

Title

Monday, December 9, 2019

2:03 PM

Name: Fergus Bennett

Student number: 1904887

Pathway: Secondary

Link to OneNote notebook:

Word Count 2872

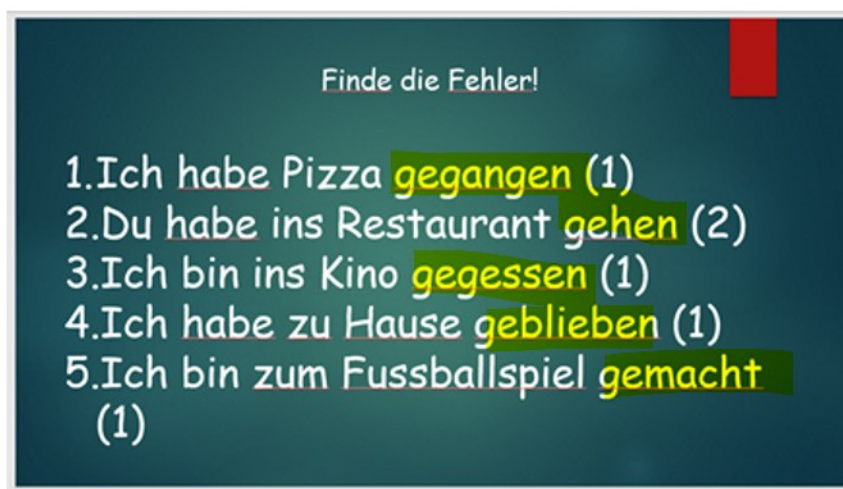
Overview of Assignment

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Assessment for Learning evidence

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Pupils were required to translate the sentences first and then figure out what the error was, then correct the error

This is an excerpt from a PowerPoint I used for a Year 8 German class, in order to test their ability to remember what they had learned in the previous few lessons. I used this activity to activate pupils prior knowledge about the past tense and to see if the pupils could recognise mistakes. The pupils were able to complete some of these, however needed more scaffolding in order to complete all of them. As well as this, some pupils did not know what past participles belonged to which auxiliary verb.

Teaching & Core Learning			
11:30-11:35	Recap 'qui s'appelle/nt' – this will cement knowledge from previous lesson and provides support for pupils who may not have understood fully last lesson – model answer	- Pupils will have to answer survey on p.21 and use reading skills to understand what the text means and what the answers should be. - Pupils will have to listen and repeat in order to gain the correct pronunciation	- Powerpoint – quel est ton animal préféré - Booklets - Whiteboards - Pens - Rubbers - Large dice.
11:35-11:40	Introduce new topic - quel est ton animal préféré? Teacher will drill pronunciation and ensure that the class is silent in order for all pupils to understand and hear pronunciation	Pupils will practice asking and answering the question on the board – they will need to focus on the task to improve their spoken french.	Health and safety: chairs must be tucked in during and after the lesson, no exposed wires in case of trip hazards, All pupils will remain on chairs with all 4 legs on the floor
11:40-11:45	Practice questions – ensure that pupils are on task and not discussing something else - circulate	Dice game – pupils will have to throw the dice to each other and ask the question – oracy practice in order to improve pronunciation and improve confidence.	Dice game – no over arm throws, game will be stopped if it gets too silly
11:45-11:50	- Dice game – ensure pupils are doing this sensibly otherwise the game will end – make this clear - Explain p.22 and what is required for them (10 mins) – teacher will	- P.22 – pupils must work in silence and concentrate on writing the sentences accurately. - Pictionary will have to be tightly	

This lesson was a Year 8 French lesson on the topic of 'quel est ton animal préféré?' (what is your favourite animal?). I planned multiple activities that used AfL techniques to cement prior knowledge and build upon what we were going to learn that lesson. These activities allowed me to see whether or not we need to do further work on the previous lesson or if we could move on to the next topic. I used the questioning part of the lesson to improve pronunciation and to consolidate this classes language skills. In reflection, I would maybe use more of a traffic light system to gauge understanding as it is less of an obvious way for pupils to show their understanding and allows me to circulate and pick out who needs the most help.

In pairs...

