

Overview

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

Pathway: Secondary PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1902807_student_uwtsd_ac_uk/Er97n5EMYQ1Bv9-pEHjMilUBzTvh7xMd3gB6rGkAvlYkRQ?e=GUX0f0

Introduction

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This professional and pedagogic portfolio focuses on the effective pedagogical principles that were proposed by Donaldson (2015) and the essential part that they play in secondary schools. This portfolio will focus on the planning, implementation and knowledge of three pedagogies; Good teaching and learning means employing assessment for learning principles, Good teaching and learning regularly reinforces Cross-Curriculum and Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest. Through collective data and critical reflection this study will focus on how these principles are implemented, the impact that they have within a classroom, the success they have in the professional community and further recommendations to ensure further progression. Illustrative examples will be used to indicate the relevant way in which these pedagogies can be implemented within the classroom. These examples will be evaluated and critically analyze to fully understand the effectiveness, strengths and weaknesses that these pedagogies have for not only the learners but also the professional teachers. Within this study a critical analyzation will take place to evaluate a range of literature and research on the pedagogies. Additionally, a collection of practice research on the effectiveness of specific teaching and learning techniques that support pupils will be used in order to help develop the role of the teacher. This study will undertake research as to whether this has a significant impact on pupils learning in a classroom.

Assessment for Learning

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Assessment for Learning (AFL) had been defined as classroom strategies and techniques that are associated with classroom learning (Black and Wiliam, 2006). Through both Black and Wiliam's work ALF has been identified as two sequenced actions that make classroom evaluation practices 'formative'; that is, learners are made aware of the gap in their current skills that is relative to their desired goal and the need to take action in order to close the gap they have in their skillset. Therefore, scholars have defined successful formative assessments techniques in relation to AFL, a few being:

- A choice of tasks that aligned with goals and had potential to reveal gaps
- Open-ended teacher to student conversations
- Use of questions
- Thoughtful use of testing
- The quality of given feedback
- Involving students in peer and self-assessment.

Due to the fact that AfL has been increasingly endorsed in the education communities and in curriculum policy across the globe, it would appear that this pedagogical approach has been widely accepted. For example, Shavelson (2008) in the US defined AfL as a way in which teachers can use their own knowledge of 'the gap' to provide feedback to students as to how they might close their gap. Shavelson states that by enabling assessments that draw out student's explanations formally, it would provide teachers with the opportunity to close the gap in their learners understanding and as a result it would improve learner's overall learning (Shavelson, 2008).

Specifically, AfL seeks to ensure that students learn by:

- Involving them in the processes of defining goals
- Participating in open ended tasks
- Evaluating their own and their peers' work
- Giving feedback intended to improve their learning

Overall, in general AfL practice, the teacher (who has been advised by the curriculum) sets the success criteria for their learners, devices discussions and engaging activities and provides high quality feedback. AfL highly depends on teachers understanding the current curriculum and overall pedagogy. However, more importantly teachers need to have the abilities to interpret and respond appropriately and instantly to any situation, from 20 to 40 students simultaneously. AfL requires teachers to design appropriate tasks, elicit good information, and respond to it appropriately all within seconds.

These AfL classroom practices are potentially powerful and important teaching techniques. It was Hattie (2009) who highlighted that many of these AfL techniques are considerable contributors to increased outcomes in learning. Therefore, AfL is a key pedagogical practice for teaching.

