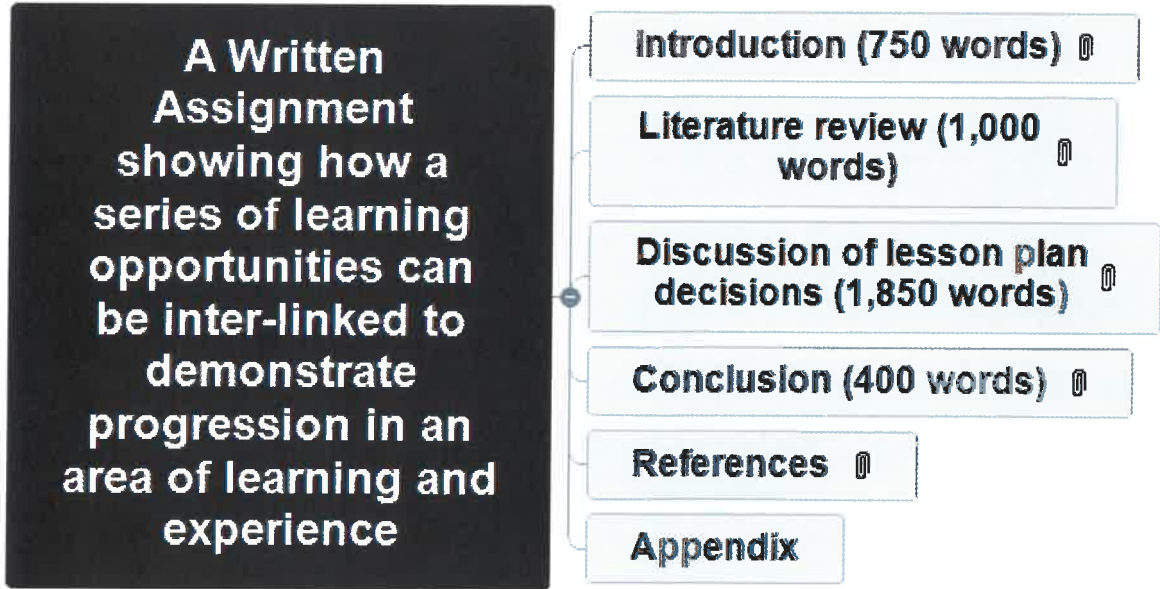


## APPENDIX GA36b

### LEVEL 5 ASSESSMENT SPECIFICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|
| <b>Student name:</b>                   | <b>Rebecca Newton</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Student ID number:</b>                                       | <b>1806945</b> |
| <b>Programme:</b>                      | <b>BA(Ed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                |
| <b>Module:</b>                         | <b>Leading the learning: what, how and why am I teaching?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                |
| <b>Module code:</b>                    | <b>ECAD5008</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Contribution to Overall Module Assessment (%):</b>           | <b>100%</b>    |
| <b>Lecturer:</b>                       | <b>Angella Cooze</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Internal Verifier:</b>                                       |                |
| <b>Assignment Title:</b>               | A written assignment showing how a series of learning opportunities can be inter-linked to demonstrate progression in an area of learning and experience. (4000 words)                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Word count (or equivalent):</b>                              | <b>4,000</b>   |
| <b>Submission deadline:</b>            | <b>30<sup>th</sup> October 2019 (deadline 23:59)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Return date of provisional marks &amp; written feedback:</b> |                |
| <b>Submission method:</b>              | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.</p> |                                                                 |                |
| <b>Academic honesty / referencing:</b> | Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.                                                                                                                                                                                                                                                                                                     |                                                                 |                |

# A WRITTEN ASSIGNMENT SHOWING HOW A SERIES OF LEARNING OPPORTUNITIES CAN BE INTER-LINKED TO DEMONSTRATE PROGRESSION IN AN AREA OF LEARNING AND EXPERIENCE



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## 1 INTRODUCTION

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The central theme of this assignment will focus on Assessment for Learning (AfL) which will concentrate on learning progression throughout a series of learning opportunities (3 lesson plans) presented within the Appendix of this assignment. The method of interlinking looks at joining two things, in this case joining two learning opportunities and helping pupils to develop their skills within these interlinking learning opportunities. Creating learning opportunities for pupils to further develop skills in different AoLE's allows them to experience different methods of teaching from the class teacher. These lessons will be aimed at year 6 pupils who are between the ages of 10 and 11; this class will be of mixed ability, with 10% of the class having learning differences which will need to be accounted for within the lesson plans. For the lesson plans, three out of the Six Areas of Learning and Experience (AoLE) recommended by Professor Graham Donaldson have been chosen. The Six AoLEs include Expressive Arts, Health & Well-Being, Humanities, Languages, Literacy & Communication, Mathematics & Numeracy and Science & Technology (Donaldson, 2015). From these six, three had to be selected, namely Humanities, Expressive Arts and Language, Literacy and Communication. Each of these AoLEs provide different benefits for pupil learning. For example, Expressive Arts involves a range of media such as music, film, dance, art and digital media all of which are used within teaching in order to guide pupils into becoming creative individuals and provide them with the motivation needed to encourage self-confidence and determination. Furthermore, within the draft curriculum for Expressive Arts.

