing a blend of approaches including direct teaching.

11 December 2019 11:50

Example 7: Direct Teaching

WHAT IMPRESSIONS...? Continue this...

What impressions do you get of Neil Armstrong in this article?

Clearly tracks the question

Explanatory connective

Quote and explicit meaning

We are immediately given the impression that Neil Armstrong is rarely seen in public as the headline describes his appearance as a "rare glimpse". This could imply that he is shy or that he values his privacy. Furthermore, it could suggest that he is a humble man who doesn't tend to bask in his fame.

Inferential marker

Implicit (inferred) meaning

"rare glimpse"

Rare or unusual for him to appear in public

Implies that he's shy or values his privacy

Could suggest that he's humble and doesn't bask in his fame.

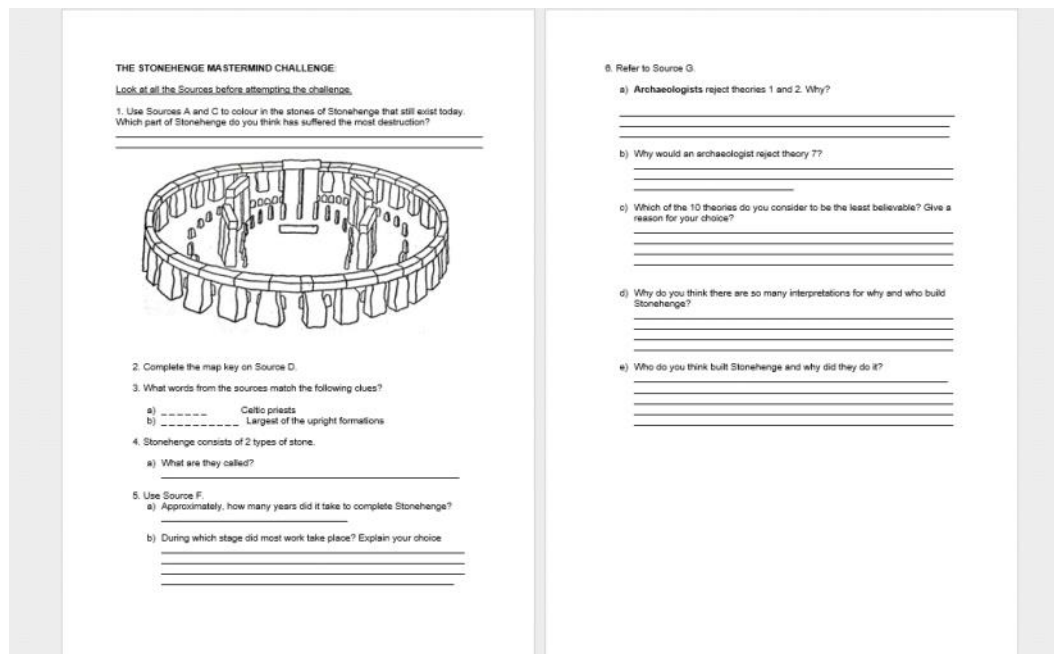
Use the modelled response as a template to help you complete your response to the question.

Context: Direct teaching was used in this lesson with a mixed-ability KS3 class preparing to write an inference piece. While the class worked as a whole group in previous lessons to decide which key phrases to highlight and infer from, I used direct teaching to demonstrate how they could apply these quotations to a longer piece of writing and how to lay it out. I broke down the parts of an example paragraph in order to explain what features should be included and how to give their own evidence/reasons.

Rationale: While some pupils had started to elaborate on the impressions they had gathered from the article we read as a class, they were unaware of how to arrange their key quotations or what keywords/phrases to use in order to elaborate on them. By modelling an example paragraph and breaking down the reasoning for each point, pupils were able to see how this aligned with the success criteria.