LITERACY Who were the people of Gower?			
Name	Brief Description	Time	Order
Maud de Brionne	My husband William de Brionne was made Lord of in medieval times. Our family is originally from _____ on Gower. The barons had already built some _____ on Gower.		
John Lucas	I am from a family who have been on the Gower for 400 years. I am a _____ smuggler in illegal goods.		
Sir Rice Mansel	I am from _____ times and am well known for rebuilding _____.		
Debbie Ace	I am the daughter of the Mumble. In January 1880 with my sister Margaret I saved two members of the _____ who themselves were trying to save a crashed vessel. Sadly four of the Mumble crew did.		
Simon Davies	I am a _____ at low tide. I work for _____ hours a day in the cold and wet against the tide. We keep our spirits up by singing hymns to _____.		
Sarah Jones	I am a French _____ warrior. Some people think that I gave Gwynedd its name 'Gwynedd' which means 'Gwynedd's Island'. There were pirate raids on Gower from Vikings and they even burnt _____ to the ground in 984 AD.		
John Thomas	I am a _____ volunteer in World War Two. Since the gunnery emplacement was set up at the top of Mumble Hill, I have been placed there and have helped to man the anti-aircraft _____.		
Charles Glyndwr	I was named Prince of _____ in medieval times and led my army against the English. I controlled most of Gower due to loyal support. I made sure most of the Gower _____ were _____.		
Bethan Jones	I am a _____ Cockney. I take the cockles _____ miles to _____ market. I wash them with baskets on my head and at my waist. We stop at St. Dunstons (is there) to wash our _____.		

Figure One: An Example of differentiated work:

Figure Two: An example of a 'Bridge in the Gap Sheet' in use along with a marking grid for when source evaluation questions are being answered.

Generic Marking grid for Source Evaluation				
G1 Go back and read the three sources really carefully.	G2 Answer all the questions on the sheet.	G3 Work more quickly so you finish the task in the time available.	G4 Finish the task following the success criteria carefully.	
R1 Add more details about the content of each source and how this affects reliability.	R2 Add more details about the author of each source and how this affects reliability.	R3 Add more details about the purpose of each source and how this affects reliability.	R4 Make sure that you have discussed all the areas of CAP for each source.	R5 Link the points you make to 'reliability'. (Does what you say make the source more or less reliable?)
D1 Extend your answers by adding much more detail to back up what you say.	D2 Add more details from the sources to back up what you say.	D3 Use short quotes from the sources.	D4 Add more details from your own knowledge to back up what you say.	D5 Explain all your ideas as fully as possible.
C1 Finish with a conclusion which answers the question.	C2 Rewrite your conclusion in much more detail to give your ideas about your answer to the question.	C3 In your conclusion link your thoughts to what you have said about the sources: whether you trust them or not.	C4 Remember to consider the wider historical context when reaching your conclusions about reliability.	C5 Remember to include your own research/ extra knowledge in your conclusion.
L1 Proof-read your work to check for spelling inaccuracies. Make changes in green.	L2 Proof-read your work to check your use of CAPITAL LETTERS. Make changes in green.	L3 Proof-read your work to check you have used apostrophes accurately. Make changes in green.	L4 Proof-read your work to check you have written in proper sentences. Make changes in green.	L5 Use more of the key words e.g. BENTO/ BURNHF.

Bridging the Gap

WWW (What Went Well): *Ardderchag!! Well done Lily this is an amazing piece of work so far. Keep up the good work.*

EB1 (Even Better If...)

