

# Overview

08 December 2019 19:35

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ECAD6008

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

**Link to One Note:** [https://uowtsd-my.sharepoint.com/:o/g/personal/1900100\\_student\\_uowtsd\\_ac\\_uk/EspXRduB3J5NhHSbiMB6JcYBxMRKuKu5ZKSwd00yLoag\\_Q?e=MZV5hf](https://uowtsd-my.sharepoint.com/:o/g/personal/1900100_student_uowtsd_ac_uk/EspXRduB3J5NhHSbiMB6JcYBxMRKuKu5ZKSwd00yLoag_Q?e=MZV5hf)

The PGCE course is a combination of two school placements to establish teaching confidence and skill, and university attendance to establish an understanding of the theory behind teaching. This assignment is an opportunity for me to critically analyse and reflect on a selection of three pedagogical principles that I have implemented during my first placement (PTE1) and to link the theory taught in lectures to real life practice in order to identify success and suggest improvements or adjustments for my second placement (PTE2).

My first placement is at an **English-medium 11-18 mixed comprehensive school**. Approximately 13.6% of pupils are eligible for free school meals which is below the national average of 17.1%. Around 12% of pupils live in the 20% most deprived areas in Wales (Estyn, 2016).

With ESTYN putting an emphasis on improving the quality of teaching through continued professional learning, the ability to continuously reflect and learn throughout a teaching career is a skill that will be essential to grasp early on in my teaching career. Referring to the continued professional development at a South Wales Comprehensive School, ESTYN comments that this positive attitude to personal development can lead to 'inspiring and engaging learning opportunities' and they have linked that with the increase in pupil attainment (Estyn, April 2019).

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

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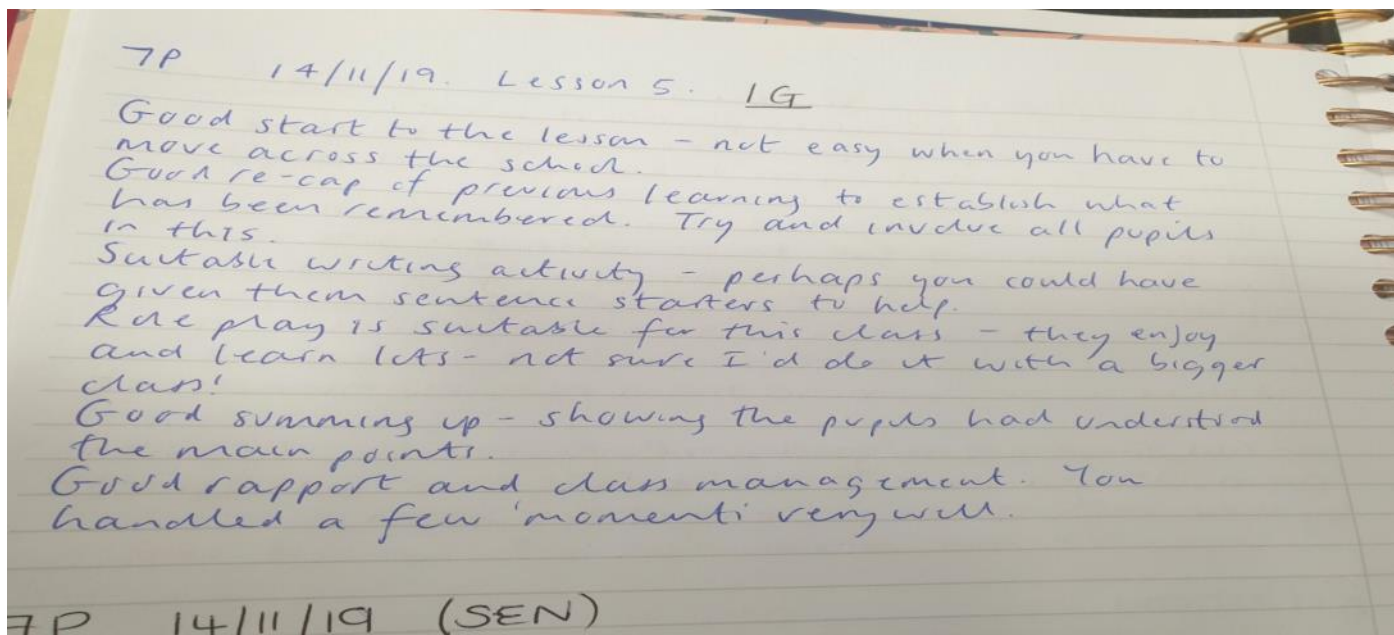
# Strategic Questioning Throughout

16 December 2019 22:40

| <b>Activities/Methodology/Key Concepts</b><br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Pupil Tasks</b><br>(Pupils' role –including differentiation, engagement in formative assessment and homework)       | <b>Resources</b><br>(Including Health and Safety requirement) |
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| <p>Greet students at the door. Request that they line up before entering. Ask them to enter the classroom quietly, remove their coats, place their bags under the table and take their seat.</p> <p>Remind the students of the One Voice policy and inform them that persistent shouting out will lead to them being removed from the battle at the end of the lesson.</p> <p>Recap of the previous lesson:</p> <p>ask the students to identify the types of soldiers in Harold's Army –<br/>Fryds and Housecarls</p> <p>The Students will be asked to recall details of each soldier (as per their last lesson)</p> <p>This will be repeated for the soldiers in William's Army.</p> <p>We will discuss the reasons we thought being at the top of the hill would be an advantage for Harold but a disadvantage for William (horses can't run up the hill as fast, neither can the soldiers in their armour. The archers also found it difficult to shoot up hill</p> | <p>Students will be selected at random to provide the answers the the questions.</p>                                   |                                                               |
| <p>Students will be reminded of the person they chose at the end of the last lesson as the person they expected to win the battle.</p> <p>They will then be asked to read (as a class) pages 16 and 17 of their textbook (Folens History – Invasion Plague and Murder).</p> <p>We will then write out and answer the questions as per the powerpoint:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Students (with guidance from teacher) will read aloud sections of the pages.</p> <p>Students WILL NOT be forced</p> |                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                          |
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| <p>1. Where was the Battle of Hastings fought?<br/> 2. When was the Battle of Hastings?<br/> 1. Who were the TWO contenders fighting at Hastings?<br/> 4. What was the name of the wall of soldiers that kept the Normans away from the Saxons?<br/> 5. What was the rumour that was spread?</p> <p>Students will then be asked if they want to switch their opinion on who they think will win the battle.</p> <p>We will then read pages 18 and 19 as a class, discovering what happened at Hastings.</p> <p>The Students will then be placed into their initial choice of winner as teams. We will re enact the battle in class with guidance from the students about the events – this is an attempt to ensure students have learnt about the events we have discussed over the last two lessons.</p> <p>Sophia has agreed to participate in this battle as the narrator.</p> <p>She will read the script and encourage the other students to participate.</p> | <p>to read and will do it only by choice.</p> <p>Students will copy out the questions and answer them in their books.</p> <p>Students (with guidance from teacher) will read aloud sections of the pages. Students WILL NOT be forced to read and will do it only by choice.</p> <p>Students to take their positions and will be given a number (ie William 1, Harold 1, William 2, Harold 2).</p> <p>Sophia has agreed to participate in this battle as the narrator.</p> <p>She will read the script and encourage the other students to participate.</p> | <p>There will be foam shields, swords and axes, plus hobby horses for William's army</p> |
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This is the One Drive link to my lesson Powerpoint

[https://uowtsd-my.sharepoint.com/:p/g/personal/1900100\\_student\\_uwtsd\\_ac\\_uk/ESVPOBBTrl5PjNy5yfnesq8BQI3uBUZE9fANufrMRdfg0w?e=w8CkHR](https://uowtsd-my.sharepoint.com/:p/g/personal/1900100_student_uwtsd_ac_uk/ESVPOBBTrl5PjNy5yfnesq8BQI3uBUZE9fANufrMRdfg0w?e=w8CkHR)

### **Strategic Questioning**

This lesson was prepared for a Year 7 SEN class with a massive ability range (reading age in recent literacy tests showed the reading ages ranged from 5 months to 15 years).