Evaluative points: This method of teaching was very effective for this topic as pupils were very engaged in the subject matter and used much of what I had talked about to inform their writing. Their essays showed they had used this modelled paragraph as a starting point and were able to use this as a template for their own extra ideas. Some pupils still needed extra help in thinking of additional inferential markers which would help their other paragraphs avoid sounding repetitive. A solution to this would have been to provide a vocabulary box/phrase bank that allowed them to choose from a variety of phrases.

Example 8: Groupwork



Context: Lower-ability KS3 pupils were divided into groups and given a pack of sources. Each source contained a new piece of information about Stonehenge that the pupils hadn't seen. Pupils were then given this worksheet 'The Stonehenge Mastermind Challenge' and instructed to work together to find the correct information on the sources to answer the questions.

Rationale: In order to complete the task, pupils had to ensure that all members of the group were looking at the sources and finding the correct information. The pupil who was writing the answers had to listen to the other members of the group for information and they all had to decide what the correct answer was. This type of learning encouraged pupils to learn from each other and listen to information they had no prior knowledge of. They used their own way of finding information and working out what was useful and what wasn't.

Evaluative points: This was a partially-successful task as pupils read each source very carefully and took in extra information that they didn't necessarily need for the worksheet. As the groups were quite large (4-5 pupils), some pupils lost interest and let the other people in their group do the majority of the work. A solution for this could have been allocating each group member a different responsibility/role so that all members of the group remained fully engaged.

Example 9: Independent Student-led Learning

Gothic – An introduction to gothic texts

Internet Research

1. Research the evidence that ghosts exist. Cut and paste or write up your findings in word (20 minutes)
2. Research the evidence that ghosts do not exist. Again, cut and paste or write up your findings in word (20 minutes)
3. Finally, list the sources that you used
E.g. www.bbc.co.uk

Context: In order to prepare for an upcoming speaking and listening assessment, each pupil was given a

roleplay card that differed from their classmates. Pupils were then instructed to find research online that they could use as evidence to support their character's arguments. Pupils then had to compile their evidence into one place to be used as a tool during their speaking & listening assessment.

Rationale: As each pupil was assuming a different role to those in their group, the research needed for this role was unique to them. They also needed to form arguments and opinions that differed from their classmates so had to be given time to work independently and tailor-make the responses that suited them. Giving the pupils access to the internet where they could find an unlimited amount of resources also contributed greatly to this.

Evaluative points: The marks the pupils achieved for their speaking assessment reflected how well they had worked independently. They were well-prepared and very confident in their responses during the speaking assessment and gave well-rounded, detailed arguments. However, during the student-led research phase, a small amount of pupils needed occasional assurance that they were working correctly and finding the right material. This issue could have been resolved by displaying clearer modelled examples or criteria to the class beforehand about what kind of resources would help them and how to find them. This may have given them assurance and a clearer starting point.

Critical Reflection

11 December 2019

11:51

Introduction

Professional Teaching Experience (PTE) is seen as an important part of teaching training. Not only does it provide new teachers with the opportunity to become directly involved with the classroom management and climate (Coe, R. et al. 2014) but it also offers the chance to focus on developing a sound knowledge of good pedagogical practice. Donaldson's *Successful Futures* report stresses that pedagogy is comprised of a variety of components, including "subject [...] expertise; sound classroom craft skills; an understanding of the social and psychological factors that influence learning; and the ability to excite and inspire children" (2018, p. 63) and it is during the Professional Teaching Experience where new teachers are able to focus on the principles that support them.

My PTE took place in a large comprehensive school in South Wales. It was here that I attempted to implement the pedagogical principles recommended by Donaldson into my lessons and, in this piece of writing, I will focus on three:

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 direct teaching

Not only will I examine literature that looks at effective teaching and learning but I will then reflect on my own implementation of the principles, whether it aligns with what the literature recommends, how effective it was, and what I can do to improve my future teaching experience.

