

Overview

Friday, December 6, 2019 8:55 AM

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

Student Name: Courtney Lewis

Student Number: 1902866

Pathway: Secondary PGCE Religious Education

Link to OneNote assignment: https://uowtsd-my.sharepoint.com/:o/g/personal/1902866_student_uwtsd_ac_uk/Eu4m93lYOS5Bt9JEbWi7lpsBqO21_ZRZKvgLV4_ZiUdCQQ?e=nu4199

Evidence supplied:

- Lesson plans
- Lesson PowerPoints
- Pupil work
- Photographs
- Continuing Professional Development sessions
- Learning Journal (relevant content highlighted in yellow)

Assessment For Learning

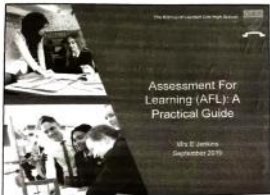
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"An assessment for learning approach provides practitioners with insight into the effectiveness of learning and involves providing regular and meaningful feedback and adapting teaching and materials to meet the needs of individuals. It also helps learners raise standards and nurture ambition: learning can be particularly powerful when learners are given feedback that helps them to think through the issues and provides them with guidance on next steps. Similarly, peer collaboration and feedback can provide a safe environment to articulate and test ideas.

Dylan Wiliam has suggested that effective teacher assessment can 'double' the rate of learning – that is, if implemented appropriately it could result in learners making what had previously been one year's progress within six months. According to Wiliam, implementation of assessment for learning strategies is relatively straightforward; the challenge is to change practitioner behaviour to embed assessment for learning practices consistently into classroom practice" Donaldson 2015.

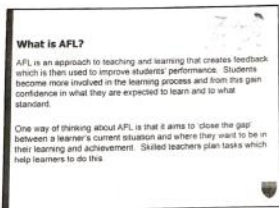
Evidence 1: CPD impact on planning

Friday, December 6, 2019 12:12 PM



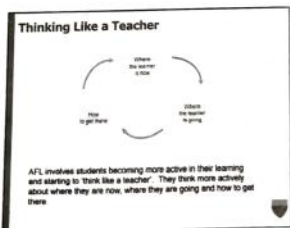
Assessment For Learning (AFL): A Practical Guide
Mrs E Jenkins
September 2019

01/12/2019



What is AFL?
AFL is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standards.
One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this.

Approach the correct feedback to progress learning. 'Closing the gap'.



Thinking Like a Teacher

Where the learner is now → Where the learner wants to be → How to get there → Where the learner is now

AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.

Informing students enough to improve their own work!

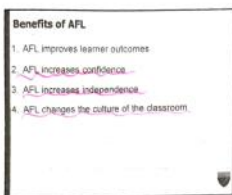
The CPD session on assessment for learning allowed for clarity in understanding the assessment for learning principles. The concept of AFL 'closing the gap' in understanding and progression helps comprehend what is required to succeed.

2019

(classroom culture is the only thing to improve AFL)

01/12/2019

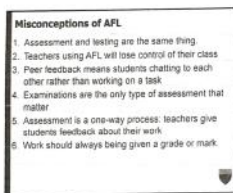
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Benefits of AFL

1. AFL improves learner outcomes.
2. AFL increases confidence.
3. AFL increases independence.
4. AFL changes the culture of the classroom.

Make the classroom home



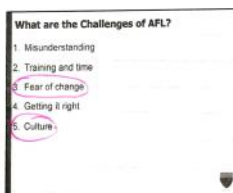
Misconceptions of AFL

1. Assessment and testing are the same thing.
2. Teachers using AFL will lose control of their class.
3. Peer feedback means students chatting to each other rather than working on a task.
4. Examinations are the only type of assessment that matter.
5. Assessment is a one-way process: teachers give students feedback about their work.
6. Work should always be given a grade or mark.

Tests don't always improve learning.

Comment only on learning.

For them? self fulfilling prophecy.



What are the Challenges of AFL?

1. Misunderstanding
2. Training and time
3. Fear of change
4. Getting it right
5. Culture

Attribution theory: Students in control. Link to growth mindset.

The importance of comment only marking has influenced my misconceptions on how best to help students exceed their target grades. This has impacted my planning and is a strategy I will employ for students to reach their true potential.

Attribution theory: Students in control. Link to growth mindset.

3

Next steps: Four ideas to put into practice

What is the best way to get started with AFL? Here are four straightforward ways to introduce AFL into your teaching.

Try out as many of these activities as you can. Afterwards, reflect on your experiences and consider how you can develop the technique to fit into your regular teaching schedule.

1. Questioning and discussion: Think Pair Share

What is it?

'Think Pair Share' involves posing a question to learners and giving them a few minutes to consider their response on their own. Then each learner discusses their ideas with a partner before the conversation is opened to the whole class.

This strategy encourages all learners to get involved in classroom participation. It gives them time to formulate their own ideas as well as an opportunity for all learners to share their thinking with at least one other learner. Furthermore, it encourages learners to listen to each other's ideas, and helps them to understand different viewpoints.

What happens?

You can use this routine after asking the class any open question. For example, after reading a chapter of a book, the teacher asks all learners to reflect quietly on a question about it for one or two minutes. During this time learners record their own ideas on paper.

Next, the teacher instructs them to turn to their neighbour, or a small group of neighbours, and discuss the question for several minutes. This time they record their pair or group's thoughts. Then, the teacher calls on several pairs to tell the class what their ideas were.

The first time you try this technique in class, scaffold your learners' pair or group discussions by reminding them to listen to each other's ideas and to ask questions of one another. A useful technique to make sure that your learners really listen to each other is to tell them that they will have to explain their partner's ideas to the class. The records of learners' ideas can be displayed in the classroom for all learners to share.

Harvard's Project Zero has [more information about 'Think Pair Share'](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html) (http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html).

The think-pair-share questioning technique was something I had been utilising prior to the session. However, the session allowed me to see the importance of thinking time for students when at the think phase. On the spot answers while sometimes valid are not only in-depth and developed enough. Having a wait time encourages students to think deeper.

02.12.19

Professional Development Assessment for Learning

EJH held a session on assessment for learning and shared with us the impact it had on her teaching.

The resources given have given me the opportunity to broaden my knowledge and understanding of the importance of feedback and how to promote progression best.

I look forward to implementing the strategies discussed.

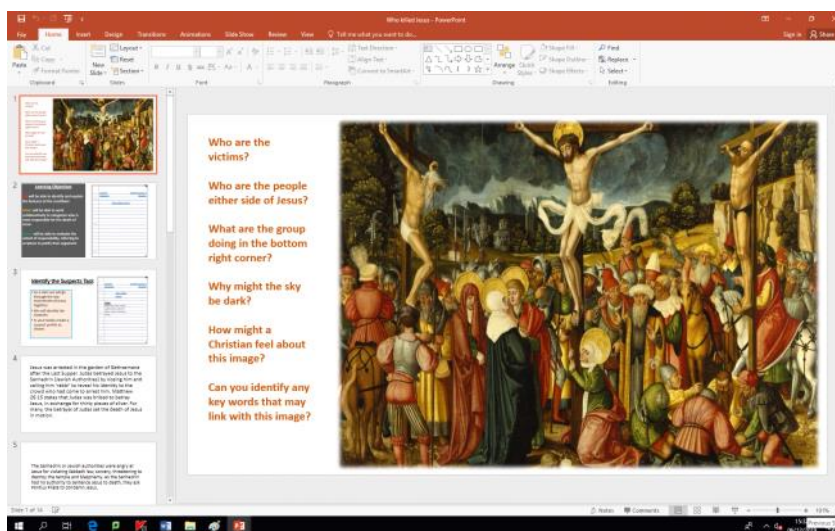
The expertise shared with me on AFL has influenced my whole outlook on teaching for progression. My planning has been hugely influenced ready for my second block of teaching.

Evidence 2: Questioning

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Questioning is a difficult skill to master but a phenomenal method to check progress and extend pupils development. Within each classroom the question matrix is on display to encourage professional to probe students more thoroughly.



This starter activity had probing questions on display for pupils to use to spark conversation. When pupils began to answer the questions, I utilised the question matrix on display around the board to further unpick their knowledge.