Think – Pair – Share

Write down on post-it notes:

- One thing that they have learned
- What went well this lesson
- What could have gone better

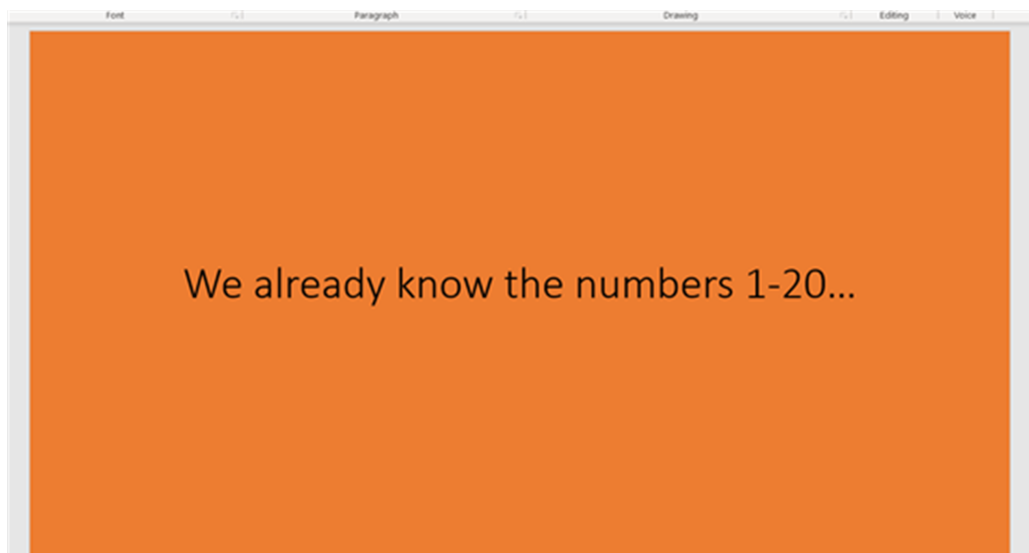
- Made sure that this was focused on this lesson alone in order to keep pupils on task

This was a Y7 lesson recapping the colours in German and introducing 'mein Lieblingsfarbe ist...'. I used a think-pair-share approach to gauge their collective understanding of the topic and judge where help would be required next lesson. As this was the plenary, and I lost my post-it notes, I had the pupils write their answers on whiteboards instead and had them show me and tell me their reflections. This allowed to create a plan for the next lesson with this class and judge what could be worked on, i.e. Pronunciation/intonation. In hindsight, it would have been better to make sure I had post-it notes nearby in order to carry out this activity effectively, and have the pupils hand them to me as they left.

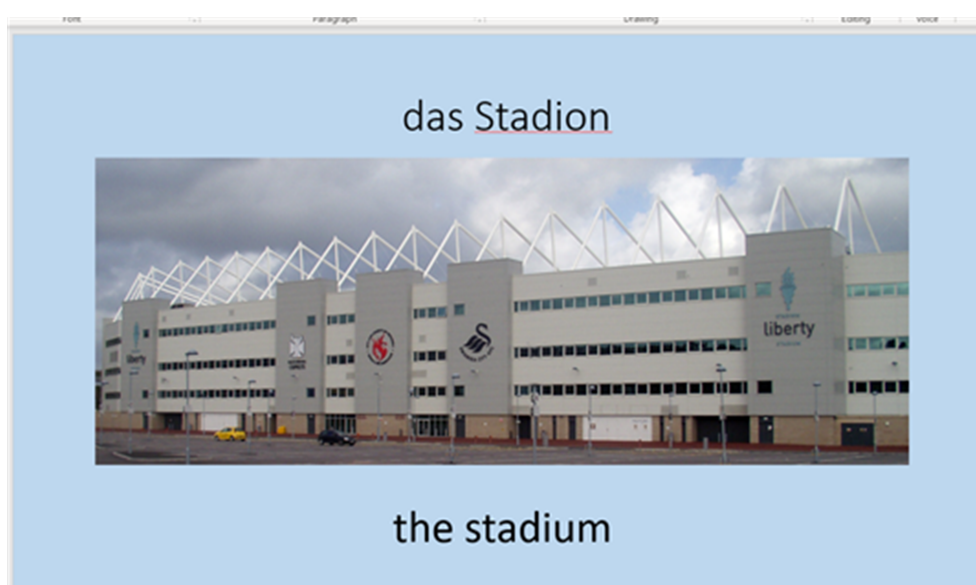
Cross-Curricular Evidences

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This is a part of a lesson for a Y8 bridging group about the numbers in French between 30-60. The aim was to remind the pupils of the numbers they have already learned (they have already learned up to 20 on previous academic years) and this was just to refresh their memories of the format and layout of numbers.