Literature Review

- Employing Assessment for Learning Principles

The need for improvement in assessment for learning is strongly stressed in Donaldson's *Successful Futures* report as it is there that he collates evidence showing the strong dissatisfaction from numerous education networks with the current arrangements (Donaldson, 2018). Assessment for learning can be seen as a useful feedback tool for a teacher as it not only provides them with information about how well a pupil has engaged with and understood the work, but it also helps them alter their teaching and tailor make the lesson to match everyone's needs (Black et al. 2003). The Welsh Government has reported that implementing assessment for learning techniques increases both a pupil's motivation and performance, and that even teachers' enjoyment of the learning process has the potential to rise due to the common ground that is established between educator and learner (Welsh Assembly Government, 2010). ESTYN has also described assessment for learning as essential in helping to raise standards for pupils and allowing individuals the opportunity to understand targets and set their own goals (ESTYN, 2018).

Coe et al. also stressed the importance of assessment for learning by arguing that it directly contributes to the advancement of good teaching (Coe et al. 2014). The need for reviewing previous learning, providing learning models, and the use of effective questioning is also stressed in their report (2014).

William recommends that teachers focus on formative assessment over summative

assessment and that the practice is broken up into three stages: "finding out where learners are in their learning, establishing where they are going, and determining how to get there" (William, 2017, p. 52). Donaldson, however, argues that the type of assessment is not what matters; it is what is done with the assessment data (Donaldson, 2018). He instead recommends a number of ways that would hope to improve assessment arrangements in Wales including the need to involve pupils in their own assessment, having teachers make the reasons for AFL clear, and to assess only what is important (2018). Black and William, on the other hand, introduced four categories in which assessment for learning ideas could be placed: Questioning; Feedback; Sharing criteria; And self-assessment (Black and William, 1998). Teachers who worked on the development of these ideas later found that shared criteria was already a strong feature across the other categories, and self-assessment could only be established once peer-assessment was put into practice (Black, 2003). By developing neutrality while assessing their peers, pupils were able to harness those skills into assessing their own work (2003).

However, Ninomiya emphasises that the use of formative assessment runs the risk of laying too much focus on targets and how to get there rather than having pupils make alternative discoveries for themselves (Ninomiya, 2016). Sadler similarly warned that when it comes to targets, AFL must meet specific conditions, ensuring that teachers are prepared to involve all pupils in the feedback progress rather than distribute those aims passively (Sadler, 1989). Coffield et al. also remained sceptical about the effectiveness of taking into account all individual learning styles and targets and claimed evidence to support these methods were elusive (Coffield et al. 2004).

- Reinforcing Cross-Curricular Responsibilities

Along with the emphasis of assessment for learning, Donaldson also maintains that good teaching should embed cross-curricular skills, including literacy, numeracy, and digital competency, across all of the areas of learning and experience and that this appliance should occur naturally (Donaldson, 2018). The Curriculum for Wales 2022 states that these skills are "essential" in ensuring learners are prepared for the world outside of school and that educators should be prepared to incorporate them in a flexible way (Education Wales, 2019, p. 11). The Welsh government has included progression steps to align with the skills rather than year groups as a way to include all pupils within the learning environment (Education Wales, 2019).

The importance of embedding literacy and numeracy skills across the AoLE could be seen as aligning with the urge to identify pupils in need of extra help and/or intervention as early as possible. The Education Endowment Foundation claims that reading comprehension strategies need to be altered to each individual's capabilities and that trained teachers can make use of specialised materials to ensure this happens (Education Endowment Foundation, 2018). By ensuring literacy and numeracy are utilised across all areas of learning and experience, this may mean that more teachers have the opportunity of evaluating these important skills and catering how they are delivered at an earlier opportunity.

The Education Endowment Foundation also claims that the use of digital technology in a classroom can serve as a helpful supplement for teaching and can even motivate pupils to want to make use of these tools (Education Endowment Foundation, 2018). Donaldson asserts that learners are surrounded by various forms of technology outside of the learning environment, therefore digital competency is crucial to those entering the new workforce (Donaldson, 2018).