There was a lot of classroom discussion relating to this topic and questions were asked continuously (and somewhat repetitively) to ensure that ALL students understood what we were learning about, which was the Battle of Hastings.

We also carried out a re-enactment, where students were asked to recall events in order and act them out (students were all allocated a number and an army to be part of and all were asked to follow on, with students being constantly questioned in relation to what happened next (tips were provided to some of the weaker students). This allowed me to ensure that they had all paid attention and had all learnt during the lessons.

This lesson worked very well with this class as students of all abilities showed understanding of the topic and the sequence of events. This would not be as successful in a larger class as it would be unmanageable. This class has 9 students and therefore the lesson was quite simple to conduct. The students also enjoyed the learning, which is often a struggle with this class.

# Questioning 1 - Start of lesson

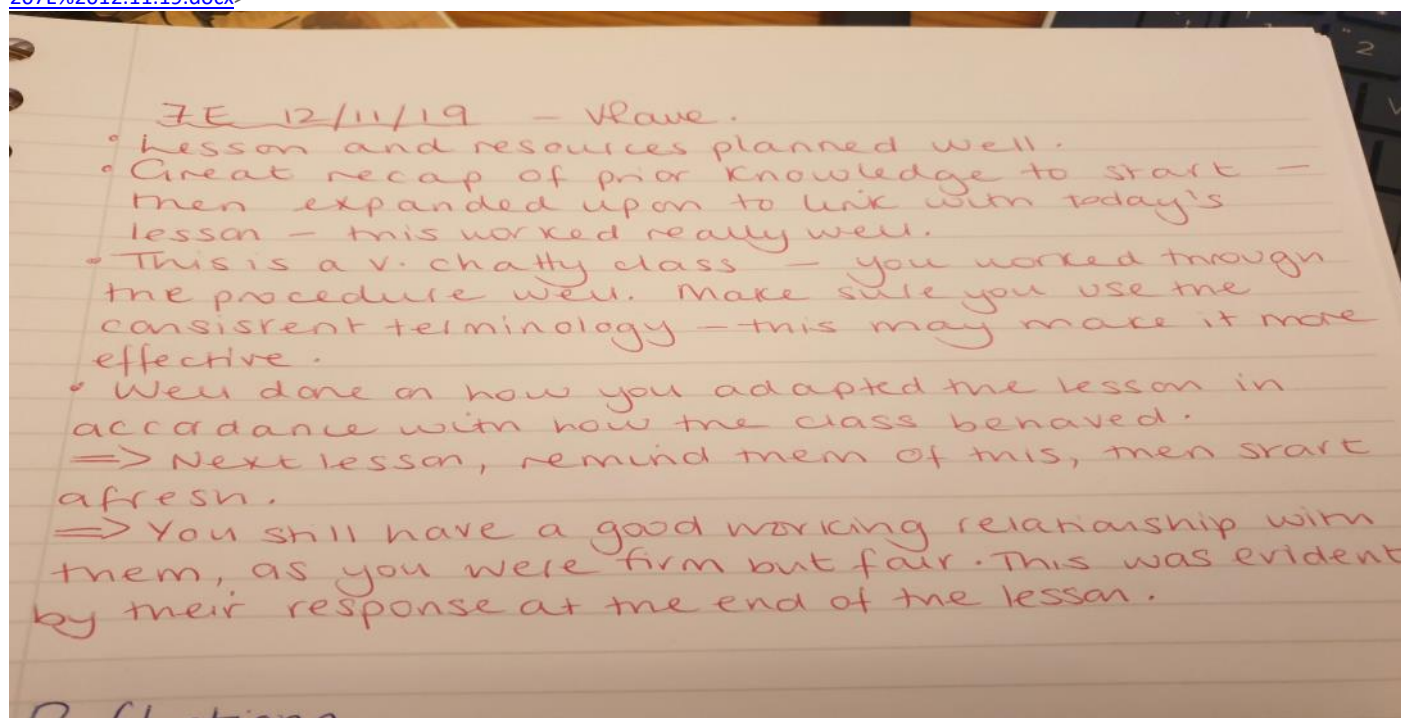
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## KEY POINTS OF 1066

| Time                                                   | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Pupil Tasks<br>(Pupils' role – including differentiation, engagement in formative)   |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Opening phase</b><br>(with links to prior learning) | <p>Greet Students at door to classroom and welcome them in with 'Bore da' greeting.</p> <p>Instruct students to take their coats off, put their bags under the table and take their seats.</p> <p>Remind the students of the school policy of 'One Voice' and to be respectful of other people when</p> <p>Confirm the date and the title of the days lesson.<br/>Title of the lesson is 'The Battle of Hastings – Luck</p> <p>Date will be Dydd Mawrth, Tachwedd 12</p> <p>Recap of previous lessons via a mind map on the whiteboard. Students will be asked one at a time and students will be selected at random to provide a key event in relation to 1066. This will be lead by</p> | <p>Students to enter classroom, take off their coats, place their bags under the</p> |

|                                                                                                                                                                                                                                                           |                                                                                     |
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| the students – there is no set answer, it is a way of analysing the students learning from previous lessons. Ideally, I would like them to name the battles, the Contenders and possibly the key events of the battles. If they do not automatically name | Students to write date and title in their books and                                 |
| <p>Why was Harold successful at Stamford Bridge?</p> <p>What was the name of the hill at Hastings?</p> <p>Why did William wait to invade?</p> <p>How did Harold die?</p>                                                                                  | Students to be randomly selected to provide informatio in relation to the events of |

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### **Starter - Questioning**

This was a lesson for a Year 7 top band class for only the second lesson that I had taught them,

This lesson opened with a simple memory map on the whiteboard, where students were asked at random to provide a piece of information linked to 1066. The stronger students

