

Overview

Wednesday, October 30, 2019 6:08 PM

Student Name: Anastarsia Davies

Student Number: 1902982

Pathway: S-PGCE

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

Link to onenote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1902982_student_uwtsd_ac_uk/EsLYQX543MINnnJP5sVYwp0BLqt9e6b7iorMoiINj5aRoQ?e=tzMHqC

Assessment for Learning

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Peer assessment

Peer assess using the below criteria...

- do they say anything about their physical appearance?
- do they say anything about their emotional state?
- They gain a point every time they answer one of the questions.

Context: This peer assessment was used in the beginning of a second lesson on characterisation with a year 8 middle attainment set in English. In the previous lesson, the task was to write a small paragraph using the techniques of characterisation and to use show not tell to be able to write effective character description and development. The class contains 28 pupils.

Rationale: I chose to use peer assessment for this task because the skills learnt across the two lessons on characterisation will be used as part of their narrative writing assessment on the topic of a time when they felt nervous. The students will be allowed to re-draft their piece by using self-assessment. By the use of peer assessment, it brings the students attention to the details needed to reach the higher grades and if they can see the techniques in their peers work then they are more likely to spot the absence of that technique in their own.

Evaluative points related to the application: I believe that this task worked well because the points system allowed for the class to become a slightly competitive environment therefore by allowing the student with the most points to read out their example, the other students then heard the kind of language and skill they needed to beat. This, when it came to the re-drafting of their character allowed for a better understanding of what the term characterisation meant and how they could implement show not tell in order to beat the winner. This allowed for a better re-draft and the enhancement of the skills learnt previously.

Self-assessment

Checklist

	Fact	
	Repetition	
	Humour	
	Alliteration	
	Anecdote	

Emotive language	
Rule of three	

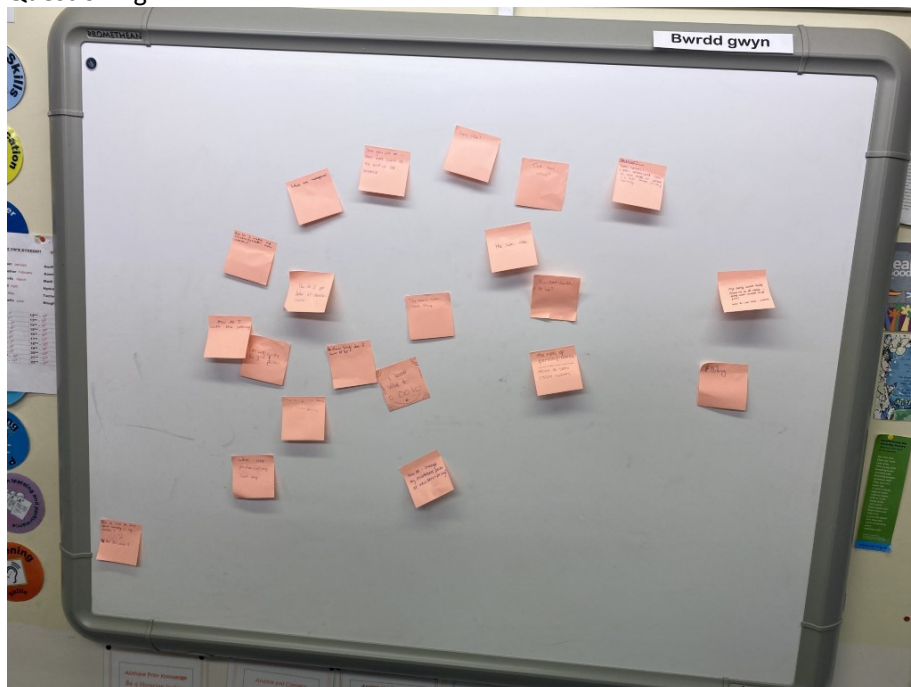
Context: This checklist was used as a form of self-assessment when they finished the middle part of their rant. This class is a lower attainment set in year 9. This class contains around 25 pupils.