Jonathan Barnes also asserts that cross-curricular links may maximise creative thinking and that ideas are more likely to occur when subjects interact (Barnes, 2015, p. 261). He also argues that cross-curricular teaching is more likely to "motivate, sustain, be meaningful and [more] socially satisfying" than the traditional one-subject curriculum and that combining multiple disciplines help enhance real-life problem solving (Barnes, 2015, p. 264). The Welsh Government also reports that cross-curricular infusion and enhancement of creative thinking

allows learners to develop an awareness of their own learning strategies which, in turn, allows for a deeper understanding across all subjects (Welsh Assembly Government, 2010).

Jones, however, notes that while cross-curricular learning may have its advantages, there are also disadvantages to be aware of. He stresses that the quality of subject specialisation runs the risk of decreasing as disciplines begin to merge and that curriculum preparation and deliverance from more than one educator can lead to problems (Jones, 2010).

Furthermore, the Education Endowment Foundation also points out that while incorporating digital technology has proven more beneficial in improving writing and mathematics, there is evidence to suggest that the use of technology increases individualised learning which, in turn, is not as beneficial as collaborating with peers (Education Endowment Foundation, 2018).

- A Blend of Approaches

In addition to the principles outlined by Donaldson that have previously been discussed, one that directly affects the classroom setting is the call for educators to ensure they are using a range of techniques to deliver their lessons. Rather than choosing one approach to teaching, Donaldson encourages using a "broad repertoire" of pedagogical methods to ensure the curriculum is delivered in the best possible way (Donaldson, 2018, p. 65). Direct teaching and discovery learning are two examples he offers as seemingly polarising methods but are equally important for a well-rounded learning experience (2018). The use of scaffolding is additionally presented as a direct teaching method that directly leads to independence and eventual tasks which allow pupil-led learning (2018).

Hattie describes direct teaching as a useful way of ensuring pupils are receiving the correct information that aligns with success criteria and learning how to use it via modelling (Hattie, 2009). Christodoulou holds a similar opinion, stressing that the practice of direct teaching is actually very different to the commonly held perception of it being "passive and dehumanising" (Christodoulou, 2014, pp. 27-28). While direct teaching has traditionally been seen as running the risks of pupils only learning a limited set of facts from their teacher, Christodoulou explains that direct teaching actually creates a dialogue between learner and educator which, in turn, arouses curiosity and develops new knowledge (2014).

Rosenshine also agrees, stating that pupils who receive direct instruction often outperform those in a group setting and that critics of direct teaching are often unaware of the success rate (Rosenshine, 2008). Additionally, ESTYN often seeks out this balance of pupil-initiation and teacher-leading in the schools they visit, encouraging the use of child-centred learning experiences that build on skills learned from previous direct instruction (ESTYN, 2019).

Ofsted similarly encourages teachers to implement both teacher-led and child-centred learning, though Christodoulou claims their reports offer conflicting requirements and have led to many schools solely focusing on direct teaching and producing pupils who struggle to learn independently (Christodoulou, 2014).

Pupil-led learning is often also referred to as constructivist learning, in which pupils are given the freedom to discover essential information and develop real-life problem-solving skills for themselves (Kirscher, Sweller, and Clark, 2006). Kirscher, Sweller, and Clark make the argument, however, that constructivism as a primary method of learning fails to take into account how little information learners retain in their long-term memory when faced with new material (2006). As a solution, Christodoulou recommends that teachers ensure learners approach inquiry-based activities with at least some background knowledge from teacher-led instruction (Christodoulou, 2014).

The OECD also aligns with this recommendation as it states that when it comes to education, the ability to think critically and creatively in a pupil-led activity strengthens the knowledge that has been planted through direct instruction (Vincent-Lancrin et al. 2019).

Reflection

In order to implement assessment for learning during my professional teaching experience, I attempted to try and test a range of methods that both aligned with the learning objectives of the lesson and with what information I needed from the pupils.