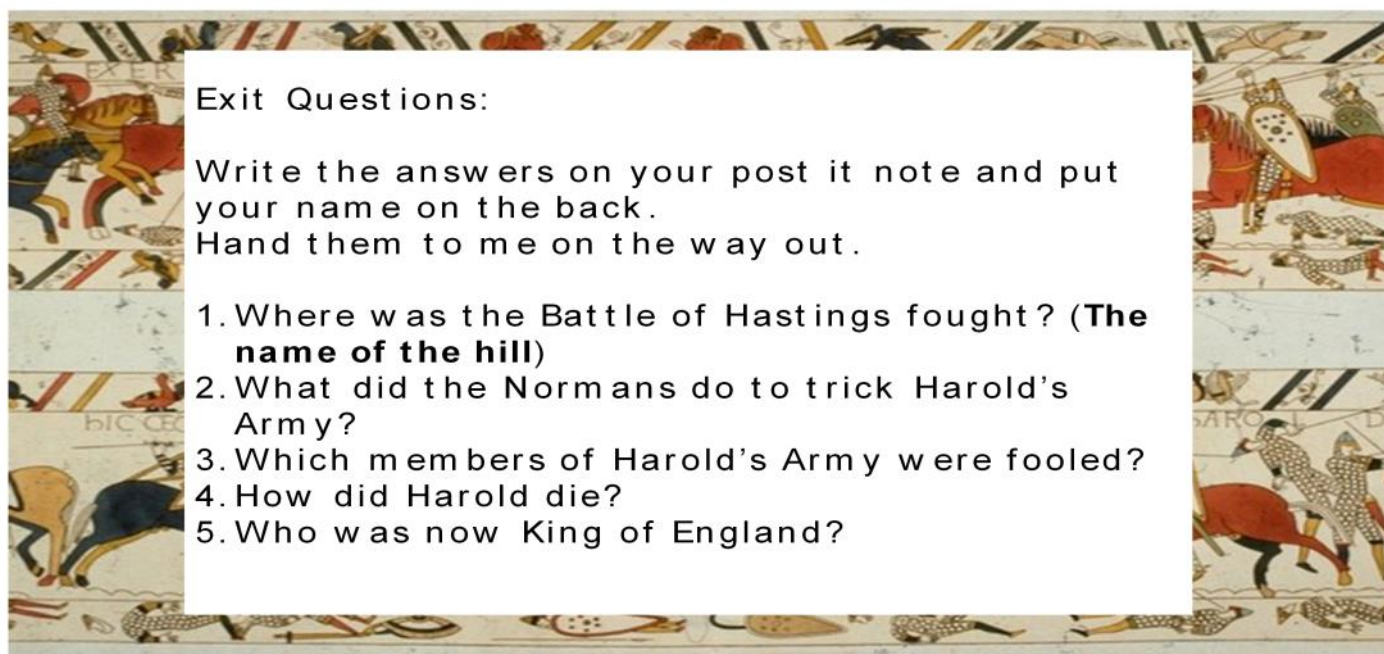
were asked first to provide their answers, with the less able students having to be a little more resourceful with their answers (This is a top band class, so all students are of a high ability, with a number already identified as MAT).

The lesson prior to this had been quite disruptive and the class are known to be very 'chatty.' The starter activity was a chance to ensure that the lesson prior to this had not been a complete waste and that students had actually retained some information that was taught.

## Questioning 2 - end of lesson

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| <b>Plenary</b> | <b>Books away</b><br><br>5 questions on board from the Power Point | <b>Books away</b><br><br>Students to answer the 5 questions as exit tickets on post it | <b>Post It Notes</b> |
|----------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------|



**Exit Questions:**

Write the answers on your post it note and put your name on the back.  
Hand them to me on the way out.

1. Where was the Battle of Hastings fought? (**The name of the hill**)
2. What did the Normans do to trick Harold's Army?
3. Which members of Harold's Army were fooled?
4. How did Harold die?
5. Who was now King of England?

### Exit Tickets

This task was presented to a very weak Year 7 class to ensure that they had at least learnt the basics of the Battle of Hastings during the lesson. There are a number of disruptive characters in this class that can cause others to become distracted. This strategy was used to ensure that the majority of the class had understood and paid attention during the lesson.

The task worked well as a plenary but my timing on the lesson was slightly out so it became a little rushed at the end. In future, I will ensure that sufficient time is given to assess understanding in class as it would have a major impact on the students learning if they do not understand the basics (this applies for all lessons, not just specifically this one).

The majority of the students gave correct answers, but in such a low ability class, a few did not understand the wording of the questions. This is something that I also needed to work on in future lessons: making my questions clear and concise.

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

| <b>Activities/Methodology/Key Concepts</b><br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                                                                               | <b>Pupil Tasks</b><br>(Pupils' role –including differentiation, engagement in formative assessment and homework)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Students to line up outside door and enter the lesson in silence.</p> <p>They are to take their coats off,take their books and pencil case out of their bags and place their bags under the table.</p> <p>Students will be asked to take their seats and will be reminded of the principles of the Bryntirion Way – One Voice in the classroom, hands up to address the teacher.</p> <p>Recap of the growing threat from Germany.</p>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Introduction given to some of the steps taken by Britain to prepare for war.</p> <p>Explanation of the phoney war.</p> <p>Students will be provided with a chrome books and directed to bbc bitesize to find information on the following preparations:</p> <p style="text-align: center;">Wardens and Shelter<br/>Radar<br/>Barrage Balloons and Anti Aircraft guns<br/>Conscriptions and reserved occupations<br/>The armed forces<br/>Home guard</p> | <p>Students will be asked to write the date in welsh (which will be written on the board for them) and title:<br/>Preparations for War</p> <p>The students will be asked to write subheadings for each of the preparations provided – they will need to explain what they are and how they were a preparation for war.</p> <p>Students will be provided with a chrome books and directed to bbc bitesize to find information on the following preparations:</p> <p style="text-align: center;">Wardens and Shelter<br/>Radar<br/>Barrage Balloons and Anti Aircraft guns<br/>Conscriptions and reserved occupations<br/>The armed forces<br/>Home guard</p> <p>Students are advised to write half an A4 sheet on each subheading.</p> |

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### **Cross Curricular Responsibilities: Digital Competency**

The attached lesson plan was for a Year 9 mixed ability class. The class had been provided with a lot of information over the previous two lessons in order to provide a context to the topic we were studying (The Coming of War).

As part of the topic, we were due to look into the different ways in which Britain prepared for war. I had found that BBC Bitesize website provided a fantastic overview of each of the preparations we were due to look at as it was linked directly to the WJEC History specification.

Within my placement school, the cross curricular responsibilities have been allocated specifically between relevant subjects, with History being asked to focus on literacy and digital competency. Therefore, it felt appropriate in this lesson to use the department Chrome Books to allow the students to research information in relation to the preparations for war, with guidance given on what to research by way of subheadings.

The lesson worked well and the students enjoyed finding out more information about the war. However, the class for this specific lesson are a wonderful group who appear to genuinely enjoy learning about history. I am not sure this sort of lesson would work with some of my other classes.