Rationale: I used this checklist as a way to keep the pupils on task as this class has a tendency to become off task very quickly. This checklist enabled me to circulate the class and quickly view what aspects of the rant the class had not yet done. This then enabled me to be able to address the class with further help.

Evaluative points:

I feel like this checklist worked because the students were able to see if there was anything else they needed to include in their rant. However, for some students who had ticked everything in the checklist could be disruptive as they had finished, what could have worked better was to give them an amount such as they needed to include 2 facts.

Questioning



Context: This particular plenary was used in a mid-set year 8 lesson just before they begin their narrative writing assessment. We had completed a series of lessons on grammar, setting, characterisation and the structure of a story. This task started with the question 'Is there anything you don't understand from the previous lessons that you would like me to quickly go over at the start of next lesson'.

Rationale: I chose the form of post it notes so that no one had to put their hand up and tell me what they don't quite understand. This anonymity allowed the students to express what aspects of narrative writing they would like me to go over at the beginning

Cross-curricular Responsibilities

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Literacy

Draw the scene

I was on a beach, a broad white sweep of sand, with trees growing thick and lush behind me right down the beach. Then I saw Stella prancing about in the shallows. I called her and she came bounding up out of the sea to greet me, her tail circling wildly. When all the leaping and licking and hugging were done, I struggled to my feet. I was weak all over. I looked all about me. The wide blue sea was as empty as the cloudless sky above.

Context: This task was used as a starter task in a core year 7 class. The class contains approximate 7 pupils. The class becomes off task very quickly so the starter task is important for them as it sets the pace for the rest of the lesson. Within these lesson I try and incorporate some writing, listening and speaking. The class mainly do group tasks in order to cement understanding. This task involves the reading behaviour of close reading as they needed to pick out the overall scene enable to draw it. We discussed what aspects of the passage that they could draw.

Rationale: I chose this task because it was fun and engaging for the pupils and the passage was from the novel they were studying, Kensuke's Kingdom. This task provided close reading and allowed them to fully picture the passage in terms of the novel allowing them to see setting and characterisation without losing their interest.

Evaluative points: The pupils enjoyed this task and it worked well by setting the pace of the lesson as well as enhancing their reading behaviours as well as allowing them to be creative within the terms of setting. Their interpretation of the scene provided context to the novel and they were able to see the novel in a way that they understood and enjoyed.

Numeracy

2 statistics

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Context: This was used in a lower attainment year 9 class in conjunction of writing their rant. We looked what statistics were and how they are going to use in their rant as a form of creating an informed opinion. This was used in conjunction with the internet research recording sheet below.

Rationale: I chose to include statistics in their rant so that they could be ethically informed about their subject that they chose to rant about. This came from an example rant that I used for the class so then used the criteria from that successful rant as the basis of their own.

Evaluative points: This task was used as an information for their rant and enabled them to have information when it came to writing them, they had all the information that they needed so it worked well in that respect. It did gauge their interest as there were facts that they may not have known about the particular subjects.

Digital competence

Internet Research Recording Sheet

Name: _____

Research Topic: _____

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Web Address/Site Name	Useful Information
http://en.wikipedia.org/wiki/Bagpipes Wikipedia Internet Encyclopedia	- Shows a picture of a man playing the bagpipes. Looks like a man from Scotland - Gives the history of the bagpipes

Context: This was the resource for a Chromebook lesson for a low ability Year 9 set in English. In a previous lesson as a class discussion we came up with the techniques and information needed to be able to write an effective rant. This was then put into a booklet so they had all the information they needed when it was time to write it.

Rationale: I chose to use this worksheet for the lesson using Ipads because it was a way of recording their sources for a future date and to monitor their usage of the internet. This allows them to become aware of sites that they would not have otherwise come into contact with. The worksheet also allowed me to make sure that the students were on task.

