

Overview

Thursday, December 12, 2019

11:23 AM

Molly Davies

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S-PGCE English

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

Link to assignment: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900192_student_uwtsd_ac_uk/EtkvsdT599BHuZviF3Dp08cBEdMiahMg39ReX6YNzqKqWQ?e=dVQjiv

Assessment for learning (AFL)

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'Good teaching and learning means employing assessment for learning principles.'

- Have you put your name, address and the full date in the **top right corner**?
- Is Boris Johnson's name and address **underneath and to the left of the date**?
- Have you addressed the letter as '**Dear Mr Johnson**,'?
- Does your introductory line **clearly state the point of the letter**?
- Do you maintain a **formal tone** in the main body of your letter?
- Have you said what causes climate change?
- Have you said what the effects of climate change are?
- Have you given Mr Johnson a clear **course of action** in your closing statement? (e.g. That you wish for him to respond).
- Have you signed off '**Yours sincerely** _____'?

Figure 1.1 – Year 8 lesson on formal letters – self assessment of work as a plenary.

Pupils wrote a first draft of a formal letter then self-assessed using the checklist shown in Figure 1.1.

This allowed pupils to identify where they had succeeded and where they needed to improve.

This proved to be useful when moving on to a second draft as pupils could identify what they needed to change or improve, in order to make progress in the second draft.

PEDAGOGY – Advancing learning (through effective application of subject knowledge and discipline)

On track

- Comments and Evidence
- Targets for improvement and suggested ways forward

Comments and Evidence: Evidence of planning is clear in Miss Davies' lessons and her lessons illustrate an awareness of relevant pedagogies. A good example of this

was during a lesson with a low ability Y10 GCSE Language class where she was able to provide sensible success criteria, opportunities for peer assessment and organised the lesson into distinct teaching, working and reflection times. Miss Davies has demonstrated the ability to approach her lessons with reference to long term goals rather than specific or stand alone outcomes. For example, her lessons with Y10 will result in the development of engaging narrative over several lessons. Miss Davies has shown that she understands the need to be aware of pupils' prior knowledge and that learning will take place over several lessons rather than in one moment. Targets for improvement and suggested ways forward: Miss Davies will need to develop her understanding of cross-curricular themes. She will need to develop her ability to provide contextually relevant lessons Miss Davies needs to

Figure 1.2 – Formative mid-term review completed by my subject mentor.

Underlined in Figure 1.2 shows where my subject mentor has outlined my use of success criteria and peer assessment in a low attaining Year 10 class. The use of both has been successful when focusing on narrative writing with the class; as my planning has progressed, I have learned that this class are most likely to progress in a lesson with a success criteria.

Success Criteria

Green

- Your story must have a plot – e.g. has someone been kidnapped or killed?
- Use the word bank to describe what you can **see** and **hear**.
- Set the scene by using descriptive language to tell the reader what the **weather** is like and what your **location** is.
- Use **similes** to create imagery – e.g. his hair was as black as the moonless night.
- If you are writing about the house, what happens inside the house or around it? Describe how the house looks using the word bank to help you.
- Your story must have a structure of beginning, middle and ending. Your ending could be a cliff hanger! (Leaves the readers guessing what will happen next).
- Write 2 sides of A4.
- Write your story in the first person narrative (from your perspective).

Figure 1.3 – Year 10 success criteria; green challenge.

Orange

- Your story must have a plot and a sense of mystery that you must build on – are there many things that are not quite what they seem? E.g. the location, the characters, the weather, the setting etc.
- Set the scene by using detailed descriptions of the weather, surroundings and

characters.

- Use similes and metaphors to create imagery.
- Use onomatopoeia – e.g. the crow squawked.
- Have a supernatural element to your story – e.g. are there ghosts in the house?
- Use detailed descriptions to create imagery for readers. Try to think of your own descriptive words, not just the word bank.
- Use detailed descriptions of the senses (what you can see, hear, smell, touch and taste).
- Your story must have a structure of beginning, middle and ending.
- Write in one tense throughout your story – present/past tense.
- Write in the first or third person narrative throughout your story.
- Write 2 sides of A4.

Figure 1.4 – Year 10 success criteria; orange challenge.