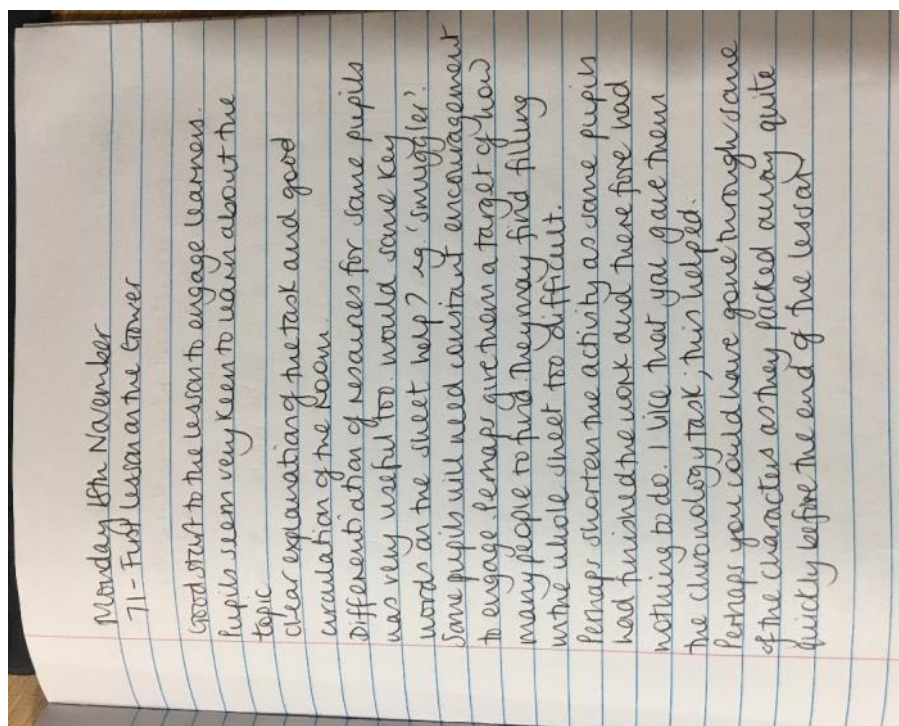
Targeted Target	Copied y targedau mewn llythrennau gwyrdd	Cyfraddwyd y targed Target Met ✓
D4		
C4		

To meet these targets you need to:

Redraft your work	Add more detail to
Add to/complete your work	Complete target practice questions

RTF (Response to Feedback):

Figure three: Feedback from teacher about a lesson where AfL was used.



AfL in the forms of a mixed ability History class is an extremely important classroom strategy to implement. Mainly because it provides access to differentiation. A clear example of differentiated work that was produced for a mixed ability history class is shown in Figure One.

Within a class of mixed ability students, it is essential to be able to provide differentiated work for all pupils to have the best chance at learning, regardless of their weaknesses, strengths or abilities. Differentiation allows teachers to provide a variety of tasks so that their learners will be able to reach the goals that they have been set. This personally gives learners the best chance to reduce their specific 'gaps' in their learning because differentiated tasks have been designed by the teacher based on the pupils needs within their class. This also means that feedback will be of better quality for all learners because of the fact tasks have been designed for specific learners.

Additionally, the overall quality of feedback given by a teacher can be improved through AfL techniques. A good example of this is shown in Figure 2 where feedback has been given back through what is called a 'Bridge in the Gap' sheet. This is where, half way through a piece of written work, learners get their work marked and returned to them so that they are able to see what they have done well so far and what they need to do next in order to improve their work. Learners are given a 'Bridge in the Gap' sheet where they will be instructed to read their feedback written by the teacher and write in their targets which have been assigned to their work. This process involves learners to define their own goals and evaluate their own work which is a highly effective way for learners to improve the standard of their own work. This also allows teachers to give feedback which intended to improve the learning of their students. This type of feedback is highly effective and can be implemented easily.

However, there are several disadvantages to differentiation for a teacher. Mainly, planning a lesson with differentiated tasks is always a challenge as there are several different resources that need to be created for every lesson. These also need to be distributed and explained efficiently for a lesson to run smoothly. During the planning of a lesson, what needs to be considered is the time that a teacher would need to explain the different tasks to the learners within a class. This can be difficult to implement with a full class where a selection of learners is carrying out different tasks. However, successful implementation of differentiated tasks can be achieved when a teacher is well prepared for a lesson, without bombarding students with sources and information (Runeckles, 2018). Teachers need tasks and extra resources available for those who need them and additionally resources in order to stretch and challenge MAT students that need

further work. An example of when differentiation was used well within a class is referred to in Figure 3.

Overall implementing the pedagogical principle has been a challenge but one that has had continuous improvement with practice and getting to know the learners individually.

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Literacy, numeracy and digital competency are areas that have been designed to become a part of a school curriculum across all area of learning. They have become embedded within the Curriculum for Wales 2022, where they are responsible for supporting the learning set out within the area of experience and learning in a classroom. It is the responsibility of all schools and school settings to organize and plan progression across a full range of literacy, numeracy and digital competency in an appropriate and flexible manner developed for the needs of individual learners. To ensure that all learners are able to develop high levels of competence in these skills and have numerous opportunities to develop and apply these skills across a whole curriculum, the National Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF) continue to be an aspect of every school's curriculum.