As my first piece of evidence shows, one of the methods used most frequently in the placement school was sharing success criteria with the pupils, as also recommended by Black in my literature review (2003). Allowing pupils to develop a strong understanding of the criteria for each level ensured that they would know what to include in their work and also offered reminders about anything they had forgotten. This proved to have a positive impact on the learning as the pupils consistently achieved higher levels after being exposed to success criteria and being allowed time to check through their work.

The challenge facing this practice was making sure each pupil understood the wording and differences in criteria for each marked level. While explaining the criteria to the whole class and breaking each point down into more accessible language provided pupils with guidance, this did not ensure that every pupil understood how to implement them. Providing criteria in a more accessible way, such as a list of points that pupils could tick off as they worked, could have helped to provide a solution to this and also could have provided feedback to me about which pupils understood the work.

As seen in my literature review, teachers who worked on developing methods of assessment for learning found that shared success criteria had strong links to other practices (Black, 2003). For the classes in which I shared success criteria, pupils were then able to transfer their awareness into practices such as peer and self assessment as demonstrated in my third piece of evidence. Having developed a knowledge of what each point of criteria meant, pupils were able to examine an example piece of work (their peer's) and look for the points listed. In doing so, pupils were also able to gain exposure to a variety of ideas about how to achieve the criteria and develop a further understanding of what their own work needed to include. Setting targets for their peers and/or for themselves also gave them a clearer idea of how to get to the next stage, as detailed by Wiliam (2017).

Similarly to the shared criteria technique, this method of peer/self assessment only proved successful with pupils who had a firm understanding of the meaning behind each criteria point. For example, if pupils were unaware of the difference between using "ideas" and "essential ideas" (as demonstrated in example 3), they were unable to accurately mark their peer's work. While this did not provide a concise assessment for their peer, this was a successful piece of feedback for me as, from looking at the peer assessment sheets, I was able to gauge how many pupils had learned from the success criteria and how many had not.

A further way I was able to employ assessment for learning techniques was through the use of instant feedback tasks, as demonstrated by my second example. In this instance, pupils were able to build their own criteria based on what they had learned during the lesson. I was also able to measure how well each individual pupil had understood the content of the lesson, as recommended by Sadler (1989), and how they interpreted what they had learned. I was then able to use this data to plan the next steps in the learning experience. This was an effective way of implementing the assessment for learning principle as it aligned with Donaldson's recommendation to ensure that information gained from either formative or summative assessment is used as a stepping stone to further progression (2018).

This method of having pupils create their own criteria can also be used as a way of developing pupils' awareness of progression steps and also lead them into self-assessment activities.

Self-assessment is a key recommendation in the literature found in assessment for learning

techniques. Not only does it enhance self-reflection but it also contributes to implementing student-led activities.

Employing a blend of approaches in the classroom is another of Donaldson's pedagogical principles that I worked on implementing. Independent student-led activities are an example of the constructivist child-led methods favoured by theorists such as Piaget and Bruner, but discredited by Kirscher (2006). Donaldson (2018), ESTYN (2019) and Christodoulou (2014) recommend a blend of direct teaching and pupil-led inquiry tasks that complement each other and, as demonstrated by my examples, I attempted to create lessons that did just this.

Peer and self assessment tasks were pupil-led activities built on skills attained through my direct teaching of the success criteria stages and was one of the ways in which I was able to blend different approaches together and employ this principle.

As examples 7-9 show, I used a variety of tasks and activities to employ a blend of learning approaches, though these could have been improved with ideas that ensured the approaches aligned. My direct teaching example shows that through teacher-led instruction, pupils were provided with a model of how to approach the task. Pupils in this example used the model effectively. However, a follow-up pupil-led activity at a later time that let pupils use these newly-acquired skills was not implemented due to time constraints.

Similarly, my example of independent student-led learning was fairly effective due to most pupils producing a well-prepared compilation of research. However, due to the lack of direct teaching and modelling beforehand, a few pupils were unsure of whether they were working correctly and finding accurate material. Providing the class with a clear and modelled example of how they could complete their research may have offered a solution to this and ensured the blended approaches principle was effectively employed.