Evaluative points related to the application: I believe that this worksheet worked well within the lesson as even though they were using ipads, they still had to create physical evidence that they were on task. I could easily circulate the classroom and pinpoint the students that needed further guidance just with a quick look at their sheet. It also worked well because when it came to a later lesson on bias, we were able to use this website to evaluate them. I feel that the worksheets would have worked better on the computer because some students copied down the website address incorrectly so this hindered the next lesson. However, if the worksheet was electronic then the students could have just copied the website address onto the sheet, allowing for seamless transition in the next lesson.

of the next lesson before they begin their assessment. I used this technique so I could take the post-it notes home and work out a starter based on the common questions in order to clear up any misconceptions that the students may have that they didn't feel like expressing in front of their peers.

Evaluative points: I felt this activity worked well because there was a clear common question that the students asked and I was able to express this in the next lesson. It was a good activity that incorporated both assessment of learning and assessment for learning because it highlighted to me that the common question was about the semi-colon and personification with this information I was able to model a paragraph that incorporated both of these for them to see how they are used in conjunction with a narrative piece of writing. The activity also worked as a way to self-assess their own learning as I gave them a moment to reflect back over the previous lessons and they were able to self-assess on a particular aspect of those lessons that they found particularly difficult. Overall, the students enjoyed this activity and all of them asked appropriate questions which enabled me to structure a simple and effective starter for the next lesson to answer these questions.

Build on previous knowledge and engage interest

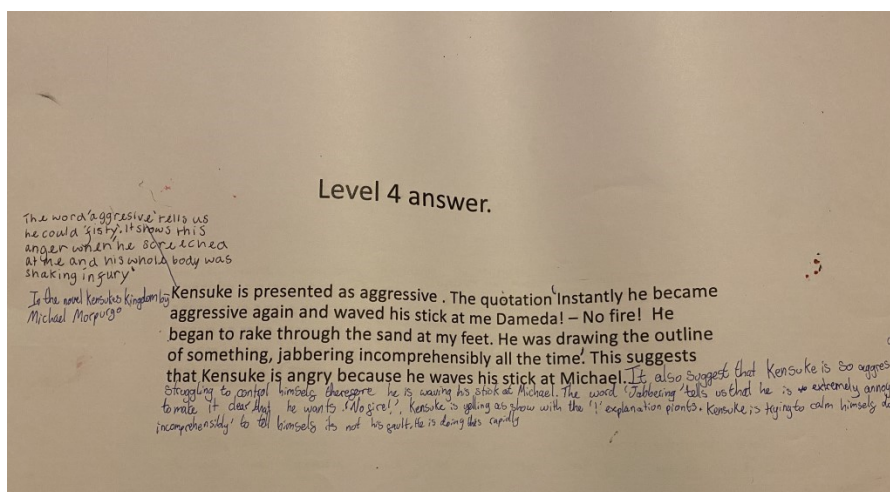
Monday, December 9, 2019 10:18 AM

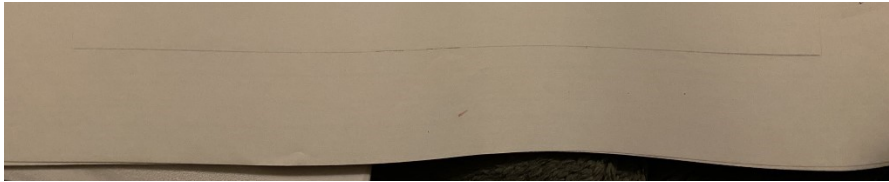
Starter		
A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair.	"Lord Asriel was a tall man with powerful shoulders, a fierce dark face, and eyes that seemed to flash and glitter with savage laughter. It was a face to be dominated by, or to fight: never a face to patronize or pity. All his movements were large and perfectly balanced, like those of a wild animal, and when he appeared in a room like this, he seemed a wild animal held in a cage too small for it."	She could not have been more than twenty-three or twenty-four. She had a lovely pale oval Madonna face with blue eyes and her hair was light-brown. Her body was so slim and fragile one got the feeling that if she fell over she would smash into a thousand pieces, like a porcelain figure.
Hagrid- Harry Potter	The Golden Compass	Miss Honey- Matilda

Context: This starter task was used in a middle attainment set year 8 class that contains approximately 30 pupils. This was a characterisation lesson featuring showing not telling in preparation for their narrative writing assessment. The students had to use close reading behaviours in order to guess and draw the character.