I used the link between the word 'stadium' in Welsh and German, as well as English, to demonstrate that there are a lot of similarities in European languages. I paired this with other words that are similar in the TL and Welsh, in order to cement the pupils understanding and use it as a hook to keep them engaged. The use of multiple links between languages has been a focus in School X and the use of Triple Literacy has been effective in pupil understanding of cognates.

at Painter		Font	Paragraph
AoLE or Subject	French	Date:	5.12.19
Lesson Focus:	Recap of 'qui s'appelle'/'Quel est ton animal préféré?'		
Meaningful links to Curriculum	MFL skills • Oracy; pupils will be asked to tell me what their favourite animal is in order to prove their understanding of the lesson. • Writing; pupils will required to complete book work and write sentences about their favourite animals, and this will test their ability to formulate phrases in the TL • Reading; pupils must be able to read instructions and the phrases on the board in order to understand what is required to create sentences in the TL. Furthermore, they will have to recognise vocabulary from previous lessons to complete work in booklets. • Listening; pupils will have to focus on instructions in English and in the TL to be able to complete exercises and activities during the lesson.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – the ability to create sentences using techniques such as 'magpie-ing' will help pupils to create sentences using vocabulary and structure from other topics. Donalson's 4 Purposes: • Ambitious, capable learners; pupils will be stretched and challenged by vocabulary they may not be familiar with (Mon animal préféré, c'est...) so they will need to be ambitious in their attempts to understand it. • Enterprising, creative contributors; pupils will be asked to create their own sentences during the Dice Game in order to consolidate their own knowledge of the topic.		

In all of my lessons, I aim to use the Four Purposes created for the new Curriculum (Donaldson, 2015) in order to make sure that the lesson hits all of the critiques required across AoLE's. The tasks that I create reflect what is required to make pupils the best that they can be, and offers challenges and opportunities to become better citizens of Wales and of the World. In this particular lesson, the pupils are required to be confident, and challenge themselves to use vocabulary that they are not comfortable with.

Building on prior knowledge

05 January 2020 12:22



This is an excerpt from a Y8 bridging group lesson; the aim of the starter was to remind pupils what they had learned last term, and to use the vocabulary that they have already learned to produce sentences that prove their understanding. This allows me to see what areas need building upon and what can be used in the future.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role – including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Greet pupils at the door – use TL to begin lesson - Take register – answers must be given with a country in TL - Starter – review the previous lesson and activate prior knowledge in order to refresh the pupils memory and prepare them for the lesson.	Pupils will show understanding of last lesson by provide answers about last lessons topic – this is a small formative assessment to judge how much they understood previously despite the amount of time spent on the topic.	- Wo ich wohne booklet - Whiteboards (potentially)
Teaching & Core Learning	- I will introduce the topic of 'wo ich wohne' and the directions to help the pupils with the next task - The vocabulary required for the lesson will introduced next and the	Pupils will repeat the set phrases that they will be introduced to and be able to ask and respond to questions when prompted	

This is the beginning of a lesson plan for a Y7 class, and the starter focuses on what the pupils already know about countries. The pupils had to provide the translations of countries, which was aimed towards using this vocabulary to say where you come from. Many pupils were able to recall what information they needed and allowed me to see that this may only need a slight recap as opposed to dedicating a lot of time to it.

Make sentences (use p27 for help)

- 1. I H P G (Ich **h**abe **P**izza **g**egessen)
- 2. I H K und C G
- 3. I H L G
- 4. I H E P G
- 5. I B S G
- 6. I B I R G
- 7. I B Z F G
- 8. I B Z H G

This is an extension from a Y8 German lesson, which aimed to consolidate what had been taught in the lesson and build upon the knowledge the pupils received at the beginning of the lesson. The pupils were taught the phrases that were required to talk about your birthday in the past tense, and as an extension task the pupils were required to use the knowledge of the sentence structure to create sentences in the past tense.