# Literacy 1

16 December 2019

22:41

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Teaching &amp; Core Learning</b></p> | <p>Students will be given an information sheet detailing conditions on the middle passage. The students are to Students will also be shown a clip of Roots</p> <p>The students are then to draw 4 boxes in their books and use 2 adjectives to describe how Felt</p> <p>What they could smell<br/>What they ate<br/>Treatment by captors</p> <p>Using these adjectives, the students are to imagine that they are a slave on boat and they are to write a letter home,</p> <ul style="list-style-type: none"> <li>• How you were captured</li> <li>• How long you were held captive for before boarding a ship.</li> <li>• The conditions below deck</li> <li>• The things the crew made you</li> </ul> <p>An example and sentence starters will be displayed on the board for weaker students to</p> | <p>The students are then to draw 4 boxes in their books and use 2 adjectives to describe how Felt</p> <p>What they could smell<br/>What they ate<br/>Treatment by captors</p> <p>Using these adjectives, the students are to imagine that they are a slave on boat and they are to write a letter home,</p> <ul style="list-style-type: none"> <li>• How you were captured</li> <li>• How long you were held captive for before boarding a ship.</li> <li>• The conditions below deck</li> <li>• The things the crew made you</li> </ul> |
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Literacy:

This lesson was presented to a number of Year 8 classes of all abilities and the level of scaffolding provided altered between classes.

The aim of the lesson was to get students thinking of how the slaves felt during the voyage through the 'middle passage.'

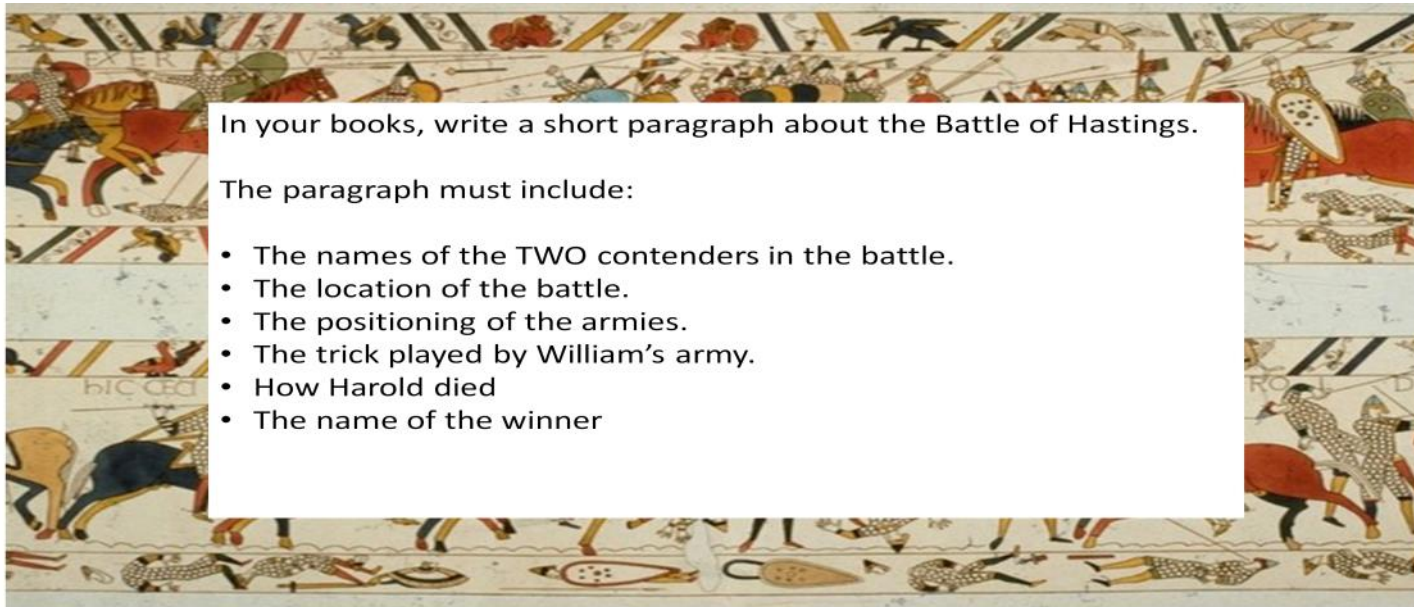
Students were first asked to use two adjectives that could be used to portray how the slaves may have felt. Once all students had at least two in each of the boxes (as per the lesson plan), then as a class, we discussed what people had written and students were invited to add more adjectives to their boxes.

Once completed, students were asked to write a letter using at least one adjective from each box within the letter. This was a way of using cross curricular responsibilities to deepen the learning of the students.