Figure four: a worksheet about WW1 trenches that includes short tasks that require the use of a range of literacy, numeracy and digital competency skills.

Figure five: an example of worksheets where numeracy skills are crucial in order to complete successfully.

Attacking a trench

Weapon	Advantages	Disadvantages	Cost
Machine Gun			£250 each
Sniper			£1,500
Artillery			£5 each
Machine Gun			£175 each
Gas			£15 per canister
Flare			£1,750

Trench Attack Report

Name of the Platoon Commander: _____

Table

Complete the table below to show what weapons you will use.

Name of weapon	What will it be used for?	Number needed	Total cost
			£
			£
			£
			£
			£
			£
Total:			£

1. Label the map below to show where you will position your weapons and troops



Figure six: A lesson where students are required to plan an online interactive game in order to find out about the life and death of William Cragh.

- 4
- 5
- 6
- 7
- 8

What really happened to William Cragh?



You are going to play an interactive game to find out for yourself about the hanging of William Cragh

www.medievalswansea.ac.uk/en/game/ or google 'William Cragh'

Cross-curricular responsibilities are crucial even in a history classroom. However, when it comes to planning a lesson it is a struggle to ensure that cross curricular responsibilities are met, particularly when referring to numeracy skills. A good example of a way in which to include numeracy in a history lesson is to use money, as seen in Figure Five. Figure five is an example of a World War One weapons lesson where students were given the task to create their own platoon where they would need spend a budget of £3,700 on weapons to attack a trench in WW1. Students needed to consider how many of each weapon they wanted without going over their budget. Therefore, within lessons such as these learners able to use a range of numeracy skills in order to complete their set tasks, whilst learning about history. This is in line with the numeracy framework where learners of this key stage expected to 'select appropriate mathematics and techniques to use', 'use efficient written methods to add and subtract numbers' and use mathematical language to explain their answers.

Nonetheless, incorporating digital competency within lesson is not a massive challenge. Digital competency has been made achievable with the wide access to digital resources such as Chromebook, iPads and laptops. The vast amount of information available through digital resources and online makes incorporating digital competency into lessons easy for teachers and enjoyable for learners. Additionally, online there are substantial historically educational resources that can be used during history lessons. An excellent example would be in Figure six, where students were able to play an interactive online game, learning about the life and death of William Craugh. This online game was able to educate learners about William Craugh and medieval life in the Gower, whilst enhancing their digital competency skills. This task fulfils the element of the digital competency framework because learners will be able to evaluate own and others' work and learn about reliable and appropriate types of online resources that are educational as well as continuously becoming familiar with the use of technology for education.

Overall, cross curricular responsibilities can be achieved, with some more achievable than others. However, there are certain subjects where cross curricular responsibilities are easier to incorporate, for example war. Lessons surrounding war, WW1 and WW2 have a natural element of numeracy, literacy and digital competency that can be applied during lessons. Figure Three is a lesson task sheet for a trenches during WW1 lesson. The aim of the lesson was for learners to complete every little task on their sheet within the lesson and every task used a different cross curricular skill. Within this lesson it was suitable to use a range of cross curricular skills as it was coherent with the lesson subject.