Critical Reflection

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Introduction

My first Professional Teaching Experience (PTE) placement took place at a English-medium comprehensive school in South Wales, which according to BERA guidelines (2018) will be referred to as School X, and the evidence and information provided in this work will relate to the actual teaching practice that I have undertaken. In order to fully reflect on my teaching practice, relevant literature will be analysed and used critically to review my own practice, and to introduce potential steps to improve it.

In order to critically reflect on my teaching practice, there will be a focus on three of the pedagogical principles devised by Professor Graham Donaldson (2015) in his 'Successful Futures' report. The principles that will be specifically focused upon will be, '*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 '*Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest*'. There will then be a critical reflection on my own teaching practice, particularly on how I have implemented these principles in my own teaching and planning. Finally, there will be recommendations on how I can develop my own teaching in the future.

Assessment for Learning

Assessment for Learning, per the definition evidenced by Dylan Wiliam's research (2011), is a gauge for progress during the lesson, in order to see where the learner is currently, and where they need to be, as well as the best method to use to get there (Broadfoot et al., 2002; Hawe and Dixon, 2017). It requires formative assessment, which is a means of both student and teacher understanding what is being learned and what needs to be learned. Black and William state that 'Many of these studies [on educational interventions] arrive at another important conclusion: that improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall.' (Black and William, 1998, p.3)

Black et al (2007) suggest that there is enough evidence, particularly in their research, that changes towards formative assessment are feasible and can improve test scores within the classroom. From my own use of AfL techniques in the lessons that I have so far undertaken, I have noticed that students respond with more enthusiasm towards these AfL techniques, as opposed to the standard assessments for learning. An example of this would be the use of mini-whiteboards during mini-plenaries to gauge pupil understanding on a topic. Using the mini-whiteboards allows the pupils to take a break from writing their answers conventionally on paper, and also gives them a chance to share with me directly their answers. More importantly, however, is the fact that it allows me to gauge where these pupils are in terms of understanding (William, 2011); I am able to then judge whether or not certain elements of the lesson need to be addressed there and then, or can be addressed with individuals while the other learners are working. An example of this would be having pupils answer a question in the target language (TL) on their mini-whiteboards, and then stopping the class to correct common errors in spelling and grammar.

The Welsh Government (2010) suggest that the use of AfL techniques to develop learning is 'a fundamental requirement for today's generation living in an increasingly technological driven world.' The use of technology in education is vital for helping pupils remember what they have already learned; if pupils are able to engage with technology or media that they can relate to, then they are more likely to be able to relate this information when doing activities at a later date. Pitler et al., suggest that using a KWL chart (What I Know, What I Want to Know, What I learned) in order to activate prior knowledge, as well as letting pupils set their own goals. (Pitler et al., 2012, p.18; Trauth-Nare and Gatle, 2011; Naylor et al., 2013). This can be done by the pupils themselves, creating their own grid and sharing it digitally through a cloud based format in order to receive feedback and edit at a later date. (Pitler et al., 2012). They also suggest that as the KWL chart will be created digitally, it will

also allow parents to see what their child is learning and this can help the pupil use this information when revising, activating their prior knowledge.

Cross Curricular Responsibilities

Good teaching practice must take into account the role that other parts of the curriculum play in a successful lesson. Donaldson (2015) recognised this, and his report on the Successful Futures scheme recommended a focus on Literacy, Numeracy, and Digital Competency to be included across all Areas of Learning Experiences (AoLE). The report states that, 'The curriculum structure needs to ensure that children and young people develop high levels of competence in these aspects and have frequent opportunities to develop, extend and apply them across the curriculum.' (Donaldson, 2015). Professor Donaldson has also suggested that there should be Four Purposes that follow parallel to the new curriculum, that should encourage learners to improve as students as well as citizens of Wales and the world. These are; 'Ambitious, Capable learners', 'Healthy, Confident individuals', 'Enterprising, confident contributors', and 'ethical, informed citizens' (Donaldson, 2015). These Four Purposes should underpin any and all teaching (Dauncy, 2015, National Assembly for Wales Research Service), and should influence any planning made across AoLE's. It is the responsibility of school across Wales to ensure that these Four Purposes are covered in every lesson