The Expressive Arts Area of Learning and Experience will also foster creativity and critical thinking skills which will aid learners' capacity to question, make connections, innovate, solve problems, communicate, collaborate and reflect critically. These are higher-order skills in demand by employers and essential for learners to become active twenty-first century citizens.

(Welsh Assembly Government, 2019a, p. 3).

Furthermore, when teaching aspects of Humanities, it is important to distinguish which aspect within Humanities is being taught as it encompasses a wide range of topics

such as History, Geography, Religious Education and Social and Business Studies. Humanities can engage pupils in learning about their heritage and culture but allow them to also learn about other cultures from around the world. The Draft Curriculum relating to Humanities states that:

...learners will enquire and investigate; evaluate diverse views of the world and form their own interpretations; engage with issues including sustainability and social change; and be invited to take social action in response to their learning.

(Welsh Assembly Government, 2019b, p. 3).

The Language, Literacy and Communication AoLE supports learners as they learn languages such as English and Welsh, providing them with the skills needed to communicate in their homes and everyday lives. Along with learning languages, pupils will also engage with literature that can further support their learning within this AoLE. Also, with the draft curriculum for language, literacy and communication, pupils

... will be encouraged to transfer what they have learned about how languages work in, for example, Welsh and English to learning and using international languages. This multilingual approach will ignite learners' enthusiasm and provide them with a firm foundation for a lifelong interest in learning subsequent languages and in literature from Wales and the world.

(Welsh Assembly Government, 2019c, p. 3).

The three lessons based on the AoLE's will follow on as part of a sequence of lessons based on the theme of Ancient Greece. The previous lesson within this topic focused on the religious views of the people of Ancient Greece including looking at what religion the people of Ancient Greece practiced and studying the religious buildings, such as temples, which were dedicated to Gods and Goddesses. The three lessons which are the focus of this assignment will follow on from this lesson and will link together with each of them making clear links to the last learning experience, which enforces cross-curricular responsibilities. According to the Welsh Assembly Government (2019d, p. 4) the cross-curricular responsibilities involve the inclusion of the Literacy and

Numeracy Framework along with the Digital Competency Framework. These cross-curricular responsibilities must be included throughout a pupil's learning and be integrated with each AoLE wherever and however possible in order to further a pupil's understanding and provide them with the most effective and engaging education throughout their time in primary school and beyond.

## 2 LITERATURE REVIEW

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"Assessment for learning (AfL) is an approach, integrated into teaching and learning, which creates feedback for students and teachers in order to improve learning and guide their next steps." (Cambridge Assessment International Education, 2019, p. 1). On the other hand, Chris Kyriacou (2009, p.98) agrees with the views of Black (2003, cited in Kyriacou, 2009, p. 98) that the methods used by pupils and teachers, such as assessment activities, enable them to gain a coherent awareness with reference to the learning that has taken place and from what source can their future learning successfully advance. There are many different Assessment for Learning Strategies that has the ability to be implemented within a lesson to monitor a pupil's progression within specific subjects. Within this section only a select few of those AfL strategies will be discussed in detail as they are the most influential throughout all the lesson plans. "Basketball not ping-pong" (Welsh Assembly Government, 2010, p. 42) is one of many AfL strategies used to monitor pupil's progression. According to Dylan William, this AFL strategy involves the teacher moving away from the standard way of questioning; question, answer and evaluation, instead implementing basketball questioning which suggests posing a question to the pupils, pausing to allow thinking time, pounce on one pupil for an answer and the bounce that answer on to another pupils to evaluate the answer given. (Solution Tree, 2019).