03/12/19 Year 7 JRPSC
Puberty

- Excellent picture introduction. Pupils all engaged.
- Good questions - pupils encouraged to respond in a thoughtful manner.
- Good use of questioning technique.

Questioning can be difficult to master when teaching sensitive content such as puberty or sex education. Using appropriate language and having a discussion with students about how to conduct yourself when discussing these issues is necessary to ensure a successful lesson.

8LS - Crucifixion.

- Excellent intro - thought provoking starter with picture.
- Probing questions - pupils engaged with it.
- Interesting task on Suspects - if pupils do not answer get them to have thinking time first.
- All pupils engaged and working.
- Excellent classroom control - quite a difficult class.
- Focus - Try to not make the lesson so structured - let them run with it.
- Pupils really enjoyed the lesson.

Giving pupils freedom to develop understanding with probing questions and the use of the ABC technique improves questioning.

15/11/19 - Incarnation 8CB.

- ✓ Organised start.
- ✓ Starter promoted thinking skills.
- ✓ Good use of incidental ~~extra~~ Welsh.
- ✓ Much improved questioning compared to previous version.

Questioning is a skill to be continually refined overtime. Over the past 5 weeks, my style has improved but will always

✓ Much improved questioning compared to previous version of lesson.

✓ Starting to use names.

- Missed opportunity to make brief links to GCSE.

✓ Better use of whiteboard.

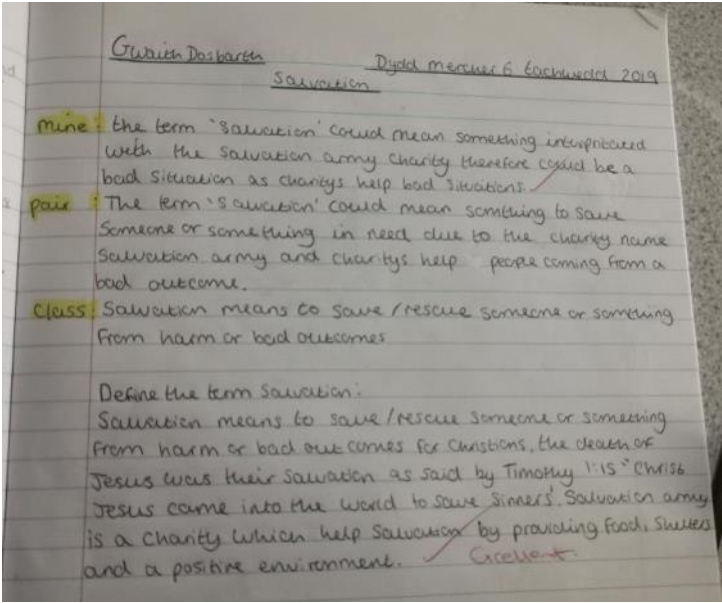
✓ Forming good relationship with students.

✓ ~~Tested out the new test~~

continually refined overtime. Over the past 5 weeks, my style has improved but will always need tweaking to meet the needs of each class.

Evidence 3: Progress Checks

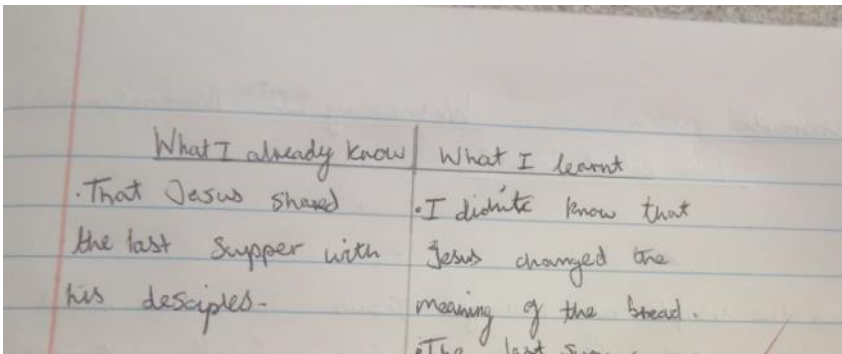
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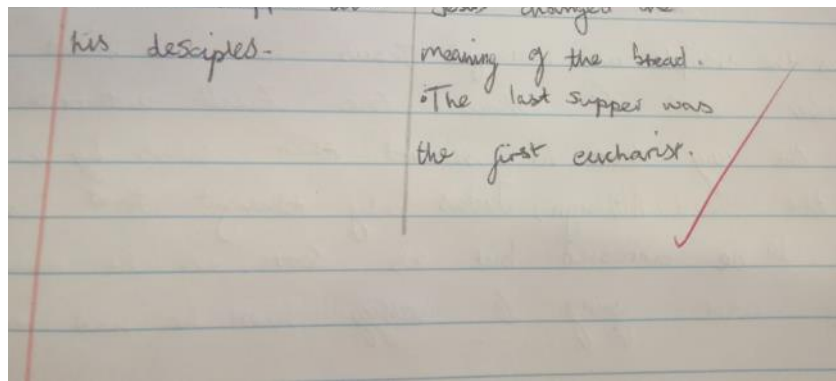
The use of a think-pair-share activity to define a key term allows for visual progress to be seen and social interaction to improve answers.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)
Opening phase (with links to prior learning)	Vocab snowball will encourage the progression of definition. Pupils will be presented with an exam style question, they will be asked questions relating to the exam to enhance their understanding of what is required of them. Pupils will be able to critique their class definition up against one given by the WJEC. Learning objectives will be outlined.

A vocab snowball is similar to the think-pair-share where keywords devised by each pair or group are used to create a class definition.



The what I already know- what I have learned table allows for visible progress but does not enhance learning in the same way as a vocab snowball or think-

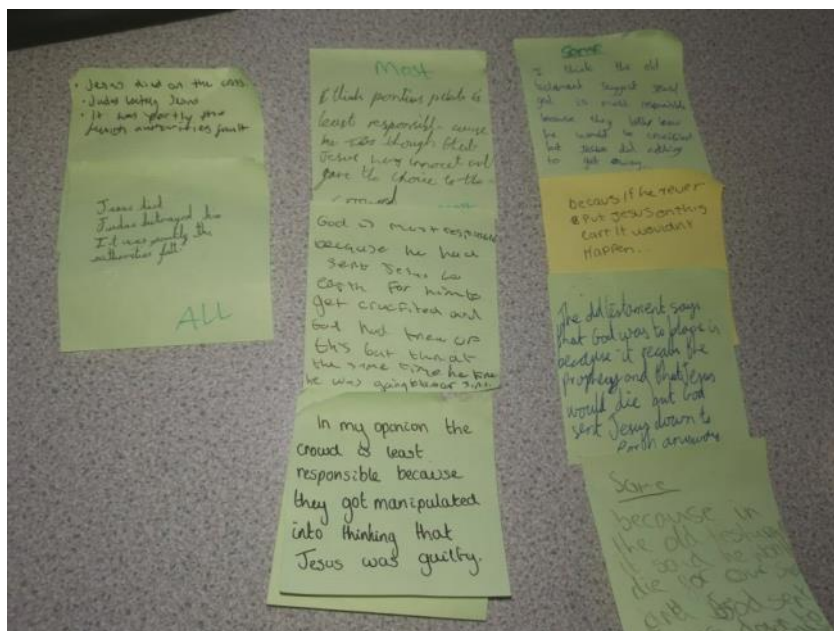


visible progress but does not enhance learning in the same way a vocab snowball or think-pair-share activity does and therefore will not be used throughout my teaching.

Hinge Questions

1. Where had Jesus been prior to getting arrested in the garden of Gethsemane?
2. What was Judas bribed with?
3. Why were the Jewish authorities angry at Jesus?
4. Which religion did Pontius Pilate follow?
5. What was the name of the convicted murderer put against Jesus?
6. Give an example of how Jesus was mocked or humiliated?
7. Where was Jesus crucified?
8. What did Jesus cry out on the cross?
9. What tore in two upon the death of Jesus?
10. How might Christians view the death of Jesus?

Hinge questions are useful in assessing understanding at a midpoint throughout the lesson, any misconceptions can be addressed accordingly before the next topic is began.