Forbes (2015) suggests that English and Modern Foreign Languages (MFL) departments approach teaching in different manners, despite their similarities as subjects. She also suggests that, 'The report recommends that the curriculum should offer the opportunity for students to "develop writing skills through work that makes cross-curricular links with other subjects" and calls for long-term planning and more collaboration between teachers in different subject areas.' (Forbes, 2015, p.103). The two departments mentioned by Forbes have a responsibility to use the skills that they both promote to improve the learning of their pupils, and the skills that are directly influenced in these subjects are vital when transferred to subjects across a schools curriculum. In Successful Futures (2015), Donaldson states that, 'Being able to listen attentively and speak lucidly and understandably or to use non-verbal communication effectively are crucial attributes in learning and life more generally. Developing oracy – the capacity to develop and express ideas through speech – is of central importance to both thinking and learning.' (Donaldson, 2015, p.48). This further highlights the fact that it is necessary for AoLE's to work together and deliver lessons that cover a broad spectrum of skills that help set up student's for later in their educational career.

The promotion of the use of Welsh in the National Curriculum, and across AoLE's has been deemed to play a major role in Donaldson's Successful Futures report (2015), where it is decreed that 'this Area of Learning and Experience [Languages, Literacy and Communication] provides a means of exploiting the links between English, Welsh and modern foreign language learning, encouraging children and young people to transfer what they have learned, for example, in English about how language works to Welsh or modern foreign languages. They can thus gain a secure understanding of the structure of languages.' (Donaldson, 2015, p.48). The use of Welsh has been limited in my own practice, however it is something I have endeavoured to use when it is relevant. For example, I have provided evidence of myself using the translations for 'stadium' in the TL of German (see Cross-Curricular Responsibilities appendix), as well as the translation in Welsh (*stadiwm*). Using this allowed the pupils to see the links that a lot of languages have between them. As well as this, I have used the links between the numbers in French and Welsh to cement understanding in a year 7 class.

Building on previous knowledge

In order to demonstrate good practice and effective teaching, building on previous knowledge is vital in cementing learning across AoLE's; in order to do this however, there needs to be relevant tasks and resources that challenge the students to remember what information they have learned, and in turn how to apply it to the lesson in question. Nurpahmi (2015) suggests that reminding pupils of what they have previously learned aids

them in listening exercises as they are able to pick out information that they will need for these exercises. They state that 'Prior knowledge helps the listener to get comprehension from the spoken language. One can easily understand the utterances, they have stored vocabulary related to the topic that they listen.' (Nupahmi, 2015, p.31). Kostons and Van der Werf (2015) backs this statement up by stating that building on prior knowledge allows pupils to remember new information better. They suggest that it is done in various different ways, for example; '(1) improved coding, that is, being able to store new information in larger chunks rather than separate elements; (2) useful associations, that is, having stronger connections between information elements; and (3) decision-making, that is, being able to tell which are or are not useful approaches.' (Kostons and Van Der Werf, 2015, p.265).

In reference to the Languages AoLE, building on prior knowledge is an important facet of teaching; in order to promote strong learning and vocabulary building, repetition of new vocabulary has to be repeated across lessons. Christen and Murphy (1991) explain that building on prior knowledge 'is a major factor in comprehension: that is, making sense of our learning experiences. Brain-based research confirms the fact that the learning environment needs to provide a setting that incorporates stability and familiarity.' This highlights the fact that using a repetitive method of delivery and drilling vocabulary helps pupils use this vocabulary at a later date, particularly in reading activities. For example, the repetition of vocabulary across year groups helps older pupils revisit vocabulary that they may have learned years prior to the lesson in question. The use of cognates is vital to when building prior knowledge in Modern Foreign Languages (MFL). Cognates can be defined as words that appear to be similar in two languages, whether it be spelling, sound or meaning (Sunderman and Schwarz, 2008). It is important to guide pupils through these cognates, in order to avoid misunderstanding; Sunderman and Schwarz state that, 'Sometimes learners encounter words in L2 that are similar in form to those in their L1, but do not share meaning.' (Sunderman and Schwarz, 2008, pp. 527-536, p.528). This example is commonplace in language learning, and using previous mistakes can help improve language knowledge in the future. It is vital that good practice focuses on using and relaying schemas found across the broad spectrum of learning experience, and implementing them to build on student's prior knowledge, in order to improve their learning experience.