Figure 1.3 and 1.4 show a success criteria used in a low attaining Year 10 class. Pupils were expected to treat the success criteria as a 'checklist' and complete a narrative in the style of the Gothic genre. At the end of the lesson, the success criteria was used to check pupils' progress and determine who needed more time to finish the narrative and who could move on to the next task in the next lesson.

Teaching & Core Learning 40 minutes	As a class, we will read through the extract (2.5 pages) annotating key words and phrases as we read. <u>Probe analysis from pupils, ask others to expand on the ideas of peers.</u>	Pupils will annotate on the resource provided for them, picking out key words, phrases, linguistic techniques as a whole class.	<i>A Study in Scarlet</i> extract – Holmes and Watson first meet when Stamford introduces them.
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Figure 1.5 - Year 9 lesson plan, demonstrating where I would use questioning in the lesson.

Figure 1.5 shows where questioning came into play in a specific part of a Year 9 lesson. Questioning pupils and asking others to expand on pupils' answers allowed for a deeper analysis of the text we were looking at as a class.

they're not doing them. I say, pointing at my trousers and stomping upstairs to my room.

3 Comprehension

We will read through the information on climate change together then answer the questions on the next slide.

This will give you all the information you need for your formal letters.



4

Do not write the questions but answer in FULL SENTENCES in your books please!

1. Name three things that cause climate change.
2. What is the Greenhouse Effect?
3. In one or two sentences, summarise what will happen if the earth's temperature continues to rise.
4. How will a warmer climate affect our planet?
5. How will a warmer climate affect polar bears?
6. How will a warmer climate affect sea turtles?
7. What are farming communities in developing countries facing as a result of climate change?
8. How is climate change affecting the growth of tea? How would this impact the UK economy if we drink so much of it every day?
9. Why should we encourage people to buy Fairtrade products?
10. Name a couple of things that people can change in their own home to make a difference.

5

Peer assess

Do not write the questions but answer in FULL SENTENCES in your books please!

1. Name three things that cause climate change.
2. What is the Greenhouse Effect?
3. In one or two sentences, summarise what will happen if the earth's temperature continues to rise.
4. How will a warmer climate affect our planet?
5. How will a warmer climate affect polar bears?
6. How will a warmer climate affect sea turtles?
7. What are farming communities in developing countries facing as a result of climate change?
8. How is climate change affecting the growth of tea? How would this impact the UK economy if we drink so much of it every day?
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10. Name a couple of things that people can change in their own home to make a difference.

Figure 1.6 - Peer assessment of a comprehension task done with a Year 8 class.

Pupils completed a comprehension task which provided them with the relevant information they would need to complete a formal letter in the lesson that followed. I found that pupils benefitted from marking their peers' work as they were able to gain different perspectives of the text and improve their own answers.

Cross Curriculum Responsibilities (CCRs)

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

Comprehension:

Read through the information on climate change then answer the questions on the next slide.

This will give you all the information you need for your formal letters.



Figure 2.1 - Year 8 lesson focusing on a comprehension task to improve reading, writing and comprehension skills in line with the literacy framework.

Above shows a screenshot of a power point for a year 8 lesson that was focused on a comprehension task. The class read and answered questions on the text individually, which allowed pupils to develop skills in line with the literacy framework for this year group.

Teaching & Core Learning	Independent research task – iPads given to pupils to research their specific field of research in preparation for an assessed group discussion on climate change. Each pupil in the group will have chosen what they are researching prior to receiving iPads. Also developing pupils' digital competency skills through use of the iPads and research using the internet.	Pupils have 40 minutes to independently research their specific field of research. This would have been decided previously so all pupils should know what they are researching.	Each pupil will have an iPad to use independently.
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Figure 2.2 - part of a lesson plan for a year 9 class who used iPads to complete independent research.

Above shows part of my lesson plan for a year 9 class who were going to be completing an assessed group discussion in a lesson that followed. In the lesson planned for above, pupils were each given an iPad to use independently to develop their research and digital competency skills.

when i get home my nan said jane you must practise you're violin your lasy youll never play in conserts im tired dont watch tv then do your homework their not doing theres I say pointing at my brothers and stomping up stares to my room

When I got home my nan said
"Jane you must practice your violin, you're lazy. You'll never play in concerts."
"I'm tired."
"Don't watch TV then. Do your homework."
"They're not doing theirs." I say, pointing at my brothers and stomping upstairs to my room.