# Literacy 2

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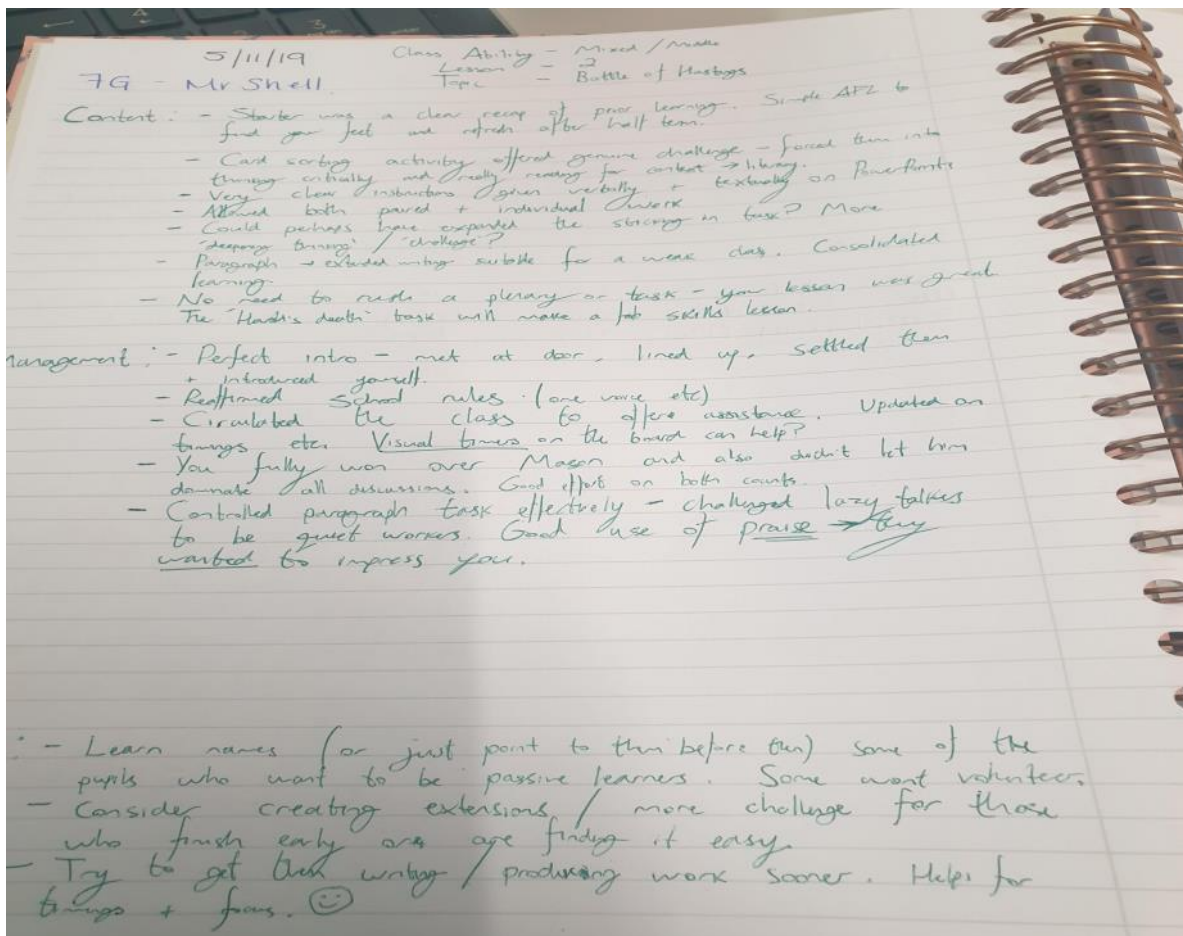
| Time                                                | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pupil Tasks<br>(Pupils' role –including differentiation, engagement in formative assessment and homework)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Resources<br>(Including Health and Safety requirement ) |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Opening phase</b> (with links to prior learning) | <p>Students will be greeted at the door and lined up outside, as per school policy. Once the students are lined up in an orderly line, they will be asked to enter the classroom.</p> <p>Upon entering the class, students will be asked to take off their coats, remove their books from their bags, place their bags under the desks and stand behind their chairs.</p> <p>Once all students are settled, the students will be instructed to sit.</p> <p>We will go over a number of questions as a revision of key points so far. Questions will be displayed on a Power Point at students will be selected at random to answer the questions.</p> <p>Revision of Positioning and composition of William and Harold's Army's</p>                                                                                   | <p>Answer general recap of events leading up to the battle from questions on powerpoint slide.</p> <p>Revisit map of Senlac Hill and the set up on the armies. Ask the students to identify the different sections of the Army</p>                                                                                                                                                                                                                                                                                                                                                                                                       |                                                         |
| <b>Teaching &amp; Core Learning</b>                 | <p>Provide card sort material. Give the children 10 minutes to go through it and put them into chronological order. Once completed, we will go through the order as a class and discuss the events.</p> <p>Explanation of Harold's death and the confusion surrounding the way in which he died. Discuss the purpose of the Bayeux Tapestry – why was it made. Was it made immediately? How was the information of the battle provided to the makers? Could it have been exaggerated. Explain the importance of questioning source material for these reasons. Explain why it would be difficult to have any solid evidence from so long ago.</p> <p>Ask students to summarise the events of the Battle in a short paragraph, giving pointers (as per Powerpoint) as to what needs to be included in the writing.</p> | <p>Pupils to sort cards into chronological order (or as they believe things happened). As a class, we will discuss the events at go through the correct order of the cards.</p> <p>Glue into books once discussed as a class</p> <p>View images of the Bayeux Tapestry and read the translated script. Ask for Students interpretation of how they believed Harold was killed.</p> <p>Questioning of students in relation to validity of source – do they think it is true? (questions as opposite).</p> <p>Students to summarise the events of the Battle of Hastings via paragraph. Pointers supplied for students to know what to</p> | Card Sort<br>Glue                                       |



In your books, write a short paragraph about the Battle of Hastings.

The paragraph must include:

- The names of the TWO contenders in the battle.
- The location of the battle.
- The positioning of the armies.
- The trick played by William's army.
- How Harold died
- The name of the winner



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This lesson was presented a very weak, Year 7 mixed ability class.

The literacy element was introduced by way of an extended writing tasks. Students had first had to sort cards into the correct order of events and then once we had discussed the card sort as a class, students were asked to write a short paragraph as a summary of the events.

This was used as a tool to cement the learning and for the students to put the captions from a sequence into a paragraph that they could understand.

A number of this class are often taken from this lesson to attend additional literacy lessons so there is an additional emphasis on focusing on literacy within the history lessons.

As this was one of my first lessons with this class, I was not clear on their levels of literacy, other than they were weak. If I carried out a similar task to this in the future, I would ensure that writing frames or sentence starters were also provided.

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

30 December 2019 15:34

# • Direct Teaching

08 December 2019 19:36

## Year 9: Depression, War and Recovery

### **Direct Teaching:**

This lesson is from the beginning of a series of lessons aimed at a Year 9 mixed ability class.

School B has recently introduced a 3 year GCSE, where students begin the GCSE course in Year 9, as opposed to the traditional start in Year 10.

The lessons for this Year 9 class have had to be adapted from those traditionally taught in Year 10 as the Year 9 classes have not studied the First World War, as previous years would have done in Year 9.

The exam specification for this module of work does not include the Treaty of Versailles, but as a school it was agreed that the students should have a basic understanding of the terms of the Treaty of Versailles to enable them to understand Hitler's foreign policy and the reasons behind World War Two.

Direct teaching was required here as there was a lot of information that needed to be discussed in a short space of time. It would be possible to do an endless series of lessons on the consequences of the Treaty of Versailles, but as the information is not required for the module direct teaching allowed me to give an outline of the context of the period the students are required to study.

| <b>Time</b>                                            | <b>Activities/Methodology/Key Concepts</b><br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Pupil Tasks</b><br>(Pupils' role –including differentiation, engagement in formative assessment and homework) | <b>Resources</b><br>(Including Health and Safety requirement) |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Opening phase</b><br>(with links to prior learning) | <p>Students to be welcomed into class with the 'bore da' greeting after lining up at the door. They will be asked to remove their coats, get their books out and put their bags under the tables. They will then be asked to take their seats.</p> <p>Students will be reminded of the One Voice principle and the expectation that they are to raise their hand should they wish to answer a question or address the teacher.</p> <p>Context Setting –</p> <p>When did the First World War end? What was signed? Was this the Peace Treaty? No, explain Treaty</p> | <p>Students to write the date in their books</p>                                                                 |                                                               |

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|                          | <p>of Versailles and its implications on Germany.</p> <p>Students will be given a description of the Treaty of Versailles.</p> <p>As a class we will discuss the Treaty of Versailles and the terms imposed on Germany (using the LAMB acronym).</p> <p>Students will then be questioned as to how they think the terms imposed would make the German people feel?</p> <p>What do they think the leader of Germany would want to do and how would they gain support?</p>                                                                                                                                          | <p>and the title:<br/>The Coming of War<br/>With the subheading:<br/><br/>The Threat from Germany</p> <p>Students will be questioned as per those opposite. This will be used to judge the level of knowledge around this topic.</p> <p>Students to write information regarding ToV in their book (as per the Powerpoint presentation)</p> <p>Students to copy down the LAMB acronym in their books and give the definitions of each.</p> |  |
| Teaching & Core Learning | <p>Students will Hitler's foreign policy aims<br/>And the methods he chose to use to try and reverse the ToV.</p> <p>*To rearm Germany and recover lost territories<br/>To create a greater Germany by uniting all German people under his control</p> <p>To create living space by expanding east</p> <p>To destroy communism</p> <p>As a class we will go through each slide and discuss how Hitler succeeded in meeting his goals:</p> <p>1. In 1933, Hitler withdrew from the disarmament conference and left the League of Nations as he did not want to have to stick to the rules that members had to.</p> | <p>Students will list Hitler's foreign policy aims in their books.</p> <p>As a class we will go through each slide and discuss how Hitler succeeded in meeting his goals.</p> <p>The students will</p>                                                                                                                                                                                                                                    |  |

The Anglo- German naval agreement allowed Germany to increase its navy to 35% of the British Navy. Were the other countries happy with this? Was Britain? Was this seen as aggressive?

write Hitlers Foreign Policy Aims in their books.