Rationale: I chose this starter because I believed that it would be interesting to see if all the students were able to guess the chosen characters and how they interpreted the descriptive language used for the characters. This then enabled them to refer back to these when writing about their own character. As well as enhancing their close reading skills, this task also introduced them to novels that they may not have come across before. This then builds on their previous knowledge of the novels and of close reading.

Evaluative points: The pupils enjoyed this task because they were able to draw the image that the author created and it enabled them to see how characterisation worked for the audience and the vocabulary used in order to create a character. This task could have been difficult for some students as they may have come across these novels before so they were drawing completely from the descriptive language used in the passage. Although, this could have been a limitation it would have enhanced their own close reading and introduced them to the novels. All the pupils engaged with this task and enjoyed guessing the characters.





Context: This task pertained to a year 7 mixed attainment class that contains roughly 28 learners. This task came within the lesson about their second assessment after they had done their first. I had marked their assessment and found some common errors so created this task to cover those areas. This was a reading assessment on the novel Kensuke's Kingdom. The class of mixed attainment were all aiming for level 5 and above with this assessment so this task was designed to see if they could up-level an answer. This task was done in pairs with learners that achieved a higher level.

Rationale: This task was set because of the common errors that I found when marking their first reading assessment. This task enabled them to look critically at an answer and make changes that it needed to up-level the response. The pairing of learners with a more knowledgeable other allowed that learner to see the skills they needed to develop in their second assessment. This task was designed to build on their previous knowledge of how to analyse a passage within the novel and a way to enhance their skills needed to achieve a higher level.

Evaluative points: This task worked well because as a class discussion after the pairing, the class were able to write a level 6+ answer. This enabled everyone in the class to see the type of paragraph they needed to create to get that top level. I also used this task to tease out of misconceptions that the learners may have had due to the last assignment.

He was nervous. (telling sentence)

Showing sentence.

Phrase bank:

- Hands shaking
- Quickening of breath
- Sweating
- Limbs feeling heavy
- Heart pounding

Context: This task was used in a year 9 lower attainment class when discussing descriptive writing by enhancing their skill of show not tell for their audience. This was within narrative writing scheme of work.

Rationale: I used nervousness as the first sentence that they had to change because for learners in a secondary school it is a common emotion. This then allowed us to design a

phrase bank that they could use with their writing as scaffolding, this was done using previous knowledge of what happens to the body when that particular emotion arises. I then had two members of the class read out their sentences and most of them used the phrase bank. With this class I felt that if the subject or topic is relatable to them then it engages their interest which in turns keeps them on task for a longer period of time.

Evaluative points: I believe this worked well as a way of developing this narrative and the sentences that the learners told as examples were well described. However, next time I would take the scaffolding away and perhaps model one on the board and then see if they can do their own as this task was easy for them to do so I feel like it perhaps wasn't challenging enough.

Critical Reflection

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Good pedagogy and good teaching go hand in hand within the classroom to create a successful learning environment. Great teaching is the particular use of the pedagogy in order to provide the learners with the skills needed to show further improved development academically (Husbands, C. and Pearce, J. 2012). The skills the learners are provided with can be then transferred to the modern world. According to Coe et al's research there are 'six components of great teaching' which are: Content knowledge (pedagogy); quality of instruction; classroom climate; classroom management; teacher beliefs and professional behaviours. It is these components that are used to interpret whether a lesson was effective. It is these components that I keep in mind when planning my own lessons and below I will demonstrate and explain nine tasks within three categories that incorporate the components of 'effective teaching'. It is these attributes that are considered to be wide and open which makes them available for others to enquire different interpretations about what makes effective teaching (Coe et al, 2014).