Figure 2.3 - Rewriting the passage out correctly into books.

The above image displays an exercise where pupils had to identify spelling, punctuation and grammar errors then rewrite the passage out correctly. This linked to the literacy and numeracy framework (LNF) as pupils were able to develop reading skills.

Build on previous knowledge (Activating Prior Knowledge - APK)

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

PEDAGOGY – Advancing learning (through effective application of subject knowledge and discipline)

On track

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

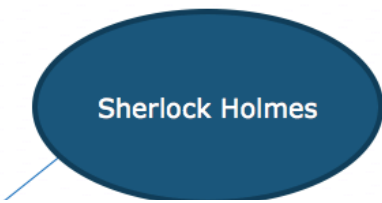
Comments and Evidence: Evidence of planning is clear in Miss Davies' lessons and her lessons illustrate an awareness of relevant pedagogies. A good example of this was during a lesson with a low ability Y10 GCSE Language class where she was able to provide sensible success criteria, opportunities for peer assessment and organised the lesson into distinct teaching, working and reflection times. Miss Davies has demonstrated the ability to approach her lessons with reference to long term goals rather than specific or stand alone outcomes. For example, her lessons with Y10 will result in the development of engaging narrative over several lessons. Miss Davies has shown that she understands the need to be aware of pupils' prior knowledge and that learning will take place over several lessons rather than in one moment. Targets for improvement and suggested ways forward: Miss Davies will need to develop her understanding of cross-curricular themes. She will need to develop her ability to provide contextually relevant lessons Miss Davies needs to

Figure 3.1 - Formative mid-term review completed by my subject mentor.

Above shows my mid-term review written by my subject mentor; underlined in red shows evidence of my awareness of the need to understand pupils' prior knowledge. My mentor also mentions that I have an understanding of the fact that learning will take place over more than one lesson; this is an important reason to establish pupils' prior knowledge.

Starter: General knowledge about Sherlock Holmes

Create a spider diagram like the one below to show what you already know about the character of Sherlock Holmes.



Sherlock Holmes

Plays a violin



Figure 3.2 - As a starter exercise, pupils created a mind map with what they already knew about Sherlock Holmes from discussing the character in the previous lesson.

Above shows a slide from a power point that was displayed as a starter exercise for pupils to engage with as soon as they entered the classroom. The class had discussed the character in the previous lesson so this exercise allowed pupils to recall this knowledge and build on it during the lesson.

Classwork

Date: 21st November 2019

Oliver Twist: Diary Entry

Aim: Complete the diary entry showing empathy for Oliver Twist's character.

Starter: Write down five words that tell me how Oliver felt when he was in the workhouse.



Figure 3.3 - Drawing on ideas from the previous lesson, pupils wrote down five words to describe how the character Oliver Twist felt when he lived in the workhouse.

The slide above includes a starter exercise that was displayed for pupils to engage with as soon as they entered the classroom. Pupils had learned about the character in the previous lesson and the character's feelings. The pupils were encouraged to review the lesson as independent study. By engaging with this task, pupils were able to recall knowledge from last lesson, apply it to the lesson that day and build on their knowledge.

Critical Reflection

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Effective teaching and learning can be said to be the successful learning of pupils that is intended by their teachers (p.7, Kyriacou, 2009). In this portfolio, I have included illustrative examples of my own implementation of three of Professor Graham Donaldson's pedagogical principles, set out in *Successful Futures* (2015). I have also reviewed literature to support my judgements made in the implementation of pedagogy. The names of pupils, staff and schools will remain anonymous in this portfolio due to ethical consideration. The illustrative examples that I will discuss in this portfolio have been collated from my professional teaching experience 1 (PTE 1) to date. The school in which I have completed PTE 1 will be referred to as School X. School X is an English medium secondary school in the South Wales area with just over 1000 pupils on role; 26% of pupils are eligible for free school meals, 23% of pupils have a special educational need, and around 12% speak English as an additional language. Curriculum reform in Wales means that the country and its education systems are experiencing an exciting time of change. The new curriculum in Wales has been formed through a set of recommendations in Donaldson's report (2015). This report also included twelve pedagogical principles which Donaldson recommends will promote effective learning (2015). I will focus on three of the twelve pedagogical principles in this portfolio and discuss how I have implemented them in my planning.