2. To create a 'greater Germany' by uniting all German speaking people under his control.

#### *The Saar Plebsicite*

As part of the Treaty of Versailles which gave the **Saar** to the League of Nations, it stated that there should be a vote or **plebiscite** to decide who should rule the **Saar** in the future. In 1935, the **Saar** region voted 90% in favour of returning to Germany.

Britain did nothing. They saw it as non aggressive  
They followed a policy of appeasement

3. To expand in the East to increase **Lebensraum** – Anschluss with Austria (which was forbidden under the ToV)

Britain did nothing. They saw it as non aggressive. They followed a policy of appeasement.

Sudetenland – an area previously under German control, where millions of German people lived, had been given to Czechoslovakia as part of the ToV, which bordered Austria and Germany.  
Hitler wanted it back under German control.  
Britain got involved (as well as France and Italy) and agreed that Germany could have the Sudetenland back (This was called the Munich Agreement – Czechoslovakia were not invited!)  
Chamberlain was becoming wary of Hitlers growing demands and made an agreement that Germany and Britain would never go to war.

4. To kill communism. The whole notion of communism was against the beliefs of Hitler.

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                             |  |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--|
|                | <p>However, Russia and Italy were ruled by powerful communist leaders, Stalin and Mussolini. Stalin was concerned about France and Britain following this policy of appeasement and felt that they could not be relied upon to form a barrier between Germany and Russia should it be required. Russia decided a deal with Germany would be the better option and out of nowhere, the Nazi-Soviet Pact was created.</p> <p>Then came further invasions of Czechoslovakia and then finally Poland.</p> |                                                             |  |
| <b>Plenary</b> | <p>Students will be given the steps to war diagram and will need to fill it in with the information provided in the lesson in relation to the events that happened during the lesson.</p>                                                                                                                                                                                                                                                                                                             | <p>Students to complete steps to war and stick in book.</p> |  |

From <[https://uowtsd-my.sharepoint.com/personal/1900100\\_student\\_uwtsd\\_ac\\_uk/Documents/Cerianne%20Scully%20-PTE1/Section%203%20-%20Planning/Teaching%20Week%203%2018.11-22.11/Year%209/9D/22.11.19/The%20Coming%20of%20War%20Lesson%20Plan%209D.docx](https://uowtsd-my.sharepoint.com/personal/1900100_student_uwtsd_ac_uk/Documents/Cerianne%20Scully%20-PTE1/Section%203%20-%20Planning/Teaching%20Week%203%2018.11-22.11/Year%209/9D/22.11.19/The%20Coming%20of%20War%20Lesson%20Plan%209D.docx)>

# Student Led Learning

16 December 2019

22:25

| <b>Activities/Methodology/Key Concepts</b><br>(Teacher's Role – including key teaching points, differentiation strategies and key questions)                                                                                                                                                                                                                                                    | <b>Pupil Tasks</b><br>(Pupils' role –including differentiation, engagement in formative assessment and                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students to line up outside door and enter the lesson in silence.</p> <p>They are to take their coats off,take their books and pencil case out of their bags and place their bags under</p> <p>Students will be asked to take their seats and will be reminded of the principles of the Bryntirion Way – One Voice in the classroom, hands up to</p> <p>Recap of the growing threat from</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Introduction given to some of the steps taken by Britain to prepare for</p> <p>Explanation of the phoney war.</p> <p>Students will be provided with a chrome books and directed to bbc bitesize to find information on the</p> <p>Wardens and Shelter<br/>Radar<br/>Barrage Balloons and Anti Aircraft<br/>Conscriptions and reserved<br/>The armed forces<br/>Home guard</p>                | <p>Students will be asked to write the date and title:<br/>Preparations for War</p> <p>The students will be asked to write subheadings for each of the preparations provided – they will need to explain what they are and how they</p> <p>Students will be provided with a chrome books and directed to bbc bitesize to find information on the</p> <p>Wardens and Shelter<br/>Radar<br/>Barrage Balloons and Anti Aircraft guns<br/>Conscriptions and reserved<br/>The armed forces<br/>Home guard</p> |

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From <[https://uowtsd-my.sharepoint.com/personal/1900100\\_student\\_uwtsd\\_ac\\_uk/Documents/Cerianne%20Scully%20PTE1/Section%203%20-%20Planning/Teaching%20Week%205%2002.12-06.12/9D%2006.12/The%20Threat%20from%20Germany%20-%20Lesson%202.docx](https://uowtsd-my.sharepoint.com/personal/1900100_student_uwtsd_ac_uk/Documents/Cerianne%20Scully%20PTE1/Section%203%20-%20Planning/Teaching%20Week%205%2002.12-06.12/9D%2006.12/The%20Threat%20from%20Germany%20-%20Lesson%202.docx)>

### **Student Led Learning:**

The lesson plan above was presented to a mixed ability Year 9 mixed ability class who had endured a number of lessons consisting of mainly direct teaching due to the nature of the topic being taught and the context that needed to be addressed.

Due to the overload of the students hearing my voice, plus the relationship I have with the class to know that I could trust them to carry out this task, I carried out a complete lesson with the students researching on chrome books. Students were handed chrome books and given titles to research in relation to Britain's preparations for war.

They were instructed to write an A5 size amount on each heading using information found on the BBC Bitesize website.

The work the students created was fantastic and they appeared genuinely interested in researching the topics.

The students appeared to really enjoy this lesson and actively sought confirmation and discussions from their peers in relation to their findings. I am also aware that this approach will not work for all classes.

# Group Work

16 December 2019 22:26

This task was presented on the first lesson I taught a Year 7, middle set class. The students had already explored the Battle of Stamford Bridge and the issue of the Contenders to the Throne in 1066. I had been given the opportunity to observe this class before teaching them and it appeared that there was a large ability range within the class.

This task was presented to them blind. They were not given any information in relation to the Battle of Hastings. The students were put into groups of 3, randomly selected by me. I wanted to discover how much sense they could make out of the cards without any prior knowledge, with the expectation that the more advanced students would be able to identify quite easily what order the events occurred. I also wanted to establish which students would be able to engage in discussions with peers and which students just sat back and took instructions from others.

The task worked well and also meant that the students had to actually read and understand the information made available to them in order to sort chronologically.

## CARD SORT TIME

- **Open the envelopes in front of you and pull out the cards.**
- **You have 10 minutes to read the cards and sort them into order.**
- **DO NOT stick them into your books until we have been through them together.**

William landed at Pevensey on 28 September, built a castle and raided the surrounding area.

Harold II marched quickly south from Stamford Bridge. He left many of his foot soldiers behind and exhausted the others.

The two sides met at Senlac Hill, near Hastings.

Harold II's army were at the top of Senlac Hill. They formed a [shield wall](#) to protect themselves. The Norman knights could not charge uphill and could not break through the shield wall.