Furthermore, another AfL Strategy included within the lessons will be "KWL/KWLH grids" (Welsh Assembly Government, 2010, p. 57). According to Al-Shaye (2002, cited in Alshatti, Watters, and Kidman, 2012) K-W-L was specifically designed to enable students to identify and activate their own prior knowledge, set their own learning goals, and have the ability to identify the new knowledge learned. According to Gardner (2012) prior knowledge is considered to be an influential factor when considering a pupil's capability to acquire new knowledge. Knowledge construction

puts emphasis on the process of understanding, eradicating their misunderstanding and putting priority on their problem solving skills. By allowing pupils to create their own learning goals for the task gives them the opportunity to have an independent outlook on the way that they learn, when pupils are given the opportunity to evaluate their own learning methods and monitor their own progression it enables them to work towards achieving their learning goals. (Victoria State Government, 2018). A way in which a pupils can identify new knowledge they have learned is to apply that knowledge in an authentic context which can show what they have learned using a method given by the teacher, whether that be through a diagram, an essay, a reading, a news article or a collection. (Barnes, 2015, p. 253).

In addition to this Peer and Self Assessment is an effective AfL strategy which is used world wide throughout education. "Peer and self-assessment, where students assess each other and themselves, can encourage students to take greater responsibility for the purpose of their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers." (University of Reading, 2019). Peer and Self Assessment has the ability to be used in a variety of ways, with each each aspect of peer and self assessment giving educational benefits to the pupils. Self assessment allows pupils to look at their own work and evaluate what they have achieved, what they have learned and what they think they could improve upon. Once the pupils have self assessed their own work they must then give it to another pupil for them to peer assess the work. The peer assessor must indicate what they like about the pupils work and what could be improved about the work. By getting peers to assess others work it gives pupils the encouragement to do their best.

Following on from this the AfL strategy "No hands up" is a strategy I believe is very beneficial within a classroom.

"Research has found only 30% of the class will actually put their hands up consistently (these tend to be the more confident, extravert personality, students who know the answer). When you introduce "no hands up" every pupil in a class knows that they may have to provide a comment or answer and not just the eager beavers who are always first up with the hands."

(Reducing Anxiety and Increasing Participation with a NO HANDS UP Rule, 2019).

Using no hands up has the ability encourage pupils to talk and according to Vygotsky (1989) and Bartlett (2001) cited in Aubrey and Riley (2019, p. 59), the no hands up method means that all the pupils must provide an answer and giving them the opportunity to all speak, allows them to express their interpretation and understanding. It also gives the pupils the opportunity to inform the teacher that they don't fully understand the topic or question being asked.

Exemplars will be a strong aspect of AfL used throughout all the lesson plans. Using exemplars allows for pupils to see how they should be setting out their work, it also gives them a chance to see what a good example of work looks like. Exemplar work can be linked to Skinner's behavioural theory, specifically the positive reinforcement aspect of the theory. "Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding." (McLeod, 2018). Exemplar work can be seen as a positive reinforcement as it gives pupils support when completing their work during class. Skinner used rats to study positive reinforcement by placing a rat in his Skinner Box, which contained a lever. As the rat moved in the box, it would knock the lever by accident when this was done a small pellet of food would be dropped into the box. After a while the rat had learned to go straight to the lever in order to get food. (McLeod, 2018). This is how Skinner developed his theory on positive reinforcement.

De Bono's Six Thinking Hats will also be a valuable AfL strategy within the lesson plans. the Six Hats are all different colours, and all represent something different. The hats "represent artificial distinctions in common patterns of thought, helping you and others involved in the process to adopt different ways of thinking." (De Bono, 2009, p. 2). The colours of the hats and what they represent are as follows: White - Information/Data needed, Black - Negatives/Risks, Red - Emotions, Blue - Managing the thinking Process, Green - Ideas and Yellow - Positives/Benefits. Using the hats within lessons can guide pupils throughout the tasks given and keep them on track and ensure they don't go off track and keep the same level of thinking throughout.

All AfL strategies can be implemented through formative assessment and summative

assessment. According to The Glossary of Education Reform (2014a) Formative assessment discusses an extensive variation of techniques all teachers use to direct in-process assessments of pupil's knowledge, learning needs, and educational development throughout the duration of lessons, component, or course. Formative assessment assists teachers recognise concepts that pupils are finding difficult to come to terms with, skills they are having trouble obtaining, or educational values they are yet to succeed in so alterations will be implemented within lessons, pedagogical methods, and educational provision. Formative Assessment links closely to educational theorists such as Bruner and Vygotsky. Vygotsky's constructivist learning theory links to formative assessment "Students are seen to develop knowledge and understanding in a domain over time, not only as individuals but in an interactive social context, guided by others with greater expertise." (Tharp & Gallimore, 1991; Vygotsky, 1978; Wenger, 1998 cited in Trumbull and Lash, 2013).

"Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year." (The Glossary of Education Reform, 2014b). Summative assessment looks at standardised testing in schools and has the capability to "inform us about what children have learnt, what they may be finding difficult and how we need to adjust our teaching to maximise their learning. Therefore, to be genuinely worthwhile, it is helpful to children if summative assessments are also interpreted formatively before moving on." (Dabell, 2018).

### **3 DISCUSSION OF LESSON PLAN DECISIONS**

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In this section of the assignment I will be discussing my three lesson plans, which can be found in the appendix. I chose a theme to base my lesson on which focuses on Ancient Greece. earlier on in this assignment I mentioned that the three lesson plans will follow on from a Humanities - Religious Education lesson on the religious view and buildings of Ancient Greece, within this lesson the pupils will have been research the religious buildings and views around at that time and comparing them to the religious views and buildings of their community in this day and age. This lesson has clear links to on of Donaldson's four purposes, "Ethical, informed citizens who are ready to be

citizens of Wales and the world." (Donaldson, 2015). There will also be a list of risks in the lesson plans that can possibly occur during the lesson, with details how to avoid them, such as, ensure that all wires are safely out of the way, all chairs and table are far enough apart to ensure no pupil trips etc.

The AoLE I have chosen for the lesson that follows on from the Humanities - Religious Education is also Humanities, however it focus on the historical side of Humanities. This AoLE was chosen to further the pupils understanding of Ancient Greece, within this lesson the pupils will be looking at the different Gods, Goddesses, Myths and Legends of Ancient Greece which will be linked to one of Donaldson's four purposes which enable to make pupils "Ambitious, capable learners who are ready to learn throughout their lives." (Donaldson, 2015). The Learning Objective for this lesson is to successfully create a fact file for their chosen topic which they must research for independently. The aspect of Humanities I will be implementing into this lesson is "Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves." (Welsh Assembly Government, 2019b). Within this I expect the pupils to improve their Literacy and Numeracy Framework skill of improving their scanning for information skills and understanding while developing their Digital Competency Framework skills through research whilst using digital technology. The Learning objective I supplied for this lesson is for the pupils to have successfully created a Fact File and researched independently, by the end of this lesson I believe the pupils would have better understanding of fact files and improved their independent researching skills. For this lesson I decided that the pupils would best be suited to work independently for this lesson as the decision to choose either a God, Goddess, Myth or Legend in a group may have cause arguments, by allowing them to work independently and choose the one they want enables for an argument free lesson. The lesson allows for the use of technology which will include iPad, laptops, computers and a non-technology resource - books, these resources were chosen as they will enable the pupils to research the topic in more depth. The pupils will have access to teacher-support throughout the entire lesson in the event that they need sufficient help from the class teacher. In spite of the fact that there are pupils with learning differences within the class there will be no differentiation for the task. This lesson shall link closely to the following lesson on Language, Literacy and Communications.

The second learning episode will follow on from this and will be focusing on the AoLE Language, Literacy and Communication. I chose this AoLE as I wanted to help develop the pupils creativity and imagination through their story writing of their own Greek Myth or Legend. This lesson will be linked to "Enterprising, creative contributors who are ready to play a full part in life and work." (Donaldson, 2015). This purpose connects greatly to the creative aspect I have planned for the lesson. The Learning Objective for this lesson was for the pupils to use their prior knowledge of Ancient Greece, which they learned about in Humanities and their creativity skills in order to create their own Myth or Legends. The aspect of Language, Literacy and Communication I shall implement throughout this lesson is "Literature fires imagination and inspires creativity." (Welsh Assembly Government, 2019c). By implementing this aspect I expect the pupils to significantly improve their literacy skills by imitating literature they have read or been shown, in their own work. LNF shall be implemented throughout this lesson, specifically the literacy side of the framework. "Use varied sentence structures for emphasis and effect." (Welsh Assembly Government, 2019e) and "Use the full range of punctuation accurately to clarify meaning. (Welsh Assembly Government, 2019e). The Learning Objective I supplied for this lesson was for the pupils to write their own Greek Myth or Legend by using their prior knowledge of Ancient Greece in Humanities, by the end of this lesson I expect the pupils to have created their own Greek Myth of Legend and I hope they would have greatly improved on their creative writing during this lesson. For this lesson the pupils were made to work independently to encourage them all to engage in the creative writing, as getting them to work in pairs or groups can mean that some pupils take charge and do not listen to the ideas of the others in their pair or group. By working independently gives all pupils a chance to think and write creatively. During this lesson the pupils can look back at previous learning in order to help them write their Myth or Legend. Although there will be pupils with learning differences again there will be no differentiation for this lesson. This lesson will also link closely to the following lesson on Expressive Arts.