It is important to note that there are two types of assessment; formative and summative. Assessment for learning (AFL) is classified as formative assessment. AFL allows practitioners to improve teaching and learning through methods of providing useful and constant feedback to learners (Donaldson, 2015). In turn, AFL provides practitioners with the information and feedback needed to adapt and improve teaching methods.

One of the twelve pedagogical principles adopted in the new Welsh curriculum is 'Good teaching and learning means employing assessment for learning principles' (Donaldson, 2015). In my own practice, I have implemented AFL in almost all of my lessons taught. The most common methods that I have chosen to implement so far include those initially suggested by Black and William (1998); questioning, feedback, sharing criteria, and self-assessment.

Figure 1.1 demonstrates a checklist which was displayed for all pupils in the class to see at the end of a lesson on formal letter writing. Pupils used the checklist to self-assess the work they had produced and awarded themselves a mark for how many of the points they had completed on the checklist. By asking pupils how many marks they had gained, I was able to identify which pupils needed extra time to complete the task and which pupils were able to move on to a second draft in the following lesson. The use of self-assessment allows learners to make informed decisions about their own work and how to make progress and improve on previous work (Black and Black, 2003). In addition to this, I have also chosen to implement peer-assessment in a number of my lessons so far. As seen in Figure 1.6, the use of peer-assessment was adopted to mark a comprehension task. This proved to be beneficial to pupils as they gained more than one perspective of the text and were able to add to or improve their own answers from reading their peers' work. The use of peer-assessment allows pupils to develop their self-assessment skills (2003), which I have found to be true in my own practice. During my professional teaching experience so far, I have found that using a system of self-assessing, peer-assessing and then redrafting is a successful method of editing extended writing tasks in English lessons. I have found this method to be successful as pupils gain insight into other pupils' work, therefore allowing them to improve their own work in the redrafting stage. As a result of this, I have found that pupils have made progress in stand-alone lessons and over the course of a number of lessons through the exercise of self-assessment and peer-assessment.

William points out that formative assessment should be considered as a process and as a tool for practitioners (William, 2018). I have adopted this stance when it comes to implementing AFL in the classroom as I believe it is a positive tool to use when identifying pupils' misconceptions and addressing them whilst still exploring a particular topic (2018).

William (2018) also suggests that there are two valid reasons why as teachers, we should ask questions in a classroom environment: to cause thinking, and to provide the teacher with what to do next. Referring to my own perceptions of questioning and the reasons as to why I think it is useful, I believe that William's reasons are valid. However, I think it could also be argued that questioning is an imperative method of AFL to adopt, ultimately to assess pupils' understanding of a topic. Questioning provides teachers with an insight into which pupils are progressing in a lesson, in an informal manner. Figure 1.5 shows part of one of my lesson plans for a year 9 class where I have shown where I would use questioning to probe answers from the pupils when analysing a text. This lesson was successful in ensuring that all pupils made progress with regards to the task; I believe that this was achieved because through the use of questioning,

nearly all pupils were able to contribute to the discussion we had as a class. This was done without putting pressure on a single individual at one time because I chose to ask pupils to expand on each others' answers. Not only did this take pressure off less confident individuals but allowed those pupils to contribute to the task by being able to annotate the resource in front of them. As a result of my questioning which lead to a class discussion, all pupils made progress in the lesson. Contrary to this, I have found that in some instances, questioning has not been the most beneficial method to assess the learning of a whole class. It could be argued that questioning is not always the best form of AFL because as previously mentioned, some pupils lack confidence when it comes to voicing opinions or answers in front of peers. I have also found that moving forward in my professional teaching experience, pupils have become more confident when answering my questions as I have been able to build relationships with pupils in a classroom environment. I believe that this has led to having better outcomes of questioning and in turn, allowing me to assess the learning in my classes.