This same improvement could also apply to my example of groupwork. While pupils were able to work together in leading the learning, providing pupils with a modelled example of how to delegate responsibilities to each individual would have ensured that everyone remained on task.

Though I implemented a blend of teaching approaches during my placement, as demonstrated by my examples, in future I must ensure that I plan ahead in order to guarantee that these approaches are balanced and correlate.

In order to achieve the independent research activity (Example 9) as described earlier, pupils made use of the school computers and used the internet to navigate their way around a range of mediums such as interviews, articles, videos, etc. and compile their research into one single document. Making use of this technology allowed the pupils to demonstrate their digital competency and also provided me with an opportunity to employ cross-curricular responsibilities, another of Donaldson's recommended pedagogical principles.

Donaldson maintains that learners must be prepared for a workforce that is surrounded by technology (2018) so one of the ways in which I could ensure this idea is being reinforced is by utilising technology more in my lessons and using this example lesson as a starting point. In future lessons, pupils could adapt what they find and have the choice to present their findings across a variety of apps rather than using Word document. On the other hand, this activity did allow the pupils in this example to develop their ideas in a more creative way, a result that Jonathan Barnes says is due to these cross-curricular links (2015).

I also attempted to implement numeracy into my lessons, as shown in Example 5. This task was used in a blended language and history lesson as an introduction to more advanced and integrated numeracy work. While this activity was effective in inspiring many of the pupils to use similar elements in a later 'Create Your Own Language' task, it required only basic numeracy skills. In future, a better effort to incorporate numeracy more consistently and at a more challenging level will ensure this pedagogical principle is better employed. In an effort

to avoid any difficulties I may have with planning this, I could communicate and share ideas with the numeracy coordinators at the school, as well as the other teachers in my department to see how they also implement cross-curricular learning.

As literacy is a key element of my subject (English), this was the easiest cross-curricular component to employ in my lessons. The placement school where my teaching experience took place had already ensured that all pupils across KS3 were given at least one reading lesson a week which encouraged pupils to sit in silence for half an hour reading a book of their own choosing. In order to ensure these reading skills were exercised in the most effective way, I implemented comprehension tasks that would strengthen literacy skills and also provide pupils with an opportunity to self assess their choices in reading material. This was an effective task as some pupils realised they were reading books at the wrong ability level and could only develop their literacy skills with the most appropriate work, as recommended by the Educational Endowment Foundation (2018).

All three of these pedagogical principles overlapped in many ways during the tasks and activities I set around them. This helped the implementation appear more natural during the learning experience. However, in order to ensure these principles are employed in the most effective way, I may have to look at planning further ahead and creating tasks and activities that complement the other principles in a more regular pattern.

Conclusion

While I implemented all three of these pedagogical principles with varying degrees of success, it is important that I use the information I have gathered in order to make improvements. Tasks which employ a range of approaches such as direct teaching and student-led learning must correlate in order to prove the most effective. It is important that I plan ahead so that when I introduce topics through direct teaching, they will serve as background knowledge for later independent pupil-led learning, as recommended by Christodoulou (2014). Without these approaches aligning, the activities may lead to ineffective learning.

It is also important that I find new ways to implement cross-curricular tasks so that they appear more natural during the lessons. I will communicate with the other teachers in my department and school in order to learn how more experienced educators achieve this. Furthermore, when it comes to applying assessment for learning principles, it is essential that I ensure the data gauged from AFL tasks is put to use and that all pupils are able to understand their individual targets and are able to set their own goals (ESTYN, 2018). Without using the data gathered from formative or summative assessments, pupils will not be able to progress and I, as their teacher, will not be providing the best possible learning environment.

Using these plans for improvement, I will ensure that these three pedagogical principles - as well as the four not discussed - are properly implemented in order to strengthen effective teaching and learning during my professional teaching experience.

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11 December 2019 11:51

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