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Assessment for learning is a formative way of creating specific targets through the use of feedback using evidence collated by the teacher. This way of measuring learner's achievement allows the teaching practitioner to provide informed (Clarke, S. 2008). The three forms that I have chosen to evident are peer and self-assessment and questioning.

Peer assessment is an activity where another learner takes the opportunity to evaluate another learner's work. The use of peer and self-assessment with guided success criteria allows for the learners to assume the role of the teacher which enables them with the ability to look at their peers or their own work critically and in an evaluative way (Clarke, S. 2008). Vygotsky (1999) said that learning isn't individual but can shift to an interaction within social context; therefore, allows the learners to be able to improve their learning through shared knowledge (Pritchard and Woollard, 2010). The use of their social context and the role reversal allows the learners to take a different approach to their own learning allowing them to become active learners. Peer assessment allows the learners to take more responsibility for this active learning, however if there are no clear success criteria guidelines to draw upon when they are marking this can lead to the learners choosing surface errors and could also lead to bias among particular social circles (Clarke, S. 2008). These are ways of providing feedback for the pupils in a more informal setting than the teacher marking their work.

In my own teaching practice, I chose the success criteria in the form of two questions in which the learners gain a point for when they answer them, this was done as a peer-assess task. The self-assess task took the form of a checklist. This way the class had clear guidelines to mark their partners or own work upon. The peer assessment task allowed for some competition as the higher the points, the better structured the piece of writing. The learners engaged with this task well and afterwards we heard the examples of the top scorers verbally. This gave the other learners a chance to hear a piece of work that was structured better than their own. As the class teacher, I was then able to instruct them that a well-structured piece of writing would typically gain about 12 points. The learners then went back to their own work to see they could improve based on this point system. The point system worked well in this activity as there are many ways to write a character description but all of them answer the two questions and with this

method the results from all the learners were slightly different and unique allowing for a differentiated style of writing that would suit the learner.

The self-assessment checklist worked as the class were familiar with the process. I chose self-assessment as it pertained to a speaking and listening assessment to which they needed to perform in front of the class. The learners ticked off each box to see whether they had met all the relevant success criteria and they had an opportunity to go back and add anything they may have missed out to improve their work. As a class we decided on this checklist due to a level 6+ example. The criteria that the learners chose were then put into the checklist. This example of modelling allowed the learners to know what they needed to accomplish in order to reach that higher level (Rosenshine, 2012). However, there was a single problem with the checklist as some of the learners had multiple examples of the same aspect. So should the checklist be used again for a speaking and listening task I would add a numerical value to each aspect so that the success criteria is clearer.

The use of these two devices allowed the learners to gain the important skill of looking at their own work critically and adjusting it when necessary. This skill then becomes transferable to enable them to address different problems in different contexts' (Robert Fisher 1996a). The use of these to obtain information through assessment for learning allows for the learning to gain content knowledge through peer or self-recognition (Coe et al, 2014).

Questioning is a large part of any classroom and there are two forms of questions; closed and open. Closed questions typically have a short wait-time as they are asked to the learners as a recall method to gain information rapidly which isn't used to deepen understanding. Open questions, generally, have a longer wait-time due to the multiple answers that could be given (Rowe, 1974). The use of open questions can increase participation within the classroom as the longer wait time allows for the learners to brainstorm giving them more time for cognitive engagement (Rosenshine, 2012). The implementation I used was in the form of a plenary at the end of a narrative writing topic before their written assessment. I used an open question and asked them to write down one of their own questions about the topic that they would like me to answer. This technique allowed focus on what the learners were asking rather than moving on. The question allowed a focus on the individual learner and the class which created an opportunity to address their real needs (Black, 2003, pg 35). It also allowed me to deal with any misconceptions and it was a clear instructional way to explore their own learning which facilitates them to become active learners by reflecting on their previous learning and taking responsibility to ask for help.