Around 12% of pupils that attend School X speak English as an additional language. A great emphasis is put on the importance of literacy in the school and links to the literacy and numeracy framework (LNF) are encouraged to be exercised in every lesson across the school to ensure pupil progress. In the context of a typical English lesson that I have experienced to date, literacy is often a focus. Members of teaching staff and student teachers such as myself, have the responsibility to implement the LNF and the digital competence framework (DCF) in our planning. Donaldson sets forth the pedagogical principle that 'Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them' (2015).

Kyriacou (2009) discusses how teachers should foster a critical stance regarding a school's curriculum in order to deliver the most effective teaching. With this being said, I have implemented this pedagogy with enthusiasm towards the new Welsh curriculum and my responsibility to the LNF and DCF. Having cross-curricular responsibilities as a student-teacher has allowed me to think of my planning and teaching more holistically and how skills I teach in my lessons can be transferable into other lessons and used outside of school; these transferable skills support Donaldson's ambitious, capable learners (2015).

I have implemented the LNF in my planning with a focus on literacy in a number of ways; Figure 2.1 displays part of my planning for a year 8 lesson focusing on developing pupils' comprehension skills. The class teacher had previously asked me to plan a lesson that would help pupils

to develop this skill. Not only did this lesson adhere to the LNF but I found an opportunity to plan the following lesson in relation to the information in the comprehension text, therefore allowing pupils to review what they had learned in previous lessons and encourage recall. Pupils successfully worked independently when reading the text and answering questions with appropriate challenge, whilst ensuring they made good progress. This was successful as pupils peer-assessed their work and gave feedback regarding how many marks they had scored. This was a useful plenary as I was able to identify that every pupil in the class had made progress during the lesson.

Even though I have implemented this pedagogy in my planning (evidence provided through illustrative examples), I would argue that it is not always appropriate to adopt in every lesson plan. For example, the implementation of numeracy or digital competence skills is not always purposeful in all English lessons; during my professional teaching experience, I have found it difficult to incorporate both the LNF and DCF in every single lesson. I think this pedagogy should be implemented into planning but only when it will enhance effective teaching and learning.

Figure 2.2 displays part of my planning that makes links to the DCF; pupils undertook a task in which they had a series of questions to research, respond to, and create an individual research sheet with relevant information regarding their specific topic. I was able to make cross-curricular links to the DCF in this lesson. The task provided pupils with appropriate challenge whilst ensuring they each made progress in the lesson. This was a successful lesson as pupils were able to develop transferable research and digital competence skills.

Rosenshine (2012) suggests that review enables children to successfully recall what they have learned in previous lessons. The ability to do this ensures that children can develop their learning and make progress. Donaldson (2015) supports this through the pedagogical principle: 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.' During my professional teaching experience to date, I have incorporated the use of activating prior knowledge (APK) to almost all of my lessons. APK involves pupils' recalling what knowledge they already have or have learned about a particular topic.

According to Gee (2012), understanding pupils' prior knowledge of a subject or topic is imperative to facilitating their learning. Drawing on my experience, I would agree with Gee and support the importance of understanding every individual's prior knowledge. Every class and every child is different, meaning that every class and every child will have different prior knowledge. The consideration of differences between pupils and classes has a major

part to play in delivering effective teaching. This influences planning and my implementation of pedagogy because each individual has unique needs in a learning environment (Kyriacou, 2009). In order to determine pupils' knowledge before starting a new topic, I have previously employed questioning or low-stakes quizzes at the start of a lesson. In other lessons which require pupils to recall what they have learned in the previous lesson, I have given the class a starter exercise to review (Rosenshine, 2012) the previous learning. This can be seen in Figure 3.3 where pupils had to create a list of words to describe a character's feelings which were discussed in the previous lesson. This task was set for a low attaining year 7 class who benefit from repetition and review. Drawing on what the class had learned in the previous lesson was helpful when carrying out the main task for the current lesson, which was to write an empathetic diary entry. Tay (2018) points out that carrying out a short starter activity which may involve pupils giving answers in groups, could lead to only a handful of confident individuals providing answers to the teacher; this makes it difficult to determine whether or not every child in the class has reactivated prior knowledge. Tay makes a valid point, however the starter exercise displayed in Figure 3.3 required every pupil in the class to write a list of the character's feelings we had discussed in the previous lesson. I decided to ask each pupil in the class for one word each that had to be different to any other answer. Due to this particular class being small, the exercise proved to be a success as every pupil was able to contribute at least one word each. This also allowed pupils to record words that they had not thought of themselves, in turn, providing them with the descriptive words needed for the main task of the lesson.