With the shield wall broken, William's Army turned and slaughtered the inexperienced and unprepared soldiers

Some of the Norman soldiers began to flee because they thought William had been killed. William took off his helmet to show them he was still alive.

The Normans then played a trick on Harold and pretended to run away. The inexperienced soldiers (Fyrd) chased them.

Harold was killed in battle. There are many reports that he was shot in the eye with an arrow, but there are theories he was actually killed by a swordsman.

The Bayeux Tapestry apparently tells the story of William's victory.

# Critical Reflection

With ESTYN putting an emphasis on improving the quality of teaching through continued professional learning, the ability to continuously reflect and learn throughout a teaching career is a skill that will be essential to grasp early on in my teaching career. Referring to the continued professional development at a South Wales Comprehensive School, ESTYN comments that this positive attitude to personal development can lead to 'inspiring and engaging learning opportunities' and they have linked that with the increase in pupil attainment (Estyn, April 2019).

This continued ability and willingness to learn to improve effective teaching and learning is a key factor in the responsibility of a teacher of any subject or age. Donaldson (2015) identifies 12 pedagogical principles that he views as essential for effective teaching and learning. Donaldson believes that for the new Curriculum for Wales to be effective, teachers need to understand the theoretical and practical knowledge of their methods as well as combining this knowledge with their own judgment about promoting learning (Donaldson, 2015, Husbands, 2010).

However, Coe et al (2014) note that there is a lot of discussion about how effective teaching and learning is defined, as a results-based measure cannot always be seen as equal due to a number of external factors. A GCSE 'C' grade for one pupil may be an amazing culmination of years of work, whereas for others it may be seen as a poor grade. Although Machin & Murphy (2011) state that a very effective teacher in a class, as opposed to an average teacher, can raise students attainment.

Muijs (2010) claims that there is no single pedagogical principle that is superior to others, rather, as Stronge et al (2007) suggests, selecting the relevant pedagogy for the correct purpose, along with the teachers ability to use this pedagogy in the correct way is what enhances effective teaching and learning.

The three main pedagogies from the twelve outlined in the Donaldson (2010) report that I have focused on for my research are:

- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them, and
- Good teaching and learning means employing a blend of approaches including direct teaching.

Clarke (2008) claims that one of the main pedagogical principles linked with increasing pupil attainment is Assessment for Learning (AFL). The Welsh Assembly Government studied AFL in classrooms and they observed the outcome of improved attainment, along with other positive outcomes such as the ability of learners to transfer generic skills across the curriculum (Welsh Assembly Government, 2010).

Black and Wiliam (1998) highlight their findings that in classrooms where assessment for learning (or formative assessment as it is also known) is used, learning gains improve significantly.

Whilst AFL in its entirety is a massively broad area, the specific strand of ALF that I have investigated and implemented in my lessons is questioning. This has been implemented in several different ways, as shown in my examples. I have used questioning at the beginning of lessons and used the answers provided to gauge an understanding of the class knowledge level and to ensure that the information presented in the prior class/classes has been retained.

Ko et al (2013) states that the effective and skilful use of questions capture the attention of and challenge learners whilst also consolidating understanding. Ko et al claim that this is as important a feature as any in the effective use of Assessment for Learning.

However, Wiliam (2018), a vivid supporter of AFL techniques, believes that teachers are somewhat lacking in their ability to discover where pupils currently are in their learning and that this is an area that all teachers need to improve. Wiliam (2018) states

that this understanding of student's level of prior learning is an essential process in AFL and indeed in any classroom, as this should then be used to structure lessons going forward, highlighting the point that teaching should be adaptive to student's needs. The techniques suggested by William can be seen by viewing the questions at the end of the lesson in the examples provided, as the answers to these questions also played a part in shaping future lessons as I was able to identify any misconceptions and plan the next lesson accordingly. The questions asked via the use of the mind map also allowed me to understand the level of information retained from previous lessons in order to shape how much depth I needed to go into for the remainder of the lesson. However, the type of questioning was different to the closed questioning asked at the end of the other example provided, as the question asked 'what do you remember about the events leading up to the Battle of Hastings' allowed a vast array of answers and each answer would be personal to the person providing it.

Black (2007) also promotes the importance of questioning skills and anticipating student answers. Black states that by considering questions prior to lessons and thinking about possible answers, teachers could then pose additional questions in response to promote thinking and discussions within the classroom environment. Black (2007) and Clarke (2008) claim that focusing on what information is given in an answer rather than just accepting (or dismissing) an answer and proceeding to carry on with the lesson allowed opportunities for further discussions which could encourage deeper thinking. Clarke (2008) also suggests that the way in which a teacher responds to the answer given by a student has a significant impact on student confidence.

With my strategic questioning example, not all students in the class would have been able to write answers in a book due to their complex and varied educational needs, however by using oral questioning during a role play activity, all students were able to be involved and their levels of understanding were assessed as the lesson progressed. The answers given were not always entirely correct, but hints were given when slightly incorrect answers were given to allow the students another opportunity to answer the question and carrying out the actions for that part of the battle. This strategy was aiming to promote fun in learning and through role play the students had a positive experience in answering questions. The belief is that this will lead to an increase in their confidence in answering questions in the long term, as suggested by Clarke (2008).

One technique that I could use to improve the use of questioning in classrooms, whilst also encouraging student involvement, is to increase the 'wait time' when asking questions. In a study conducted by Rowe (1974), it was discovered that increasing the wait time between asking the question and asking for an answer actually had a number of significant positive impacts. The study found that when wait time was increased, the answers that students provided were longer and more in depth, students appeared more confident in answering and the number of students failing to respond fell. However, this appears to be mainly effective and appropriate when asking open questions to discover students understanding of a topic, as often closed questioning would not require these longer style answers.

Black et al (2003) also support the notion that the increase in waiting time improves participation within classes. However, they also provide examples of how to illicit these longer, more in depth answers from the quieter students. Black et al (2003) suggest a short brainstorming session within small groups of two or three students once a question has been asked will often lead to a more comprehensive answer as they have had time to voice their opinion to their peers and provide a more considered answer. This is a technique that I believe would work well with the lower ability classes that I teach, as they are often wary of answering questions in front of the class for fear of looking silly in front of their classmates.

Clarke (2008) however states that the effects giving students thinking time, working in pairs and eliminating the hands up approach are limited if the type of questioning used is not sufficient. For example, the closed questions that I asked at the end of the lesson in my example allowed only limited right or wrong answers and therefore, working in brainstorming groups to answer this type of question would be worthless. To use questioning strategies to their greatest effect, I will need to pre plan questions and the techniques I will use to get the answers from the students and increase their

confidence in offering answers in the classroom setting

The increase in confidence in student's willingness to answer questions could be viewed as an example of the transferable skills noted in the Welsh Assembly report of 2010, providing students with an increased level of participation across the board and in a variety of subjects. This increase of students' confidence and participation could be a positive impact of the new Curriculum for Wales and the cross curricular responsibilities it promotes; numeracy, literacy and digital competency. The aim of the cross curricular responsibilities is to promote the basic and necessary skills in all subjects in order to equip students with the skills required to successfully participate in the modern world inside and outside of the school setting (HWB, April 2019). However, the notion of cross-curricular responsibilities is not a new educational idea. In as far back as 1902, Dewey highlighted the benefits of a cross-curricular approach, noting that creating boundaries and opposition between subjects was futile.