This activity worked better than I had anticipated as all the learners engaged well and wrote meaningful and appropriate questions. The majority of the class all asked the same question which then provided an opportunity for a sustained discussion (Black, 2003, pg3). I would use this technique again for a suitable class as this task may prove to be different with a lower attainment class.

As well as providing the learners opportunities for assessment for learning, within the classroom there needs to be an area for cross curricular responsibilities which I will evident within the next part. The cross curricular responsibilities that were part of my lessons are Literacy, Numeracy and Digital Competence because 'great teaching provides the skills for further improved development academically' but the learners need to be able to transfer these skills into the modern world (Coe et al, 2014).

Literacy has been focused on as a key area of learning within the new curriculum across all subjects. Literacy is now being implemented within the area of learning with Numeracy and Digital Competence as there are concerns over the standard as Donaldson (2015) determines them as basic skills. This aim is that all learners have a high level of competence and are allowed to have frequent opportunities to develop, extend and apply it. Donaldson (2015) believes that this transferable skill is part of an 'essential foundations of education' as literacy can be used as a strong predictor of outcomes in later life.

The Education Endowment Foundation (2018) suggests improving literacy across the curriculum, similarly to Donaldson, by the use of 'disciplinary literacy' in which learners are able to read, write and communicate effectively. Learners are able to do this through 'disciplinary habits of mind'. In the particular class I teach this is done through close reading strategies as the learners need additional support so therefore have a tendency to lose focus and become off task quickly, so their lessons are broken up into a succession of small quick literacy style tasks. This allows time to review the learner's literacy skills, it also allows the teacher to present 'small nuggets' of information (Rosenshine, 2012). The whole class reading of the passage to begin the lesson allows them to maintain concentration and participate in reading aloud to the class which builds their confidence. The task involves close reading which is also aligned with school policy as well as reciprocal reading. The Literacy Numeracy Framework (2008) states that part of their reading strategies so that learners can make meaning from pictures. I have taken this reading strategy and done the opposite. This task from the passage they had to create a picture using the key words that we had chosen to pick out of the text during the whole class reading.

As this was a starter task, it allowed the learners to activate prior knowledge of the novel and to focus their mindset into the lesson by doing something engaging. This activity was suited to this core class and involved a number of literacy skills. If I was to propose this task again, I believe that the way the task is pitched to the class would depend on attainment ability. However, for this class I believe it worked well and all the learners were engaged, and it was used as a way to enhance their literacy skills.

Secondly, within the LNF Numeracy was introduced to assess the evidence within the vital areas of education. Numeracy has been recognised as one of the basic skills learners need to be competent in before leaving education. This basic skill then can be transferred into the workplace and other areas of the learner's external environment. This comes from the assessment that learners need more than just the shared knowledge of the teacher but that the teacher needs to equip them with the basic skills needed for personal confidence (Donaldson, 2018, pg 19). Similarly, to Literacy, Numeracy in the new framework is considered to be an essential part of the foundation of the learner's education. The Arts in education in the Schools of Wales Review recommend that numeracy alongside others would be used as a way to enhance the curriculum. Numeracy's importance is verified by the application within an area of learning with Mathematics. It is also however, deemed as cross-curriculum activity that should be represented through routes to Numeracy allowing for it to have a similar status of literacy. To include numeracy within lessons it has to include arithmetical and data-handling skills. Within my own teaching practice, I used statistics to incorporate numeracy. As part of their speaking and listening assessment, in order to create a successful rant, the class determined that they need numerical data (LNF, 2008). They had to find the statistics online that pertained to their chosen subject. This worked well as it gave the lesson and the rant a clear structure and enabled the learners to enhance and develop their skills in incorporating Numeracy within their basic skills (Donaldson, 2015).

Lastly, Digital competency has been increasing important over the last decade as the digital world developed. It is used in many forms such as communication and networking, because of this it has developed within the workplace. In order to provide learners with the basic skills they need to function within the modern society, Digital Competence plays an important part. As part of the ICT steering group (2015), Digital Competence should focus as a pedagogical principle to deeper understanding and to enhance the skills needed to operate technology. This can be seen through the progression steps in the Donaldson's Successful Futures (2015) and has led to having its own routes to learning digital competence.