Post it notes are a great way to check progress against the lesson objectives. This allows the teacher to assess what went well in order to improve lessons.

Who killed Jesus - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Clipboard Font Paragraph Drawing Styles Editing

Final Progress check

ALL:
Can you identify 3 features of the crucifixion?

MOST:
Who is least responsible for the death of Jesus and why?

SOME:
Why does the Old Testament suggest that God is most responsible?

Slide 14 of 14

This is an example of matching your progress with the lesson objectives as discussed above.

Cross Curricular Responsibility

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"The Review proposals will see the Cross-curriculum Responsibilities of Literacy, numeracy and digital competence, together with the wider skills, embedded in the Areas of Learning and Experience. Following consultation, the Welsh Government has embedded literacy and numeracy in existing subjects and Areas of Learning. In due course, this work will require revision to take account of the revised curriculum structure. However, the principle of embedding will remain. The proposed digital competence framework and the wider skills will similarly be embedded in the Achievement Outcomes, identifying opportunities for application as part of the teaching and learning process. The challenge for teaching posed by the Cross-curriculum Responsibilities will be to maintain the focus on these responsibilities within teaching and learning so that their application becomes natural and authentic rather than an add-on" Donaldson 2015.

Literacy Evidence

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What can you infer from the poem about the meaning of the word 'incarnation'?

TOP TIPS

- Read the poem to yourself without analysing
- Consider who each line relates to
- Discuss with a partner: What can you infer from this poem?
- Can you attempt to define 'incarnation' from what you have found out?

I am the **creator** and **judge**
 Yet, I am the **sacrifice**, your salvation

I am made like **Adam**
 Yet, I brought Adam into **existence**

I am **flesh** that will be **pierced**
 Yet, I am **eternal**

As a starter task, I creates a short poem for the pupils to analyse. The desired outcome was for the meaning of the poem to encourage pupils to grasp some understanding on the term 'incarnation'. Pupils were given instructions on how to appropriately unpick the poem.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	• Poem will be used as a starter task for pupils to analyse in order to infer the meaning of the word 'incarnation'. My favourite mistake technique will be used for pupils who discuss reincarnation.] • Pupils will be given amser meddwl dai funud to come up with a criteria for identifying God incarnate • Los are outlined	• Pupils will treat the starter as a think-pair-share activity • Pupils will be expected to justify their interpretations of the poem to ensure there is less guessing work and more rational justifications being concluded upon • As a class, a criteria of God incarnate will be created	• Powerpoint • Class books • Stationary
Teaching & Core Learning	• Pupils will uses their knowledge of incarnation and sources on the miracles performed by Jesus to produce a newspaper article that includes persuasive	• Pupils will used the templates provided to create a newspaper article convincing people that Jesus is God incarnate	• Newspaper template

The poem was used alongside a think-pair-share technique. As a class we were able to discuss the meaning of the poem , and from this pupils were able to make a logical guess on the meaning of incarnation. The structure of think-pair-share enhancing pupil capability through social interaction.

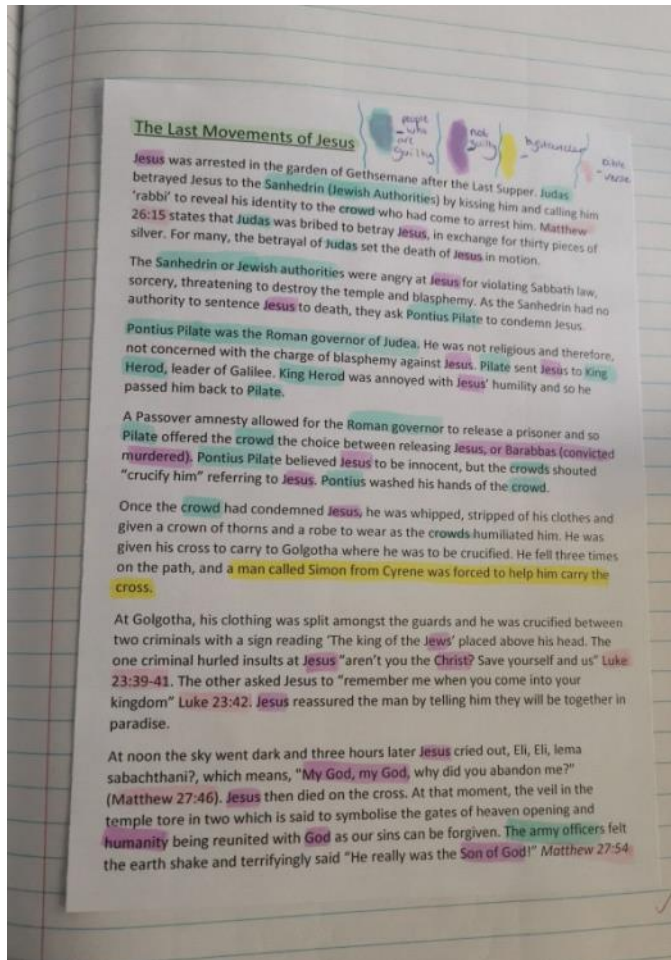
12/11/19 - Salvation + Incarnation Y18

- ✓ Organised start with set routine.
- Challenge issues with uniform.
- ✓ Poem promoted thinking skills
- more development needed in questioning.
 - How do they know it is Jesus?
 - What does sacrifice mean?
 - How does it relate to salvation.
- Missed opportunity to link to GCSE What is incarnation? [22]
- ✓ Some good questioning.

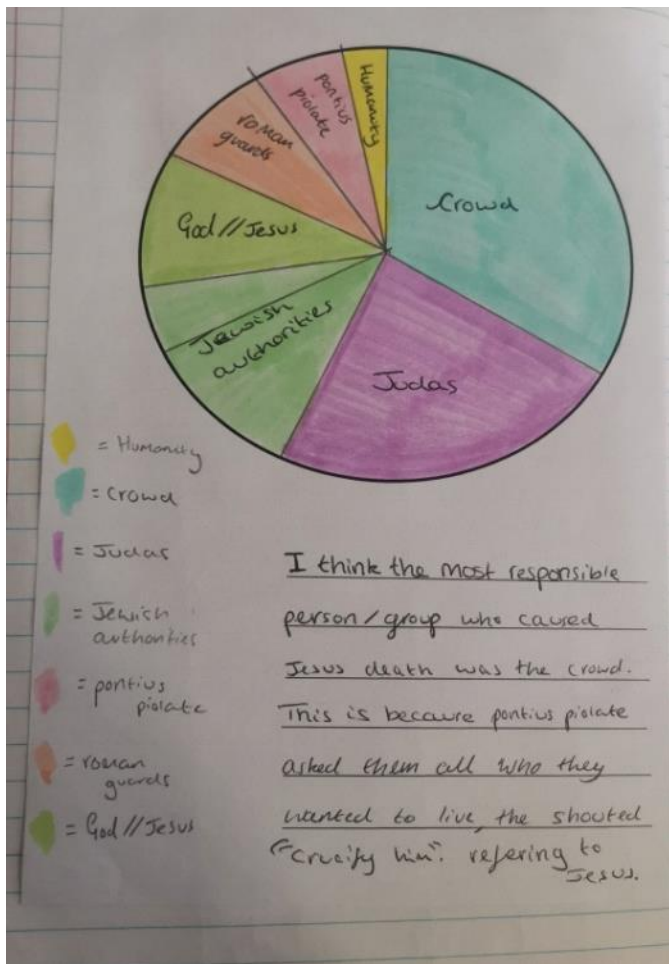
The use of the analysis of the poem and interpretation of the meaning of incarnation not only received positive feedback in my learning journal, as seen in yellow, but it also worked extremely well with all three mixed ability year 8 classes. Pupils felt accomplished when they worked together to uncover the meaning.