The final Learning episode in this sequence of lessons is focusing on the AoLE Expressive Arts. This AoLE was important continue developing the pupils understanding of Ancient Greece looking closely at the pottery of the era. This lesson

links closely to “Enterprising, creative contributors who are ready to play a full part in life and work.” (Donaldson, 2015) This purpose is same used for Language literacy and communication above, as this Expressive Arts lesson is also to do with the pupils being creative through their work. The Learning Objective for this lesson is for the pupils to be able to produce a design for an Ancient Greek pot (the design must be linked to their creative stories that they wrote in Language, Literacy and Communications. This Expressive Arts lesson will link to “Creative work combines knowledge and skills using the senses, inspiration and imagination.” (Welsh Assembly Government, 2019a) this is one of the aspects taken from the Expressive Arts draft curriculum. However, it also links to this aspect from the draft curriculum. “Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.” (Welsh Assembly Government, 2019a). Within these I expect the pupils to be able to work creatively, but also focus on the importance of learning about different cultures. There will be no DCF included within this lesson. There may be elements of LNF, specifically the oracy section of the literacy side of the framework. “Speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested.” (Welsh Assembly Government, 2019e). This target from the LNF framework links to the plenary section of this lesson where the pupils will be discussing their designs with each other. For this lesson I chose to have the pupils work in pairs, so they can then get experience working creatively with a partner and learn to share the work evenly. Looking back on previous work is essential for this lesson as the pupils will be drawing pictures based on their Ancient Greek Myth or Legend from the previous lesson on their design for their pot. Looking back on previous learning will be vital for this lesson.

#### **4 CONCLUSION (400 WORDS)**

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In conclusion, this assignment focuses on the importance of Assessment for Learning strategies by looking at literature linking to the AfL strategies mentioned in this assignment. The introduction looks at explaining the outline of this assignment and what it will entail. A literature review was required as part of the assignment which investigates in depth some of the Assessment for Learning Strategies including Formative and Summative Assessment. During this section the work of Dylan William,

Welsh Assembly Government, Educational theorist – Vygotsky, etc. The assignment then gives details on the lesson plans which are found in the appendix, this section includes how the Areas of Learning & Experience, Literacy & Numeracy Framework, Digital Competency Framework, the four purposes and the draft curriculum were integrated into the lesson plans. In Conclusion, I believe this assignment looks at Assessment Strategies in enormous detail and provides information in regard to how to encourage pupil development through AfL and their progression through the AoLEs.

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## 6 APPENDIX

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## Lesson Plan Phase 1

### Lesson Plan – Step 1 Cynllun Gwers – Cam 1

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |          |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|
| Student-teacher                                        | Rebecca Newton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Class: | 6        |
| AoLE or Subject                                        | Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Date:  | 06/11/19 |
| Lesson Focus:                                          | Ancient Greece – Gods, Goddesses, Myths and Legends.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |          |
| Meaningful links to Curriculum                         | Humanities –<br>Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.                                                                                                                                                                                                                                                                                                                                                                            |        |          |
| Meaningful links to: Cross Curricular Responsibilities | <p><b>ESDGC – Choices and Decisions</b> – The pupils are given the opportunity to choose what they research and must decide on the most sufficient way to research that topic.</p> <p><b>LNF</b> – Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.</p> <p><b>DCF</b> – Plan work independently before beginning the digital task.</p> <p><b>YCC</b> – Incidental Welsh will be used throughout the lesson, to help improve the pupils understanding of the language.</p> |        |          |

#### Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Create a fact file about their chosen component, whether that be a God, Goddess, Myth or Legend.
- Work independently to research their chosen component with little guidance from the teacher.
- I can use a range of stimuli and evidence, including visual, physical and oral sources, that have been provided for me.
- Select a range of appropriate research methods.

| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)                                                                                                                                                         | Assessment of Pupils' Learning Evidence<br>(What have the learners to say/write/do/produce – to demonstrate learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>• Successfully produce a fact file on a chosen God. Goddess, Myth or Legend</li> <li>• Use research methods, that have been provided effectively and appropriately.</li> <li>• Work independently during their research.</li> </ul> | <p><b>Exemplars</b> – By giving the children an example of a fact file is shows them what their should look like and also demonstrates to them a good example of a fact file.</p> <p><b>Poker Face</b> – during the questioning portion of the lesson using poker face allows the pupils to think for themselves instead of the teacher giving away the answer you need them to say.</p> <p><b>Thinking Hats</b> – The pupils will all have to use their 'White Hat' thinking skills to focus on gaining facts about their chosen topic. By restricting the pupils to one of the Six Thinking Hats the teacher is able to make sure that they stay on task.</p> <p><b>Basketball not ping-pong</b> – By using this method the teacher is able to establish whether the pupils are listening anf paying attention, by asking multiple pupils they same question and asking them to evaluate the previous answer gives the teacher the opportunity to evaluate the pupils learning.</p> <p><b>Post- it Challenge 2</b> – The pupils will use post-it notes to answer different questions and ask their own questions about the topic.</p> |