Within my placement school, the cross-curricular responsibilities have been shared across the subject areas, with my subject department being allocated the literacy and digital competency elements. History, which is my subject, is a very literacy heavy topic in any event and bringing in the further literacy elements has not proven to be very difficult. The Historical Association (2019) even states that *'history provides the perfect vehicle for teaching literacy.'*

The examples I have provided as evidence for the cross-curricular literacy elements are not tokenistic add ons within the lesson, they are actually used to enhance empathy and develop students understanding of the topic whilst also using literacy elements i.e. the use of adjectives and extended writing to cement further learning of the topic in question. Rowley and Cooper (2009) promote this approach to integrating the literacy framework to create a coherent context which assists the lesson rather than make it feel 'forced,' which can often happen when the cross curricular elements are included in lessons without any thought to how the lesson will enhance learning of these skills.

The same concept of a coherent context can be applied to the implementation of elements of the Digital Competency Framework (DCF) into lessons. The aim of the DCF is to promote the development of digital skills in lessons which will be easily transferable into real world employment (GWE).

In the current climate where digital competency is expected by most employers, the new Curriculum for Wales has classed digital competence as important as literacy and numeracy and has combined the three competencies into the cross-curricular responsibilities of all teachers, not just those of maths, English and ICT teachers. Therefore, all teachers have a responsibility to integrate these digital skills into lessons, along side those skills taught in ICT rather than in place of the skills taught in ICT. Donaldson (2015) stated digital competence 'increasingly fundamental to learning and life,' a belief that appears to be commonly accepted in academic circles as indicated by the dominant position the DCF takes in the proposed new Curriculum.

The example of the DCF shown in my lesson was a basic lesson to gauge the level of digital competency within my class and also, as an alternative method of teaching this particular class as they had endured a spell of directly taught lessons due to the nature of the topic. However, future lessons could be adapted to further suit skills that are being taught in ICT to enhance the learning in the school environment and reduce the barriers between the subjects.

For cross curricular responsibilities to be implemented to the full affect, there needs to be a whole school approach where all departments play their part in fulfilling these responsibilities. In my PTE1 placement, the school has implemented such an approach. They have identified subject areas in which the three responsibilities will 'fit' better and shared the responsibilities accordingly i.e. numeracy is difficult to input into a History lesson in any meaningful context other than for basic maths. However, subjects like Geography and Science are able to include numeracy in their lessons quite easily in a way that will enhance the learning of both subjects. This is something that will need to be taken into account when planning my future lessons; there are always these responsibilities, but they do not need to take the place of the subject being taught, they just need to be included, where possible, to aid the learning and

understanding of an area of work, such as the empathy lesson using adjectives in my examples.

The chrome book lesson included in my examples was a student led learning lesson, where students were given subheadings and asked to research themselves. The aim was to give the students a small reprieve from a continuous cycle of direct teaching that they had encountered during several previous lessons and allow the students to play an active part in the learning. However, this lesson also allowed students to take control of their learning whilst I acted simply as a facilitator (Iverson et al, 2015). The students were also able to use the chrome books to carry out the research, which enabled me to introduce the DCF element to my lessons. The students also appear to be very keen to use the chrome books for educational purposes as opposed to the traditional textbooks.

This approach is often referred to as active learning and classed as a constructivist approach to learning, as per the work of Piaget (1954) and Vygotsky (1978) and is in direct contrast to the direct teaching approach referred to earlier in this section. Russell (1926) made a point that is still completely relevant today, stating that wherever possible, students needed to be active in the learning process rather than passive observers in order to make education enjoyable '*rather than a torment.*'

Direct teaching had been used on purpose in this instance to transmit a large amount of information to a Year 9 class. The topic was the Coming of War and the students had not previously learned, nor did the specification require them to learn, about the Treaty of Versailles. However, it appeared essential that the students needed to understand the context of the threat from Germany and the events that led to World War Two. To use any other method of teaching other than direct instruction/teaching would have taken a greater period of time which in a content heavy subject, time is very precious.

Christodoulou (2014) states that '*teacher led instruction is one of the most effective teaching methods*' (p.39), supporting her claim by viewing the work Hattie (2009), in which direct instruction was proven as one of the most effective forms of teaching in his study. As the information I needed to pass to the students was, I believed, fundamental to their understanding of the unit of study, direct teaching was the most effective way of transmitting this information.

However, direct teaching, or direct instruction as it is also referred, is often criticised as being incredibly boring for students and in turn, the enjoyment of learning is removed, with direct methods viewed as '*passive and dehumanising*' (Christodoulou, 2014, p.27). Cunnane (2011) states that high levels of teacher led instruction, or direct teaching, led to a third of university students being unable to work independently.

Although as a student teacher, I have had the opportunity to attempt a wide range of approaches in the classroom to ensure that there is an equal blend of approaches so not to expose students to one approach to teaching. This is something that I have to aim to remember for years to come and possibly experiment further with in PTE2, with the possibility of blending these approaches in single lessons.

One of the most successful approaches that I have encountered in low ability classes has been group work, where students appear to be more at ease discussing their ideas in small groups of peers rather than in front of the whole class and teacher. This concept appears to be endorsed by Johnson and Smith (2014) where their study found that students involved in group work retained more information and used higher order problem solving skills than those working alone. This again could be linked to student's confidence to share information in smaller, informal settings as opposed to the traditional 'hands up in front of the class to answer or ask a question' method.

This method has also proven to be effective when students of mixed abilities are grouped as the higher ability student needs to be able to explain and justify their reasoning to their peers, therefore reinforcing their learning and aiding the learning of the lesser ability student (Watkins et al, 2007).

Watkins et al (2007) also suggest that many studies have shown that when learners work in groups and explain their rationale to other learners, then the learning is '*richer*

*and deeper.'*

With the four purposes of the new Curriculum for Wales promoting ambitious, capable learners, creative contributors who will play a full part in life and work and encouraging confident contributors (Donaldson 2015), the promotion of group work to increase self esteem and confidence in the less able students appears to aid these goals. A next step for my progress in this pedagogy is to effectively recognise what needs to be achieved in each lesson and identify the most suitable approach to achieve that goal.

Throughout the analysis of the approaches I have used so far on PTE1, I have identified that all approaches to teaching can be effective as long as they are used for the right reasons and in the correct context. I have also identified that lessons that I believed were a great success have room for improvement to enable effective learning for the students in my classes. I need to reflect on lessons continuously and not be adverse to altering them and attempting approaches that may not come naturally to me in order to enhance the students experience and learning, such as the cross curricular responsibilities. I also believe that I need to discuss units of work with the relevant subject mentors in order to introduce elements in my lessons that will complement and reinforce learning across the cross-curricular responsibilities, rather than just pick sections of the subjects that work well with what I am aiming to teach in my own subject.

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08 December 2019 19:38

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