Numeracy Evidence

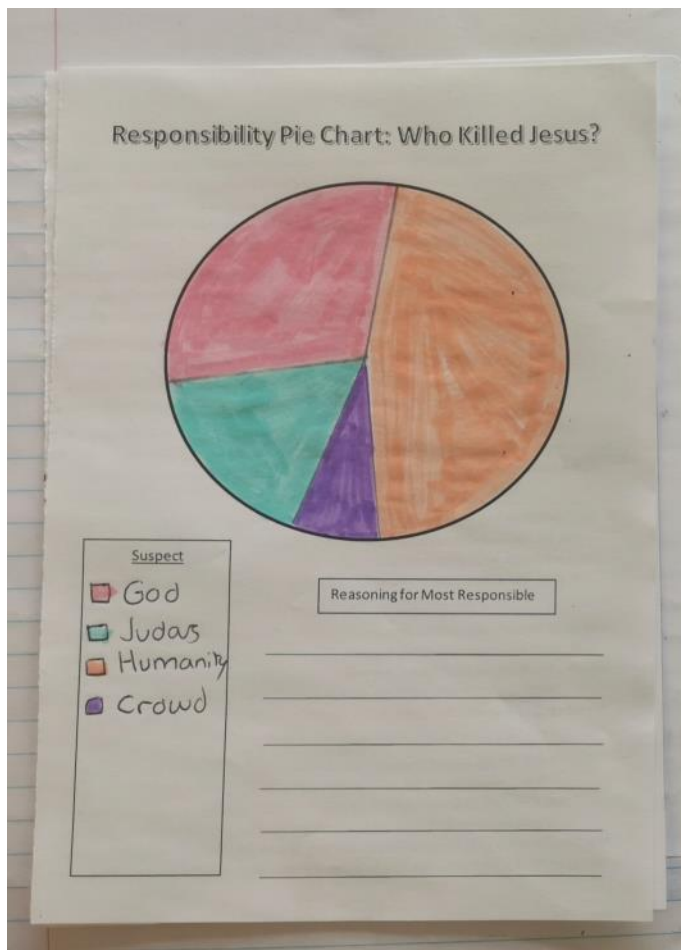
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Pupils were given a written account of the last movements of Jesus. They were asked to skim and scan the text to reveal the possible suspects who hold some responsibility for his Crucifixion. The skim and scanning method requires good literacy skills and the ability to extract the correct information.



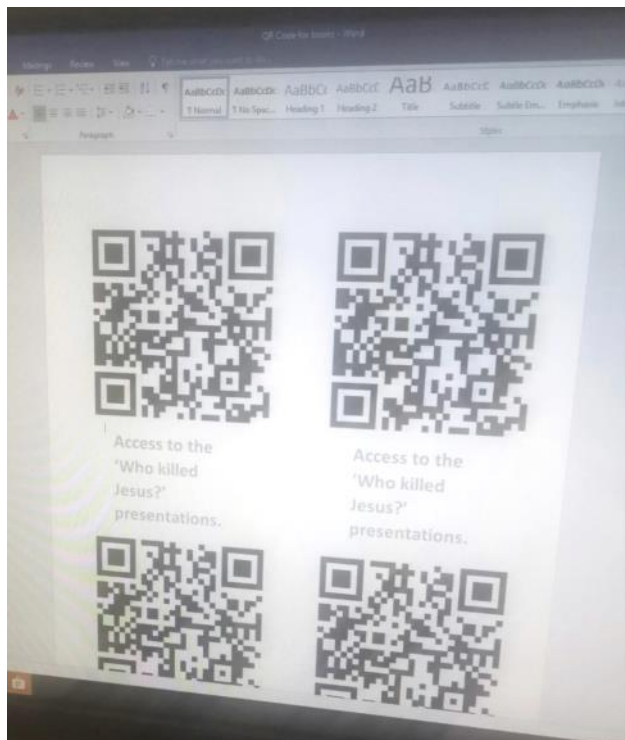
Once the pupils had their possible suspects, they needed to decide on the degree of responsibility for each and illustrate this correctly in a pie chart. The lines provided were for the pupils to justify who they deem to be most responsible.



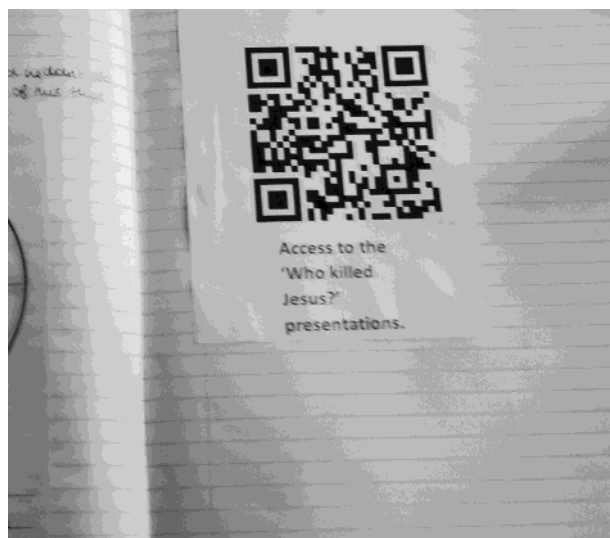
Through the reflection of the lesson, the quality of the pie chart resource was unsatisfactory and so the resource was improved for other classes. The pupils were able to interpret the opinions of other classmates well and discuss their reasoning adequately.

Digital Competency Framework

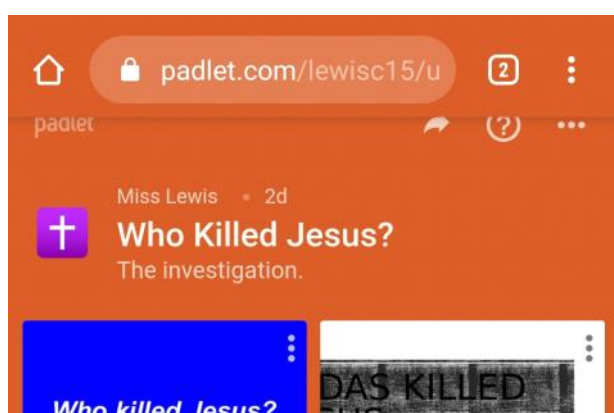
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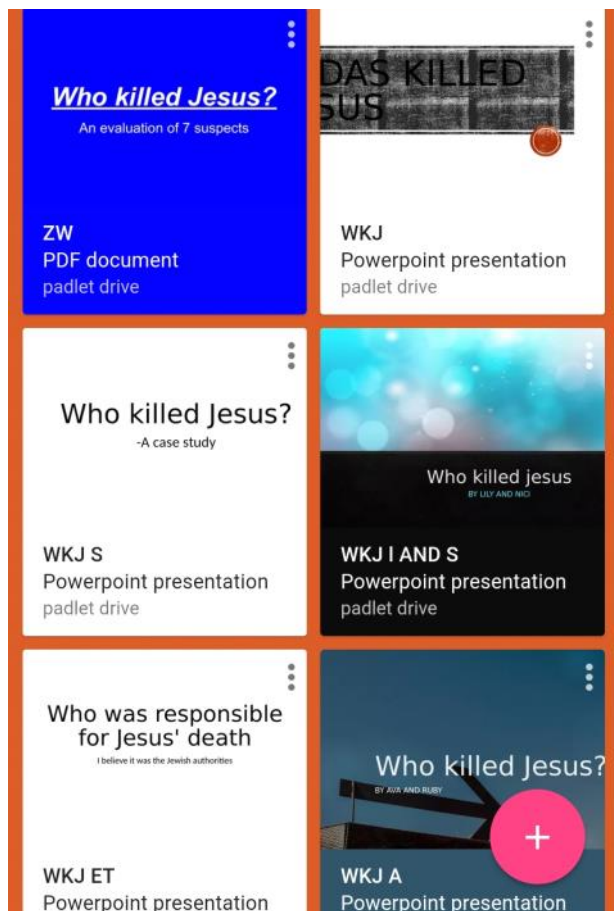
In a year 8 class while studying the topic of 'Who Killed Jesus' the pupils were put into groups to create a PowerPoint presentation conveying their argument and justification. The pupils emailed their presentations to me and added them all to a Padlet page. I then created a QR code linked to the Padlet page.



The QR codes were stuck into each pupils class book so they could access the Padlet page. The topic is revisited in year 9 when studying GCSE content and would be useful for a flip learning exercise.