| <b>Time</b>                                                              | <b>Activities/Methodology/Key Concepts</b><br>(Teacher's Role – including key teaching points and key questions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Pupil Tasks</b><br>(Pupils' role -including differentiation strategies, engagement in formative assessment and homework)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Resources</b><br>(Including Health and Safety requirement)                                                                                                                                                                                                                                                                                                         |
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| <b>Opening phase</b><br>(with links to prior learning)<br><b>15 mins</b> | <ul style="list-style-type: none"> <li>Collect homework from all the pupils.</li> <li>Introduce the lesson by showing the pupils a Morfo video. (Created by the teacher)</li> <li>Use Morfo to remind the pupils what they learnt in the previous lesson, which was Royalty in Ancient Greece.</li> <li>Who am I?</li> <li>Tell me a fact about Royals from Ancient Greece.</li> <li>Would you like to know about the Gods, Goddesses, Myths and Legends of Ancient Greece?</li> <li>What do you think of his/her answer?</li> <li>Do you agree with his/her answer?</li> </ul> | <ul style="list-style-type: none"> <li>Pupils must hand in their homework which was to pretend they were a royal and write a diary entry about their day.</li> <li>The pupils will listen intently to the introduction.</li> <li>The pupils will have to answer the question asked by the Morfo video. The questions will be accessible to pupils of all learning ability as the questions asked involve all the pupils so there will be no differentiation as the level of question are suitable for all the pupils.</li> <li>Pupils will have to use their thinking skills to recall information from the previous lesson to ensure they can retain the information given to them.</li> </ul> | <ul style="list-style-type: none"> <li>Interactive Whiteboard</li> <li>Ensure all the plugs are safe and in good working condition.</li> <li>All wires are in good condition and in a safe position as to not cause an accident such as tripping.</li> <li>Ensure tables and chair are a safe distance apart so children can walk safely without tripping.</li> </ul> |

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| <b>Teaching &amp; Core Learning</b> | <ul style="list-style-type: none"> <li>Which resources will you use to do your research with?</li> <li>Why did you choose that resource?</li> <li>Teacher will allow the pupils to work independently, only advising and giving help when asked by the pupils. However, will walk around to ensure all pupils are on task.</li> <li>(Pupil Name) tell me one thing you've found out about your God/Goddess/Myth/Legend?</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Pupils will gather all the resources they will use for their research.</li> <li>They will document their research on a piece of paper.</li> <li>Once they have collected more than 10 facts on their chosen topic, they must then collect a fact file worksheet from the teacher and write out their facts neatly in the fact file.</li> <li>They can then draw a picture of their God, Goddess, Myth or Legend if there is time to do so.</li> </ul> | <ul style="list-style-type: none"> <li>iPads</li> <li>Books</li> <li>Laptops</li> <li>Worksheet</li> </ul> |
| <b>Plenary</b>                      | <ul style="list-style-type: none"> <li>Post-it Challenge</li> </ul> <p>Red Group – Lower Ability</p> <ul style="list-style-type: none"> <li>What did you learn during this lesson?</li> <li>What do you still want to find out about this topic?</li> </ul> <p>Orange Group – Middle Ability</p> <ul style="list-style-type: none"> <li>What did you find easiest/difficult?</li> <li>Is there anything else you want to know about this topic.</li> </ul> <p>Green Group – Higher Ability</p> <ul style="list-style-type: none"> <li>What would you do next?</li> <li>Is there something you wanted to learn but didn't get the opportunity to?</li> </ul> <p><b>Homework</b> – From the questions asked about what the pupils would like to learn they can go</p> | <ul style="list-style-type: none"> <li>The pupils will all have a post-it note given to them and from the questions on the interactive whiteboard they must chose a question they want to answer based on their ability group.</li> <li>Once they have written their answer they must then walk to the non-interactive whiteboard and stick their sticky note to the board.</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>Post-it Notes</li> <li>Homework Sheet</li> </ul>                    |

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|  | <p>home and research more about the topic and bring their finding in during the next lesson on Ancient Greece.</p> <p><i>Remind the pupils about the homework club where they can access laptops, iPads, computers and books if they don't have access to these facilities at home.</i></p> |  |  |
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## Lesson Plan Phase 1