Metacognition is the understanding of one's own thinking processes (Beran et al., 2012), and can be used in the classroom to help pupils build upon what they have already learned. Hacker et al. (1998) define metacognition as, '... an awareness of oneself as "an actor in his environment, that is, a heightened sense of the ego as an active, deliberate storer and retriever of information"' (Hacker et al., 1998). Think-Pair-Share is an effective method of getting pupils talking about what they have already learned (Argawal and Bain, 2019), and adding a written element to the task gives the pupils an outlet to write their feelings and understandings down. This also allows the teacher to plan ahead of time, what activities they need to challenge what they already know and what they need to be taught to fill gaps in understanding.

Conclusion

I have been able to include these three principles in my teaching, and they have been implemented with a good amount of success. The use of Assessment for Learning (AfL) Strategies has allowed both myself and the students to understand what has been learned in the class and where the learning needs to move next to cement progress and understanding. The students can also see where they need to improve, with the use of 'snapchat messages' as exit tickets, they are able to write how they feel about what they have learned, and use it to build on their own learning. I was able to notice a bigger shift in attitude towards learning and progress made by the majority of students from the beginning of my PTE 1 placement, where AfL strategies were used less frequently, to now where I use them frequently per lesson, as my students are able to check their own understanding and realise what they need to do to improve independently, rather than them relying upon me for feedback. There have been difficulties in implementing them appropriately, however; finding the correct strategies to use for each class was hard at the beginning due to the fact that I was still learning about each student and finding out how they learn, so choosing effective strategies took time, and planning which ones to use often bore no fruit.

In the Languages AoLE, it is paramount that we develop pupils Literacy skills first and foremost, as this is the main skill that is required when learning a new language. In order to do this, I have been able to use triple literacy (using English, Welsh and Modern Foreign Languages in conjunction with one another) in order to exhibit links between languages and make it easier for pupils to engage with the target language, particularly if they only have

skills in either English and Welsh. I have made reference to the links between German and Welsh, for example *das Stadion* and *stadiwm*, *das Theater* and *theatr*, and *der Pinguin* and *pengwin*, and this helps pupils, who struggle in particular with the MFL subjects, relate them to their own knowledge of English and Welsh which will have been implemented since foundation phase (Welsh Government, Foundation Phase Framework, 2015, p.36). However, it has been difficult to implement numeracy in MFL lesson, as there is very little focus, outside of teaching numbers, on numeracy. In order to try and implement this, I have looked to compare the numbers in multiple languages to try and show the links between the numbers and for the students to interpret the links themselves, which involves literacy as well as numeracy.

The implementation of resources that build on previous knowledge has so far been successful, as every lesson there has been a small focus at the beginning of the lesson, particularly the starter, on what was covered in the previous lesson. This has allowed the students to relate what they have already learned, and this helps them use this information to engage with the activities provided for this lesson. As well as this, during the lesson students are reminded of what they have already learned this term and how this information could be useful for the activities that are being undertaken; they use this information to synthesise answers and cement their own understanding of the information provided in the current lesson, as well as their understanding of previous elements in the topic. There are multiple techniques that can be used to build on previous knowledge; at the moment I use starter activities and mini plenaries during the lesson to cement knowledge from either the previous lesson or from early in the lesson, and this allows me to make sure that there are no misunderstandings in the class, letting me move on quicker to the next activity. I have found that revisiting the lesson prior to the one that I have been teaching has become repetitive, however I am looking for more interesting and challenging ways to use metacognition in order to cement pupil's understanding; have pupils think about what they have learned and how they then can use it in the future (Hacker et al., 1998; Kaplan et al., 2013).

Recommendations

In order to develop my teaching to meet the standards of good practice, I have to look at how Assessment for Learning techniques affect all pupils, rather than just those that are able to participate fully. This could be solved by using a range of activities that evaluate the understanding of all students, for example the use of KWL grids in a format that every student's work and ideas can be viewed by the teacher, which in turn would influence lesson planning and how AfL techniques are used in the future. As well as this, I will be trying to use more Welsh in the classroom as a part of extending learning outside of a typical MFL lesson, by helping pupils who struggle with the typical MFL but have a better understanding in Welsh. Exploring the links that MFL allows pupils to broaden their abilities in literacy, and implores them to seek out structures in English-language classes as well. I will also be challenging myself to use the pupils' prior knowledge to improve my own planning, as being able to see what pupils already know allows me to plan new and interesting activities, while building on their prior knowledge using links to vocabulary they have already learned.

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