The Padlet page consisted of everyone's presentations so the pupils are able to reflect on one another's work. Assessing who



everyone's presentations so the pupils are able to reflect on one another's work. Assessing who is most responsible the death of Jesus required good subject knowledge, analytical skills, the ability to reason, the creativity to present your argument on Microsoft software and the competency to work in a group. The task was not only fun and educational but a skills building exercise.

Blend of Teaching Approaches

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"Changes to the curriculum are often associated with moves to encourage particular approaches to teaching and learning. On the one hand, they can be seen as a reassertion of 'traditional' methods, sometimes described as 'direct teaching', while on the other hand they may be seen as favouring discovery learning or constructivism. Such polarisation fails to reflect the complexity of decisions about appropriate teaching and learning approaches. This Review, therefore, should not be regarded as falling into a particular 'camp'; rather, it implies the need for a broad repertoire of teaching and learning experiences that reflect the curriculum purposes.

A particular risk lies in direct teaching being caricatured as didactic, whole-class instruction. However, Hattie powerfully defines direct teaching as follows: 'The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modelling, evaluates if they (the students) understand what they have been told by checking for understanding, and re-telling them what they have been told by tying it all together with closure' (Hattie, 2009). Its essence lies in clear purposes and success criteria, modelling and practice, and regular and insightful feedback. In this way, direct teaching involves the active engagement of the teacher in 'scaffolding' learning. Creating contexts within which learners can demonstrate the ability to apply learning independently in unfamiliar settings is an important part of that scaffolding" Donaldson 2015.

Evidence 1: Research Project

Friday, December 6, 2019 12:16 PM

The Mission: create a list of 10 principles that ALL religions can agree on

- Each group has been allocated a religion.
- You must work together to write a persuasive speech, promoting your religions attitudes towards community
- Things to consider;
 - What are the beliefs in your religion?
 - How does your religion think other people should be treated?
 - What values are important?
 - How should people live their lives according to your religion?

Top Tips for writing a speech: include the audience, power words, good tone, repetition, Questions

Guidance

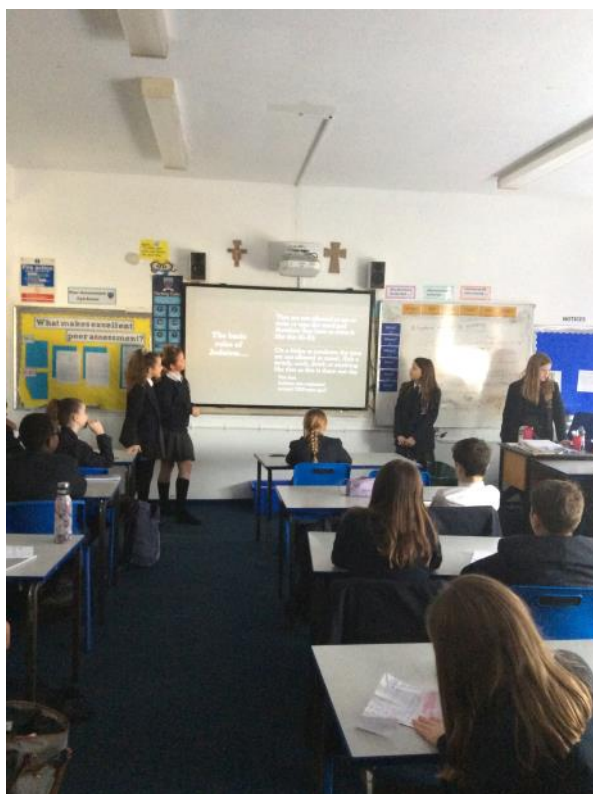
- All must participate in the creation of your speech
- Allocate 1 scribe to write/type your speech
- 1-2 people to be a spokesperson to say your speech (All can participate if you like)
- 1-2 people to develop other questions to ask the other groups about their religion

My Year 7 classes embarked upon a community project whereby they were split into seven groups: Christianity, Judaism, Islam, Sikhi, Hinduism, Buddhism and Humanism. In their groups there were to research about their religion or belief and create a presentation and speech to deliver to the class. Once all groups had presented, the class would devise 10 Principles that all religions or beliefs can agree on.

Research Notes

- Humanism:**
 - People who believe in humanism are called humanists.
 - The humanist view is that humans are the most important thing in the universe.
 - Humanists believe that humans should be treated with respect and dignity.
 - Humanists believe that humans should be free to live their lives as they see fit.
 - Humanists believe that humans should be able to make their own choices.
 - Humanists believe that humans should be able to live their lives without being judged by others.
 - Humanists believe that humans should be able to live their lives without being controlled by others.
 - Humanists believe that humans should be able to live their lives without being punished by others.
 - Humanists believe that humans should be able to live their lives without being rewarded by others.
 - Humanists believe that humans should be able to live their lives without being judged by others.
 - Humanists believe that humans should be able to live their lives without being controlled by others.
 - Humanists believe that humans should be able to live their lives without being punished by others.
 - Humanists believe that humans should be able to live their lives without being rewarded by others.
- Islam:**
 - People who believe in Islam are called Muslims.
 - The Islamic view is that Allah is the most important thing in the universe.
 - Muslims believe that Allah has created the universe and everything in it.
 - Muslims believe that Allah has created humans to worship him.
 - Muslims believe that Allah has created humans to live their lives in accordance with his will.
 - Muslims believe that Allah has created humans to live their lives without being judged by others.
 - Muslims believe that Allah has created humans to live their lives without being controlled by others.
 - Muslims believe that Allah has created humans to live their lives without being punished by others.
 - Muslims believe that Allah has created humans to live their lives without being rewarded by others.
- Judaism:**
 - People who believe in Judaism are called Jews.
 - The Jewish view is that God is the most important thing in the universe.
 - Jews believe that God has created the universe and everything in it.
 - Jews believe that God has created humans to worship him.
 - Jews believe that God has created humans to live their lives in accordance with his will.
 - Jews believe that God has created humans to live their lives without being judged by others.
 - Jews believe that God has created humans to live their lives without being controlled by others.
 - Jews believe that God has created humans to live their lives without being punished by others.
 - Jews believe that God has created humans to live their lives without being rewarded by others.
- Christianity:**
 - People who believe in Christianity are called Christians.
 - The Christian view is that Jesus Christ is the most important thing in the universe.
 - Christians believe that Jesus Christ has created the universe and everything in it.
 - Christians believe that Jesus Christ has created humans to worship him.
 - Christians believe that Jesus Christ has created humans to live their lives in accordance with his will.
 - Christians believe that Jesus Christ has created humans to live their lives without being judged by others.
 - Christians believe that Jesus Christ has created humans to live their lives without being controlled by others.
 - Christians believe that Jesus Christ has created humans to live their lives without being punished by others.
 - Christians believe that Jesus Christ has created humans to live their lives without being rewarded by others.
- Buddhism:**
 - People who believe in Buddhism are called Buddhists.
 - The Buddhist view is that the Buddha is the most important thing in the universe.
 - Buddhists believe that the Buddha has created the universe and everything in it.
 - Buddhists believe that the Buddha has created humans to worship him.
 - Buddhists believe that the Buddha has created humans to live their lives in accordance with his will.
 - Buddhists believe that the Buddha has created humans to live their lives without being judged by others.
 - Buddhists believe that the Buddha has created humans to live their lives without being controlled by others.
 - Buddhists believe that the Buddha has created humans to live their lives without being punished by others.
 - Buddhists believe that the Buddha has created humans to live their lives without being rewarded by others.
- Hinduism:**
 - People who believe in Hinduism are called Hindus.
 - The Hindu view is that Brahman is the most important thing in the universe.
 - Hindus believe that Brahman has created the universe and everything in it.
 - Hindus believe that Brahman has created humans to worship him.
 - Hindus believe that Brahman has created humans to live their lives in accordance with his will.
 - Hindus believe that Brahman has created humans to live their lives without being judged by others.
 - Hindus believe that Brahman has created humans to live their lives without being controlled by others.
 - Hindus believe that Brahman has created humans to live their lives without being punished by others.
 - Hindus believe that Brahman has created humans to live their lives without being rewarded by others.
- Sikhi:**
 - People who believe in Sikhism are called Sikhs.
 - The Sikh view is that God is the most important thing in the universe.
 - Sikhs believe that God has created the universe and everything in it.
 - Sikhs believe that God has created humans to worship him.
 - Sikhs believe that God has created humans to live their lives in accordance with his will.
 - Sikhs believe that God has created humans to live their lives without being judged by others.
 - Sikhs believe that God has created humans to live their lives without being controlled by others.
 - Sikhs believe that God has created humans to live their lives without being punished by others.
 - Sikhs believe that God has created humans to live their lives without being rewarded by others.