### Lesson Plan – Step 1 Cynllun Gwers – Cam 1

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| Student-teacher                                        | Rebecca Newton                                                                                                                                                                                                                                                                                                                                                                                 | Class: | 6        |
| AoLE or Subject                                        | Literature, Literacy and Communication                                                                                                                                                                                                                                                                                                                                                         | Date:  | 06/11/19 |
| Lesson Focus:                                          | Writing Myths                                                                                                                                                                                                                                                                                                                                                                                  |        |          |
| Meaningful links to Curriculum                         | Language, Literacy and Communication – Literature fires imagination and inspires creativity.                                                                                                                                                                                                                                                                                                   |        |          |
| Meaningful links to: Cross Curricular Responsibilities | <p><b>ESDGC – Choices and Decisions</b> – When writing their own Myth or Legend they must make their own choices and decisions on what happens within the story.</p> <p><b>LNF</b> – Use varied sentence structures for emphasis and effect.<br/>Use the full range of punctuation accurately to clarify meaning.</p> <p><b>YCC</b> – Incidental welsh will be used throughout the lesson.</p> |        |          |

#### Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Use their prior knowledge to create their own Myth or Legend.
- Use their knowledge of Story writing to write their own story.

| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)       | Assessment of Pupils' Learning Evidence<br>(What have the learners to say/write/do/produce – to demonstrate learning)                                           |
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| <ul style="list-style-type: none"> <li>• I can use my imagination to respond to literature and create my own.</li> </ul> | <p><b>Exemplars</b> – As the teacher I will create examples of stories to show to the pupils what a good example of a story looks like and gives them ideas</p> |

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| <ul style="list-style-type: none"> <li>• I can use my prior knowledge to create my own Greek Myth or Legend.</li> </ul> | <p>for how to structure their stories.</p> <p><b>Tickled Pink/Green for Growth</b> – Using this strategy throughout the lesson the the pupils work gets corrected as they are completing it.</p> <p><b>No Hands up</b> – This strategy ensure that different pupils have the opportunity to answer.</p> <p><b>Peer and Self-assessment</b> – Peer and Self Assessment is used in this session to get pupils evaluate their own and others work.</p> |
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| Time                                                   | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points and key questions)                                                                                                                                                                                                                                                                                                            | Pupil Tasks<br>(Pupils' role -including differentiation strategies, engagement in formative assessment and homework)                                                                                                                                                       | Resources<br>(Including Health and Safety requirement)                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Opening phase</b><br>(with links to prior learning) | <ul style="list-style-type: none"> <li>• Begin the lesson by explaining what the pupils will be doing – writing their own Ancient Greek Myth or Legend.</li> <li>• Who wants to hear my attempt at a Greek Myth or Legend?</li> <li>• Read the wagoll to the pupils to let them hear what a good example of a myth or legend looks like.</li> <li>• What did you like about that? / What didn't you like?</li> </ul> | <ul style="list-style-type: none"> <li>• Listen intently to the teachers instructions and listen to the myth or legend read by the teacher.</li> <li>• Answer the question when called upon.</li> <li>• Discuss what they like and don't like about the wagoll.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure all the plugs are safe and in good working condition.</li> <li>• All wires are in good condition and in a safe position as to not cause an accident such as tripping.</li> <li>• Ensure tables and chair are a safe distance apart so children can walk safely without tripping.</li> <li>• Interactive Whiteboard</li> <li>• Example of a Myth or legend</li> </ul> |

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| <b>Teaching &amp; Core Learning</b> | <ul style="list-style-type: none"> <li>• Circle the classroom offering assistance to the pupils.</li> <li>• Help the pupils find words in the dictionaries if they are struggling.</li> <li>• Put the wagoll on the board to give the pupils something to refer to when structuring their Myth or Legend.</li> <li>• Spell check the pupils work while they are completing it.</li> </ul> | <ul style="list-style-type: none"> <li>• The pupils must use their humanities work to begin writing their own Greek Myth or Legend.</li> <li>• Dictionaries and thesauruses will be supplied to help the pupils with spelling and to help them find different words.</li> <li>• The pupils will be able to ask the class teacher questions if they need to.</li> </ul> | <ul style="list-style-type: none"> <li>• Workbooks</li> <li>• Dictionaries/ Thesauruses</li> </ul> |
| <b>Plenary</b>                      | <ul style="list-style-type: none"> <li>• Gather all the pupils and ask them to give the beginning of their Myth or Legend to another pupil to peer assess.</li> </ul>                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Peer assess another pupils work telling them what they liked about the myth or legends, things they need to improve on and what they could change.</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Workbooks</li> </ul>                                      |