Within the statistics lesson to incorporate numeracy, there was also an element of digital competence as the learners used the iPad in order to find the information they needed. This included the knowledge of where to find the information and how to sort through the data to find the relevant information (Education Endowment Foundation, 2018). The learners were then asked about the sources where they received their information and to evaluate them. This skill of finding information via the vast nature of the internet and to narrow that down further to identify the information needed is part of the basic skill that is Digital Competence. This is why I felt this activity worked well as it allowed the learners to look at bias among a range of information and to explore different viewpoints of their chosen subject.

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Daily review of the basic skills such as literacy and numeracy have been found to strengthen connections and it enables the skills to become transferable as the learners have a higher level of understanding (Rosenshine, 2012). As a result of this effective teaching activities include a review of homework, correcting errors and dealing with misconceptions which enables the teacher to present small nugget size pieces of information to the learners as then the teacher can guide the learners rather than just displaying the information (Rosenshine, B 2012). This is how learners can build on previous knowledge. Ivan Pavlov (1902) suggested that this use of repetition involved a learned behaviour via a positive or negative result. This can be linked to my task as to be able to write an effective showing sentence there are things that need to be incorporated within it. This literacy skill can develop over time yet the best way to learn this skill is to repeat examples while expanding their vocabulary. Without these things such as showing the heart rate or breathing of the character the showing sentence becomes less effective. The learner then doesn't see their desired result and the teacher may allow them to re-draft it. This repetition of writing showing sentences including a success criterion allows for the development of the skill enabling the learner to require the skill overtime. However, this repetition may decrease pupil engagement as they are applying the same skill to the same task therefore, they may disengage from the task if they already have prior knowledge.

The skill of applying prior knowledge to new situations is one of the sixteen habits of the mind. This enables the learner to look at the situation or task and to complete it using their prior knowledge in order to complete the task (Costa, A and Kallick, B, 2000). This skill is evidenced in the task that was pitched to a year 8 middle attainment class. Within this task, the learners had to use this reading strategy of close reading to identify and draw the characters based on their description. This was a starter task that enabled them to use their skill of close reading to complete the task. This task allowed them to enhance their skill while engaging the learners via a different task. This task worked well as all the learners engaged with the task and were able to draw appropriate pictures and some of the learners even guessed which character was being described.

The last task of up levelling a paragraph for a year 7 mixed attainment set involved links to prior knowledge as they had already done one of their reading assessments and from marking, I was able to devise a task that incorporate common errors found in their work. This was a class exercise which was performed in pairs and then completed with a whole class discussion. This allowed the learner to review the concepts and skills needed for their reading assessment which also enabled the teacher to deal with misconceptions. I then provided a model for the students to see how to up-level the paragraph and then allowed them to use their previous skills to do the same in their pairs. This produced good results for the class, and they were able to apply this to their second assignment in which the majority of the class improved their levels. This task allowed them to view the paragraph and their own work critically and as the whole class discussion help the teacher to determine their level of understanding. I arranged the pairs so that there was a different in levels so that some learners were paired with a more knowledgeable other with allowed the learners to see the difference in the skills needed for their assignment (Pritchard and Woollard, 2010). This task worked well, and all learners engaged fully and were willing to participate in the class discussion. As a class, we then modelled a level 6+ answer to which they copied it into their workbooks allowing them to have an example when writing their own assignment. This made a connection between the work done in class and their assignment and the learners were then able to make this connection in their reading assessment (Rosenshine, 2014).

Overall the tasks that I devised allowed for the application of the learners applying their prior knowledge and allowing them to enhance the skills needed for the particular task. The tasks allowed for 'good teaching' to take place because within each of the tasks there were skills that the learners development in order for them to improve academically (Coe et al, 2014). They were able to learn from each other and themselves and were able to engage with the tasks that were presented to them, this indicates that learning took place with the classroom making the tasks effective.