The groups were scaffolded with thorough instructions plus information sheets that outline the religion or belief. Pupils used the internet, books, dialogue with class teacher and dialogue with one another to gather information on various religions and concepts.



Pupils presented their findings coherently and in a mature fashion. The creativity shown was impeccable with a number of groups presented their information and then using a Kahoot quiz to test the audience attention. The children were able to show their capability in independent learning and utilising the zone of proximal development through social interaction.

Evidence 2: Lead Learning

Friday, December 6, 2019

12:16 PM

Booklets that pupils made showed how much they learnt regarding puberty.

- Good use of lead learner - encourages others to want to be a lead learner as well.

- Well resourced planned lesson - good to include boys with puberty leaflet.

Focus
— Think about how you could reassure some of the children who want to be involved but are nervous about discussing a sensitive issue.

Lead learners are pupils who exhibit excellent effort throughout the lesson. They can be used for simple tasks like collecting books or more exciting tasks such as writing on the whiteboard or helping other pupils with challenging work. With KS3 pupils they work well as a behaviour management technique. Additionally, they encourage class interaction and independent learning from one another.

8LS

- Excellent intro. clearly linking picture to past learning

- Good use of different people to read.

- Probing questions. - Do not be afraid to let them run with a question. Try "ABC"

- Excellent classroom management making pupil - sharing your autonomy.

- Task - excellent - use of recall.

Alternating reading responsibility allows for all pupils to feel included and requires all pupils to be attentive and focused. Length and difficulty of text is differentiated. Pupils leading their own learning in is line with growth mindset principles.

18/11/19

8LS Salvation Introduction

- Lesson well planned and resourced.

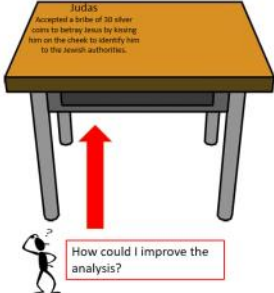
- Pupils clearly engaged and you clearly thought to involve them by giving examples and relating it to them.

- Use your presence as classroom control. Stand by main people causing problems.

- If you say you are going to move someone do it.

- Really good activity "ABC" pupils listened well to each other

The ABC strategy encourages class discussion with minimal teacher interaction or probing. A pupil is asked to give an answer or opinion on a topic and then the class is asked if they Agree, can Build on, or can Challenge the answer given. This allows for healthy debate and numerous opinions to be shared. The freedom afforded to students to let conversation flourish encourages a wider understanding of the topic being discussed.



As investigators, you must identify the Suspects

- Read the passage that outlines the last movements of Jesus.
- Identify the suspects who hold responsibility for his death.
- In pairs, use a whiteboard pen to create a suspect profile on your desk.
- USE PARTNER VOICES i.e. whisper to one another
- Number your suspects to show who is most responsible for the death of Jesus, and who is least responsible. For example, most responsible will be number 1.

Example of how to use Live Learning board. Explanation below.

03.12.19 808 Who killed Jesus?

- ✓ Good visual stimulus.
- ✓ Good use of praise
- Develop questioning - Why 'do you think they are victims?' How 'do you know this is Jesus?'
- ✓ Questioning developed over time.
- ✓ Good to make links to GCSE
 - probe meaning of key terms.
- ✓ L.Os shared → more questioning to clarify understanding of L.Os.
- ✓ Task promoted reading skills → signpost 'skimming' and 'scanning'.
- Little more questioning about why these people are responsible.
- ✓ Use of live learning board.
- Display instructions and any challenge tasks to support learners.
- ✓ Links to prior knowledge and terminology.
- ✓ Use of whiteboards / tables promoted interaction and collaboration.
- ✓ Expectations modelled.
- 5 mins - unrealistic time.

Live Learning is where pupils are given the freedom to write down ideas and opinions on the table with a washable pen. Pupils are able to alternate around the room to discover alternative ideas before adding extra information to their own. This student led strategy works well in developing arguments ready to be tested by the class teacher.

Evidence 3: Direct Teaching

Friday, December 6, 2019

12:16 PM

GCSE STYLE: Define the term salvation (2).

Can you think of an example of salvation within Christianity?

Jesus
The crucifixion of Christ saved us from our sins and healed the relationship between humans and God. Human beings through salvation, are able to be reunited with God in the afterlife.
• 1 Timothy 1:15 "Christ Jesus came into the world to save sinners"
• John 14:6 "no one comes to the father except through me".
For Christians, the death of Jesus was their salvation as said in John 14:6 "no one comes to the father except through me".

Religious charities or figures

- Open doors
- Salvation Army
- Christian aid
- Martin Luther King
- Corrie Ten Boom

Christian aid are an organisation that offers salvation to people across the globe suffering from extreme poverty.

Direct teaching encompasses a range of methods that scaffold pupils to reach their full potential. By including the marks awarded for GCSE style questions and the success criteria on how to achieve, pupils are more equipped with the knowledge on how to attain full marks.

Success criteria

c) Explain the role of Jesus for Christians. (8)

The questions test the candidate's ability to:

AO1: Demonstrate knowledge and understanding of religion and belief*, including: belief, practices and sources of authority; influence on individuals, communities and societies; similarities and differences within and/or between religions and belief

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7-8
3	A very good explanation showing awareness of the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	5-6
2	A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	3-4
1	A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.	1-2
0	No relevant information provided.	0

The inclusion of band descriptions ensures students are able to self-assess and re-draft work accordingly in order to meet the examiners expectations.

Identify the Suspects Task

- As a class we will go through the last movements of Jesus together.
- We will identify the suspects.
- In your books create a suspect profile as shown.

Suspect	Who Killed Jesus?
Growth	David Mervin 3
Andarh	Shayla
Judas	Bribed by the Jewish authorities with 30 silver coins to betray Jesus.

Modelling presentation expectations and providing WAGOLs for exam responses ensure all students have the opportunity to succeed.

Some good questioning.
Good emphasis on challenge.
- Give indication of space when drawing table.
✓ Use of praise.
✓ Well done for modelling process on whiteboard.
- Could have been set out in more engaging way.
- Challenge those off task. Too many not working.
✓ Good movement around room.

NU:

Following the I do- We do- You do method, students are given the opportunity to see what's required and imitate the technique for their own progress. It is also an excellent means of assessing whether your teaching style is being interpreted the way you wish it to be and whether your own pedagogy needs refining.

Microsoft Word interface showing a document titled "sentence starters - Word". The document contains several sentence starters in speech bubbles:

- Members of the jury, I come forward today on behalf of Jesus Christ our saviour...
- I am here today to defend the case of _____ on trial for the murder of Jesus.
- I am here today to prove beyond reasonable doubt that _____ is responsible for the death of Jesus.
- Without _____ actions, the messiah would still walk with us.
- _____ is beyond doubt guilty.
- _____ is more responsible than _____ because...
- Jesus was killed in the more barbaric (brutal) way known to man.
- Thank you for your time, I hope you have the courage and bravery to prevent _____ from walking free.

A stick figure character is standing next to a red-bordered box containing the following text:

Challenge: Try to include as many of these Key terms or events as you possibly can.
Crucifixion, the Last Supper, Messiah, Salvation, incarnation, Prophecy, God's plan.

Direct teaching is essentially scaffolding. When expecting a written piece of work to be completed, providing sentence starters or the key words to include can aid pupils in developing their responses and meeting expectations.

Critical Reflection

Friday, December 6, 2019 9:00 AM

Becoming a competent teacher does not occur overnight. Successful educators embark on a journey of self-improvement through continuous self-reflection. Brookfield (1995) implies that reflection is transformative for the schooling system as it allows the redirection of practice from assumptions and preconceived ideas. This journey of unearthing the extent of one's professional capacity begins during the Professional Teaching Experience (PTE). The purpose of this assignment is to critically reflect on the progress made implementing three pedagogical principles found in Professor Graham Donaldson's Successful Futures report (2015). From this, I will be able to identify the appropriate next steps to enhance my professionalism.