## Lesson Plan Phase 1

### Lesson Plan – Step 1 Cynllun Gwers – Cam 1

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| Student-teacher                                                  | Rebecca Newton                                                                                                                                                                                                                                                                                                                                                                                                                 | Class: | 6        |
| AoLE or Subject                                                  | Expressive Arts                                                                                                                                                                                                                                                                                                                                                                                                                | Date:  | 06/11/19 |
| Lesson Focus:                                                    | Making Greek vases                                                                                                                                                                                                                                                                                                                                                                                                             |        |          |
| Meaningful links to Curriculum                                   | Expressive Arts –<br>Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.                                                                                                                                                                                                                                                 |        |          |
| Meaningful links to: Cross Curricular Responsibilities           | <b>ESDGC – Identity and Culture</b> – The pupils will be creating art in the style from a different culture, however they are able to add their own style to their art.<br><br><b>LNC</b> – Speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested<br><br><b>YCC</b> – Incidental welsh will be used throughout the lesson, to help the pupils understanding of the language. |        |          |
| Personal Targets (Linked to QTS and identified in weekly review) |                                                                                                                                                                                                                                                                                                                                                                                                                                |        |          |

#### Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Use their work from the previous lesson to help them design a Ancient Greek pot.
- Work in pairs when designing their pot and share the role of designer.

| Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)                                                                                                                                                                                                                                                                     | Assessment of Pupils' Learning Evidence<br>(What have the learners to say/write/do/produce – to demonstrate learning)                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• I can ask questions to discover how and why creative works are made and can use my knowledge to develop original ideas.</li> <li>• I can explore how the Expressive Arts are used to represent, document, share and celebrate the personal, social and cultural identities found in my community, in Wales and in the wider world.</li> </ul> | <p><b>Exemplars</b> – Using exemplars can model to the pupils what a good example of the work your expecting from them looks like.</p> <p><b>No Hands Up</b> – This strategy ensure that different pupils have the opportunity to answer.</p> <p><b>Thinking Hats</b> – Using this strategy ensure that the pupils stay on task throughout the lesson.</p> <p><b>Peer and Self-assessment</b> – Peer and Self Assessment is used in this session to get pupils evaluate their own and others work.</p> |

| <b>Time</b>                                            | <b>Activities/Methodology/Key Concepts</b><br>(Teacher's Role – including key teaching points and key questions)                                                                                                                                                                                                                                                                                                                    | <b>Pupil Tasks</b><br>(Pupils' role -including differentiation strategies, engagement in formative assessment and homework)                                                                                                                                                                                                                                                                    | <b>Resources</b><br>(Including Health and Safety requirement)                                                                                                                                                                                                                                                                                                                      |
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| <b>Opening phase</b><br>(with links to prior learning) | <ul style="list-style-type: none"> <li>• Begin the lesson by showing the pupils a powerpoint depicting the different Ancient Greek pots and information about them.</li> <li>• Organise the pupils into pairs for the designing stage.</li> <li>• Hand out the design sheets.</li> <li>• Allow the pupils to discuss what they wrote about in the previous lesson in order for them to decide on a design for their pot.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to the powerpoint.</li> <li>• Once placed in their pair the pupils must sit next to their partner for the task.</li> <li>• Discuss what myth or legend they wrote about in the previous lesson in order to come up with an idea for a design for their pot.</li> <li>• Write the ideas down in the space provided on the worksheet.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure all the plugs are safe and in good working condition.</li> <li>• All wires are in good condition and in a safe position as to not cause an accident such as tripping.</li> <li>• Ensure tables and chair are a safe distance apart so children can walk safely without tripping.</li> <li>• Example of design (Wagoll).</li> </ul> |
| <b>Teaching &amp; Core Learning</b>                    | <ul style="list-style-type: none"> <li>• Give examples of pots to the pupils, images from Google.</li> <li>• Assist the pupils if the can not decide on a Design together.</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Using their ideas from the introduction start to Design their pot using the worksheet provided by the teacher.</li> <li>• Ask class teacher for help if needed</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Worksheet</li> </ul>                                                                                                                                                                                                                                                                                                                      |

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| <p><b>Plenary</b></p> | <ul style="list-style-type: none"> <li>• Group discussion about the pots they have designed</li> <li>• What do you like/not like about your pot? Why?</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in the class discuss assessing everyone's pots</li> </ul> | <ul style="list-style-type: none"> <li>• Worksheet</li> </ul> |
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