Selecting Resources that Build on Previous Knowledge

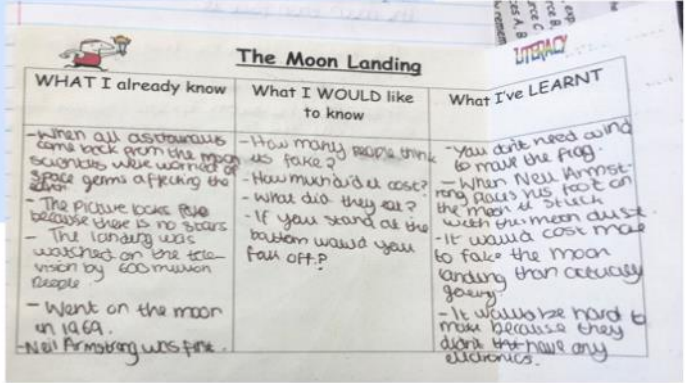
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One of Donaldson's pedagogical principles refers to teachers selecting resources that can build on the learners previous knowledge and experiences whilst engaging an interest within the lessons. Prior knowledge is one of the most influential factors in teaching (Hattie and Yates, 2014). Most teachers are aware that new learning improves learner's prior knowledge and adds to their current understanding. However, a science of learning perspective puts prior knowledge as fundamental component to organising and reassembling brand-new information in order to make it meaningful. Whilst learner may have access to the appropriate prior knowledge, they may not make connections between the prior knowledge and the new content that is being conveyed to them. This underlines the importance of a teacher's role to prompt learners to call upon the learning from their previous lessons before the presentation them with new knowledge (Howard-Jone et al., 2018).

In the classroom, the degree in which learners engage prior knowledge varies greatly. Some learners require considerable support in recalling and applying what they already have already learnt and know to new learning. The quality of prior knowledge also varies and therefore the pedagogical challenge for the teacher is: to engage every child in activating their prior knowledge and to assess the quality of the current understanding of new learning.

Figure seven: an example of a KWL grid used during a year 9 lesson on the Moon Landing.

What I already KNOW	What I WOULD like to know	What I've LEARNT



The image shows a handwritten KWL grid titled 'The Moon Landing'. The grid has three columns: 'WHAT I already know', 'What I WOULD like to know', and 'What I've LEARNT'. The 'WHAT I already know' column contains the following text: '- When all astronauts came back from the moon everyone was worried of space germs affecting the earth', '- The picture looks fake because there is no stars', '- The landing was watched on the television by 600 million people', '- Went on the moon in 1969', and '- Neil Armstrong was first'. The 'What I WOULD like to know' column contains: '- How many people think it's fake?', '- How much did it cost?', '- What did they eat?', and '- If you stand at the bottom would you fall off?'. The 'What I've LEARNT' column contains: '- You don't need wind to make the flag', '- When Neil Armstrong put his foot on the moon it stuck with the moon dust', '- It would cost more to fake the moon landing than actually going', and '- It would be hard to fake because they don't have any electronics'. There is a small drawing of an astronaut in the top left corner of the grid.

Figure eight: a game of Taboo used to help learners to build on the key words that they have learnt during the previous lessons.

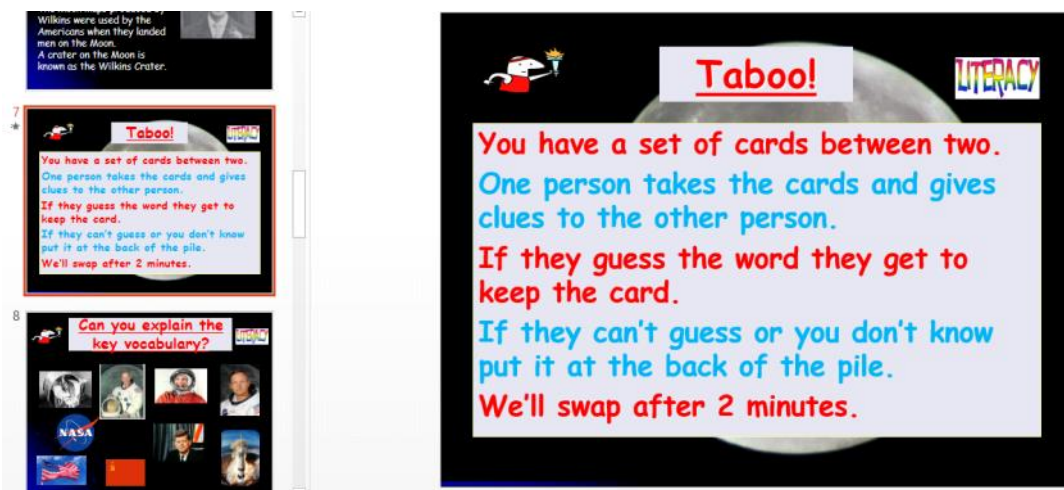


Figure nine: a section of a lesson plan referring to when a map of Gower was used during a lesson in order for pupils to recognize and build knowledge upon.