Donaldson's report (2015) has shaped an education reform in Wales. Successful Futures bases the purpose and structure of the new curriculum on the application of the twelve pedagogical principles that aim to refine teaching and learning to ensure that educators in Wales maximise opportunities for children. The holistic development of each child will be the focus of this educational reform, as supported by Education Minister Kirsty Williams. For this assignment, the three principles that will be assessed are as follows:

- Good teaching and learning means employing assessment for learning principles
- Good teaching and learning regularly reinforces Cross-curriculum responsibilities
- Good teaching and learning means employing a blend of approaches including direct teaching

This assignment will embark on an in-depth analysis of each principle, referring to my implementation during my PTE. In order to evaluate how well each principle has been implemented, links will be made to the literature surrounding each concept and the possible obstacles that may interfere with the inclusion of the principles will be discussed. Finally, I will reflect on the findings and assess the most appropriate means of reaching professional teaching standards.

Successful futures informs us that assessment for learning (AFL) is pivotal in providing practitioners with insight into the effective pedagogy. The Welsh Government (2010) defines AFL as strategies employed that identify a student's position on a learning continuum. Once identified, a review of where they need to go and how best to get there is established. AFL contrasts assessment of learning, as many forms of assessment of learning encourage surface learning with the aim of passing a test being at the forefront of the pedagogy. AFL, as Gardner (2006) exclaims, is used to improve performance through both formative and summative assessment. Sadler (1998) implies that formative assessment refers to the deliverance of feedback to enhance performance and accelerate learning. Harlen and James (1997) highlight the purpose of summative assessment as being a method to categorise learning at a particular point in time, for the purposes of producing reports for stakeholders such as school governors' local authorities or parents. Essentially, summative assessment sums up learning, however, both forms of assessment are valuable in determining student potential (Black et al, 2003., Wallace, 2015., Williams, 2018).

When AFL strategies are successfully implemented, learners develop the ability to positively articulate knowledge, making teaching and learning explicitly visible within the classroom. This is essential at my placement school, with one of the 5 signs of

excellence being 'visible progress'. In addition, AFL coincides with social constructivist theory as there is a heavy focus on collaboration and co-operation with the teacher facilitating learning. Learners are sufficiently scaffolded to take ownership of their education. Moreover, evidence suggests that successful implementation of AFL strategies is more beneficial than reducing class sizes and increasing subject knowledge. Wiliam (2009) researched into the professional development of teachers and found that AFL gives you an extra 8 months teaching time, this is 4 times the teaching time of reducing class size, and twice the teaching time of increasing teacher subject knowledge. However, Spence (2015) found that AFL is generally underdeveloped in schools. Thus, the extent of its power cannot be reliably measured. Furthermore, While Wiliam (2018) can appreciate the benefits of AFL, he is not ignorant to the negative impact of assessments on learner's self-esteem and mental health. Spence (2015) supports this by stating that assessments merely highlight weakness. Nevertheless, the new 2022 curriculum will focus on children reaching their personal potential and Dweck's (2006) growth mindset theory can be instilled to banish the negative impact of the self-fulfilling prophecy on those who doubt their capabilities. Black and Wiliam (2002) found that GCSE attainment is improved by an average of half a grade when AFL is utilised. This evidence is imperative for key marginal students who require subtle but effective support to secure their deserving grade.

Relating to my PTE, a continuing professional development session I attended with a middle leader at my placement school shared AFL expertise. The two fundamental concepts that influenced my pedagogy from this session are; the importance of metacognition, and attribution theory.

Much of the CPD session concerned the overlap between metacognition and AFL. In simple terms metacognition refers to the process of thinking about thinking, or higher-order thinking (Hattie, 2009). Metacognition corresponds with AFL as the questioning techniques must encourage the learner to investigate their response further, to truly comprehend the basis of their knowledge. Likewise, the practice of metacognition develops independent learning and self-assessment skills. Hattie (1996) evidenced that learners who think about their learning attain better grades. Hence, thinking about why or how you reached a conclusion, or why you did not, improves the quality and criticality of one's academia. However, Billings and Roberts (2008) note that teaching students to think is the most challenging literacy skill to grasp. This understanding of the links between AFL and metacognition has led me to reevaluate my questioning style; am I looking for a correct answer? Or am I looking for a learning narrative? This level of critical thinking encompasses Blooms Taxonomy which Gershon (2015) promotes for stretching and challenging students. A pragmatic and natural questioning style is to be developed over time. Since beginning my PTE, I have had the opportunity to refine my questioning, with improvements being made. However, the CPD session on AFL has taught me that maintaining the flow of metacognition is advanced through excellent questioning. Also, I have come to realise the importance of wait times in questioning. Smith et al (2009) found that allowing time to compose an answer, generally improves the depth and understanding as the students have been afforded time to practice metacognition. By giving thinking time, the feedback I deliver is more rewarding. This inflicts growth mindset. The wait time and positive praise results in the development of logic, reasoning and language skills (Rowe, 1974).

The CPD session also highlighted the influence of attribution theory, meaning the casual beliefs of teacher and pupil behaviour. A study by Weiner and Kukla (1970) found that weaker ability learners who display high levels of effort are given more positive praise over high ability-high effort learners. This illustrates how teachers are more willing to reward effort over attainment, reiterating the growth mindset. This encouraged me to reflect on the distribution of praise and positive feedback I give during my lessons. I have realised that I am more favourable of positive behaviour and effort from students who do not usually exhibit these characteristics. Using my

metacognition, I have questioned why I do this, and I have concluded that to respect the Donaldson review and the four purposes that are the umbrella of the new curriculum, the holistic development must be paramount. Therefore, those students who try hard even if they do not reap the benefits will still feel appreciated. My aim as a teacher is to ensure no student falls into the trap of 'learned helplessness' whereby those who receive lower attaining grades cannot comprehend that effort will impact outcome (Maier et al, 1968).

Furthermore, progress checks have massively influenced my pedagogy. I strive for a learning environment that is safe, constructive and reflective so mistakes can be made without embarrassment or a knock to self-esteem. This stems from the Ginott (1972) behaviour model that discussed the importance of positive relationships, encouraging interaction and quality communication. Progress checks assess learners understanding at a particular point. This could be at the start of a lesson with tasks such as think-pair-share, which is supported by Harvard's project Zero, or at a midpoint throughout the lesson with the use of hinge questions. This unearths misconceptions, allowing the teacher to reflect on their own deliverance of content. Any errors can be dealt with effectively before the basis of a whole topic is compromised. Progress checks can also be encompassed in a plenary through having the students to self-assess their progress against the lesson objectives. Students can identify their own next steps and use their metacognition to self-regulate and excel.

While my AFL strategies are improving and my level of understanding is reaching new depths, one aspect of AFL I need to utilise is feedback. AFL principles suggest that learners vest effort into a task if they believe progress can be made. Research conducted by Butler (1988) conveyed that comment only feedback can improve attainment by an average of 30%. This recognises the importance of effort and reflection. Sadler (1998) also endorses the impact of feedback suggesting that it has the ability to inspire confidence and the hope for success.

Some academics view AFL as the balance between surface learning and deep learner, referred to as strategic learning (Marton et al, 1984). Deep learning can be time consuming and impractical when delivering a syllabus under time restraints. Likewise, surface learning ignores the ability to apply knowledge. Strategic learning appreciates the need for application of knowledge in various contexts, while also respecting the requirements for specific content being taught. AFL strategies aid the development of strategic learning through encouragement of ownership of one's education.

Cross curricular responsibility refers to learning that incorporates several disciplines to enhance understanding and skills in the application of knowledge. Donaldson (2015) acknowledges that cross curricular responsibility is a key feature in successful pedagogy. 2013 saw the introduction of the statutory literacy and numeracy framework across Wales (Welsh Government, 2013). This framework was embedded across schools to improve the poor literacy and numeracy PISA scores (National Assembly for Wales, 2013). Under the new educational reform, digital competency framework will be enforced to ensure children are receiving adequate intervention to engage with the modern technological world.