Fitting in with School X's policies, I incorporate a starter exercise into all of my lessons. Most of these exercises will aim to reactivate pupils' prior knowledge of previous lessons. As previously mentioned, when starting a new topic, these exercises will often aim to activate prior knowledge in order to determine pupils' current knowledge. Rosenshine (2012) discusses findings that indicate how teachers activate prior knowledge through 5 to 8 minute reviews at the beginning of each lesson. Recalling information for the day's lesson is important in helping pupils by giving them the correct tools to succeed in the lesson. By doing this, pupils are activating prior knowledge by recalling vocabulary or concepts, for example, needed for the lesson that day (Rosenshine, 2012).

Referring back to what Tay (2018) highlights on gaining the participation of each individual in the class - I have acknowledged this possibility when planning lessons and taken into consideration how to ensure every pupil is engaged. Examples of this include asking every pupil to give feedback to

questions, asking pupils at random to expand on feedback given by their peers, or setting group work where each pupil has to present answers to the class in their assigned group. These examples have been successful but I also recognise that they do not get perfect results every time I choose to adopt them in the classroom. Common problems faced with examples such as these include the possibility of not every child being willing to participate as well as their peers, especially if they are working in groups. In order to overcome this challenge in the classroom, I have changed my planning or approach to adhere to individual pupils' needs. An example of this is when a pupil appeared to not be engaged with the task shown in Figure 3.2 – creating a spider diagram of what they already knew about the character Sherlock Holmes. I had explained to the class that each person would give verbal feedback. After speaking individually with the pupil, they had made it clear that they did not want to feed back in front of the class as it was out of their comfort zone. To overcome this, I adapted the task so that pupils who did not want to share answers with the entire class could share ideas with a partner who could then voice the feedback.

In order to improve my implementation of AFL in my planning, I aim to use clear and specific success criteria in almost all of my lessons. Reflecting on my practice so far, I would argue that this helps pupils to achieve success in a stand-alone lesson and over the course of multiple lessons. I also aim to include a greater amount of questioning. The example provided was a useful way to probe analysis from pupils but to improve this I could ask deeper and further questions to truly gauge pupils' understanding.

I remain excited about new curriculum reform in Wales and will continue to enthusiastically plan and implement the LNF and DCF in my planning. I aim to do this where appropriate and when it will be most valuable to enhancing effective teaching and learning. I would like to make increasing links to the DCF by incorporating more use of technology in my lessons. I appreciate the potential drawbacks of using equipment such as iPads as it can be hard to monitor if each pupil is on task. However, I feel that this could be monitored more easily if pupils were to work in pairs or groups.

Finally, in order to further develop my implementation of AFL, I will put more emphasis on daily review. This is something that has recently been launched in School X as a way of developing pupils' independent study skills. I will encourage pupils to review the day's lesson at home for 10 minutes by creating revision resources such as mind maps or knowledge organisers. I will implement low-stakes quizzes into my lessons so that pupils are tested on their independent study. The aim of this is ultimately to allow the learning to stay in pupils' long-term memory. Pupils who are participants in classrooms that adopt daily review have achieved higher grades than pupils who have not adopted daily review (Rosenshine, 2012).

In conclusion, the pedagogies discussed have had a positive influence on my planning and teaching and learning. I have been able to reflect on the reasons why I have planned and taught certain aspects of the curriculum. This has allowed me to develop and improve my effective teaching skills. I also think that my implementation of these pedagogies has allowed for pupils to benefit from effective teaching and learning as the illustrative examples show. I acknowledge that the new curriculum in Wales will benefit greatly with the implementation of Donaldson's pedagogical principles and will enhance effective teaching and learning. Through my own practice, I have implemented these pedagogies with some success so far but also appreciate that I have room to improve my practice, in order to become a more effective practitioner.

References

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