Opening phase (with links to prior learning)	Map of the Gower on the boards with the question. What is this? Watch a video of a sky view of the Gower,	Pupils role is to recognise what the image on the board is. Then some students will be selected to point to where they live on the map. Recognise the area of the Gower and what is in the landscapes.	Map of Gower, computer, PowerPoint and projector YouTube Video, computer and projector
Teaching & Core Learning	Information cards will be given out the the students with a character from the Gower on. Each pupil will be given the task to become the character on the card they have been given. Pupils will be given a worksheet that they will need to note down a brief description about their character. Cards will then be taken away and pupils will be tasked with going around the class to speak to their follow pupils, learning about the characters	Pupils role will be to learned the information in the cards given to them and then be able to realise the significant information about their character and share it with their fellow pupils. They will have to recognise that people lives where different from what life is like today and that people from the past had jobs or roles that are non existent in today's society.	Character cards, PowerPoint and worksheets

Selecting the right resources in order to build on previous knowledge and experience is an essential part of any lesson. Therefore, this principle is implemented during nearly every lesson, whether it be through sources, tasks, starter activity, plenary or through the main task itself.

Figure seven highlights a task which is carried out often during history lessons, a KWL grid. This is where a learner fills out boxes on a task sheet labelled, 'What I already know', 'What I want to Know?' and 'What I have Learnt'. This is a useful resource because learners can recall on their previous knowledge from their lessons and decide on what new knowledge they would like to discover. This is a keyway in which to organising and reassembling their previous knowledge and new information in order to make it more meaningful for their learning. This is also a way in which to teacher a learner to build on their own knowledge to investigate new information.

Moreover, Figure Eight is a game of Taboo which is used during history lessons to learn key word. Figure Eight is an example of when Taboo was used for learners to see what key words they already know from their previous lessons and what words they don't know and so need more work on. This is an effective way for learners to recall on their previous knowledge to understand what they already know and what they need to find out over the course of the lesson. The simplicity and adaptability of this task has the key component when concerning

recalling previous knowledge. This is to ensure that all learners of all attainment are able to successfully engage on their prior learning.

Additionally, Figure Nine is a section from a lesson plan that refers to a year 7 class having to recognize a map of the Gower and the landscapes that where on it. During history lessons learners were learning about the history of the Gower and thus, frequently used a map of the Gower as a starter activity. This activity would mean that learners would have to look at the map of the Gower and remember what information they learnt about the Gower from their previous lesson, essentially building up a body of information over the course of several lessons. These types of exercises are frequently during history lesson through source-based work. However, most learner found it very engaging as they would building on their own experiences. This type of task is an engaging way for learners to expose their thinking and prior knowledge and make it available to the rest of the class where others can improve on their answers.

Critical Reflection

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In relations for further recommendations and development, it is evident that these pedagogies are extremely important for classroom practice as they all overall increase the quality of learning. ALF can be used in numerous differently ways which benefit a learner. Differentiation is a key component which more can be done in order stretch and challenge leaners, especially MAT students. This could be done through designing tasks that make learners practice thinking hard, for example, using diamond nines or elaborating their answers.

Furthermore, with cross curricular responsibilities focus needs to be obtained in relation to numeracy within more history lessons in order to be able to enable learners to participate in a modern world. Further development could be done in order to incorporate the numeracy framework into history lessons so that leaners are able to apply their mathematical knowledge within different contexts.

Finally, further development should be made to recall on learner's previous knowledge so that learners can build on their understanding of a particular topic. Learners need additionally guidance to make the connections between their prior knowledge and the new content being taught to them.

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