The implementation of the DCF framework has received much support from academics (Pluss, 2018., Burnett et al. 2019). The requirement for learners to be sufficiently educated to ensure they are digitally competent is vital for working life. A possible issue with implementing DCF, is the requirement of staff professional development. The intensification and complexity of a teacher's workload is already strained. The Department of Education (2018) released a tool kit containing methods for organising and balancing current workload, without the need for personal development on digital competency. Inevitably, to inspire the next generation of children in Wales to become ambitious, capable learners; digital competency must be instilled throughout the curriculum.

There is also the concern that the statutory requirements placed on literacy, numeracy and DCF will result in forceful and unnatural links being established. However, the Welsh government recognises the difficulties in implementing disciplines such as numeracy into highly academic areas such as Humanities. Therefore, only naturally occurring links that enhance learning are deemed necessary (Welsh Government, 2017b).

Contrary to the criticisms, an Estyn (2017) report illustrated the advantages of cross curricular responsibility with the improved literacy and numeracy statistics since the frameworks has been made statutory.

During my PTE, I have made a conscious effort to incorporate these responsibilities where appropriate. Although cross curricular responsibilities extend to including any discipline outside of one's own specialty, I have decided to focus upon the three statutory requirements in my review. While the inclusion of history and geography has aided my teaching in delivering a thorough narrative of religious studies, the inclusion of literacy; numeracy and digital competency has tested my ability to cultivating skills.

In reference to the evidence supplied on Literacy, I decided to focus on a starter activity I created based on the investigation of a poem to comprehend meaning of key terminology. The learners were provided with instruction to aid their analysis and individual thinking time. Learners were then encouraged to collaborate, and I facilitated the discussion through questioning. Once a strong understanding of the poem was held, the learners were required to apply this understanding to the key term in an attempt to create a definition. This task promoted problem solving, creativity, collaboration and literacy in both reading and oracy. I was pleasantly surprised when all three of my year 8 classes succeeded in defining the term incarnation.

With regards to the numeracy framework, I have evidenced the inclusion of pie charts within an RS lesson. First and foremost, the learners had a comprehension task to retrieve information. From this, the learners had to categorise their findings. The learners exhibited their choices on a pie chart and used the lines provided to demonstrate their justification. This was a positive way of helping to visualise opinions to spark debate. In reflecting on the use of the pie charts, I was pleased with the response they had. However, it was evident that the resource sheet needed to be made more professional to ensure learners had clarity on expectations; the improvement is evidenced.

I then decided to broaden the learner's creativity. Learners were grouped and given the task of creating a PowerPoint presentation depicting the crucifixion and who they would hold on trial for the death of Jesus. This task required software knowledge, imagination, collaboration and digital literacy. Once the presentations were completed, each group had to email them across. I created a Padlet page and uploaded each presentation. The page was converted into a QR code and stuck into each student's book for them to access to assess one another's viewpoints, or to revisit at a later date when their knowledge has expanded.

Importantly, my PTE placement school is situated in an affluent area and I have access to the equipment and resources that enriches my pedagogy. Not all schools have this luxury and so it is vital that I am able to adapt tasks to fit within my environment. The Education Endowment Foundation 2019 favour of the expansion of literacy skills across all areas of learning, implying that it is fundamental for the success of students. To abide by this, my aim during the remainder of my PTE is to encourage the development of independent reading and language skills through extension tasks and homework.

The school environment facilitates and enrich learning. To do this successfully, Jonassen and Land (2012) suggest a repertoire of techniques should be explored. Hence, the inclusion of a blend of teaching approaches (Donaldson, 2015).

Educators must nurture learners critical thinking skills and creativity. Within my subject specialism, this encourages children to view a variety of perspectives, comprehend the strengths and limitations of their own views as well as other peoples, and to aid the formation of innovative solutions. The transmission of these skills can be fostered in all disciplines through the inclusion of appropriate tasks (OECD, 2019).

The blend of approaches principle promotes the use of direct teaching where appropriate. Direct teaching is considered the traditional teaching method, with some academics referring to it as direct instruction (Hattie, 2012. Rosenshine, 2008).

There is a suggestion that to competently implement direct teaching, strong subject knowledge is required (Coe et al, 2014). This could limit the quality of teaching as many practitioners deliver content outside of their specialism. Hattie (2012) implies that the biggest impact on learning is knowledgeable teachers. This is, however, disputed by Wiliam's (2018) ideologies on AFL implementation as having the most profound impact on pedagogy. The EEF debate the usefulness of direct teaching on developing critical thinking skills (Education Endowment Foundation, 2019). Instilling critical thinking requires teachers to divert from traditionally 'safe' methods of practice such as direct instruction. Wiliams (2016) questions the ease at which a teacher can differentiate direct teaching strategies, leading to more complex workload. However, direct teaching is required in any schooling environment especially when new information is taught (Westwood, 2008).

The evidence I have supplied includes a research project, the use of lead learning, and direct teaching. The research project was inspired by the notion that children are 'lone scientists' and absorb knowledge through interaction and dialogue (Fosnot, 2013., Vygotsky, 1978). Mercer (1995) highlights that social learning influences higher order thinking skills, or as previously discussed metacognition. Therefore, I took the opportunity to implement a research project with my year 7s. The learners received thorough instruction on what was required, and I scaffolded their research by providing information packs. Once the research was completed the learners had to present their findings to the class, building health and confident individuals. My experience backed the findings of Cowie and Van der Aalsvort (2000) in that learners of a similar ability could collaborate to progress learning, challenging the need for a more knowledgeable other. The learners had support from myself, the TA and one another to clarify understanding. All the learners conducted themselves professionally and maturely, exceeding expectations with the level of detail in their presentations. This solidified the efficacy of how research projects can advance learning.

Moreover, the evidence supplied concerning lead learning changed my mindset on the degree of teacher influence within a classroom. Barnes and Todd (1995) found that for learning to occur, the teacher does not always need to present or the one facilitating conversation. Due to these findings, I utilise learners to embark on tasks more commonly suited to the teacher. The tasks include freedom to gather information on live learning boards as the learners see fit. This results in each pair or group displaying excellence in a variety of forms. The use of lead learners to assist in many ways such as writing on the interactive board, reading to the class and partaking in the teaching responsibilities through helping classmates with understanding and presentation. The use of lead learning also promotes good classroom behaviour and effort. Although effective in this particular setting, lead learning may inhibit learning in schools whereby the children are not conditioned or motivated to play an active role in their education.

Finally, I have provided evidence of elements of direct teaching during my PTE. Direct teaching is the process of delivering new information, illustrating a criterion for success, modelling expectations, gaging understanding through progress checkers and repetition of knowledge (Hattie, 2009). Westwood (2008) reiterates that direct teaching includes structured discussion, feedback and scaffolding. Scaffolding

cultivates learners to independently apply knowledge in several contexts (Donaldson, 2015). My evidences depicts efforts to deliver instruction and cognitively support learners in problem solving that would difficult to accomplish without teacher facilitation (Bruner, 1987).

Current professional teaching standards exemplify the importance of reflective practice for quality pedagogy (Welsh Government, 2019). This is not a recent discovery, with academics preaching the vitality of reflective practice for decades. Harrison (2004) suggests it is imperative in advancing professional learning and development.

Through the reflection of my implementation of these principles, I am aware of how interdependent the principles are upon one another. For instance, direct teaching is scaffolding, this cannot be separated from AFL in its principles of delivering feedback, quality questioning and providing accurate information of how to succeed (Fernandez et al, 2015)

To strengthen my professionalism, I will work in accordance with the new curriculum. I will continue to broaden my AFL strategies. Even though the impact is difficult to measure for reasons such as the possible inconsistency between teachers in secondary settings. This may result in survival habits being adopted by students according to D. Royce Sadler (1998). Consequently, I will abide by the school policy adopting their approach in my teaching. I will embark on challenges to promote critical thinking and creativity at any given opportunity to ensure the leaners of Wales meet the Donaldson expectations.

Word Count: 3300

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Friday, December 6, 2019 9:00 AM

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