

Overview

Wednesday, October 30, 2019 3:29 PM

Within this assignment I will touch upon these three pedagogies in relation to my teaching practice In PTE 1;

1. 'Good teaching and learning means employing assessment for learning principles.'
2. 'Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.'
3. 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.'

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

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Pathway: Secondary English

OneNote link: https://uowtsd-my.sharepoint.com/:o/g/personal/1600238_student_uwtsd_ac_uk/Ek1U5hl3QpZHjzW-ds8XAvQBfSU4aZMCKO9XjzSyiP9q5w?e=1Pm2iR

Targets from previous assignment:

	Target	What have I done in this assignment...
Target 1	Make sure you use more formal language at times. Use the literature to support your statements. Remember to be tentative.	Throughout this assignment I have paid close attention to the language I am using and have refrained from using unsupported statements.
Target 2	Use Harvard guidelines for references -a lot of attention to detail needed here. There are several references you referred to which are missing from reference list. Proof read your work more thoroughly	Within my assignment I have proofread my work in order to refrain from making accidental mistakes and errors within my referencing.
Target 3		

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

Lesson plan 1 from a year 8 class before starting the new unit.

Time	Activities/Methodology/Key Concepts (Teacher's Role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupil's role - including differentiation, engagement in formative assessment and homework)	Resources (including health and safety requirements)
Opening phase (with links to prior learning)	Brief starter outlining what we will continue to do. Videos of London 2012, adjectives used to describe the athletes.	Children engaging with videos on board and taking notes of adjectives as a way of activating prior knowledge of persuasive language. Word banks with adjectives describing athletes.	PP
Teaching & Core Learning	Finishing off cold task, moving around classroom to ensure each child has completed.	End of cold task, finishing in books.	PP

My mentor outlined that this style of planning was too brief, therefore within my next few plans I developed on this and added in time frames.

Throughout my mentor meetings we discussed ways to improve my style of planning included seeing an example plan and how it can aid my teaching.

Plenary	Discussion with peer inferring what title says about their sport and why should they do it.	Writing chosen title on post it, inferring what it means and asking why they should do it.	PP
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It is also worth adding that at this early stage in my teaching I was still getting to know what my class would respond best to, therefore I used this method of verbal shared feedback using post it's to gauge their understanding.

This relates to the pedagogy which includes **assessment for learning** as a consolidation of learning is required within the plenary to recall and question each other as a way to ensure there has been sufficient development throughout.

Lesson plan 9 from the end of the reading side of the new unit.

Please see more detailed plans here in response to my feedback in week one.

Time	Activities/Methodology/Key Concepts (Teacher's Role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupil's role - including differentiation, engagement in formative assessment and homework)	Resources (including health and safety requirements)
Opening phase (with links to prior learning)	Think Pair Share starter on the board when walking in (5 mins) Feeding back after register (5 mins) Lesson objectives outlined and reading behaviours that we aim to use within the lesson. (5 mins)	Starter in pairs verbally - Reading back as a class - hands up questioning. Lesson objectives explained and aims outlined.	JAW Handout.
Teaching & Core Learning	Shared reading of the text and picking out key words that are hard. (7 mins) Click and click for individually. (7 mins) Analyse and summarise - model answer on the board and allow class to complete in pairs (8 mins). Questions related to text done individually and peer marked together (7 mins).	Shared reading task together and click clunk done individually. Analyse and summarise modelled on board and to be completed individually / in pairs if needed. Questions related to text completed in books individually and peer assessed.	

At the start of the lesson I used AFL to use their APK. I did this so I would understand what learning they carried forward from last lesson and what we needed to go over again.

Plenary	Homework set for next week - creating a text file for a sports person of your choice. Verbal plenary - What are 5 things you have learnt today? (5 mins)	Verbal plenary.	
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As you can see, after my ninth lesson with year 8 the verbal plenary method is the most effective. This class respond especially well to oracy tasks, getting five things they have learnt from the lesson allows me to respond orally to them if I feel something needs to be expanded on or developed and can be in that short time before the end of the lesson. It also enables the children to aid learning from their peers, hearing their friends talk about what has happened in the lesson will encourage recall and consolidation.

Interim report snippet based on refining teaching techniques and specifically AFL.

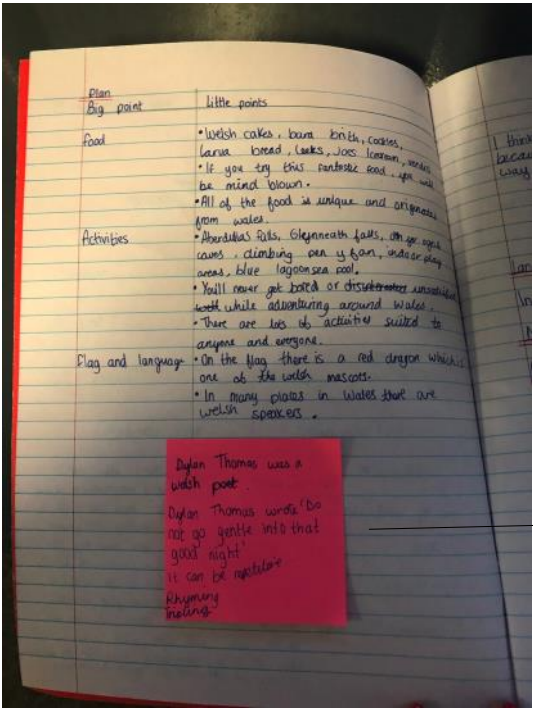
On track

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

In terms of assessment, Rosie has started to use a range of activities including questioning and post it notes for AFL. She could further develop this and work on marking books in the second half of her placement. Rosie has started to differentiate tasks, which is evident in her lesson objectives and tasks for the class. However, she could build upon this in the second term and develop extension tasks for MAT pupils. The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes. This has been evident by attending Year 9 Parents Evening. She could build upon this and offer a positive phone call home to parents next term. Targets Rosie could build upon recording deep mark assessments and reporting to parents in the second term, however due to the length of this placement, she has not had the opportunity to facilitate this.

Within this interim report my mentor reflects on my progression within the AFL framework.

Year 7 'post it' AFL technique within my last lesson with them.



At the end of this lesson I placed post its on each table and nominated one person to be scribe, writing 4 things they learnt within the lesson and to stick it on the white board when done. Within this 'post it' the pupil has four facts / words he/she had learnt within the lesson, using the post it in this way allows the whole class to learn from each other as well as consolidate learning. I had taught this class for a total of 6 lessons so therefore understood that the best way to consolidate learning with them was as a class.

Pedagogy 2

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



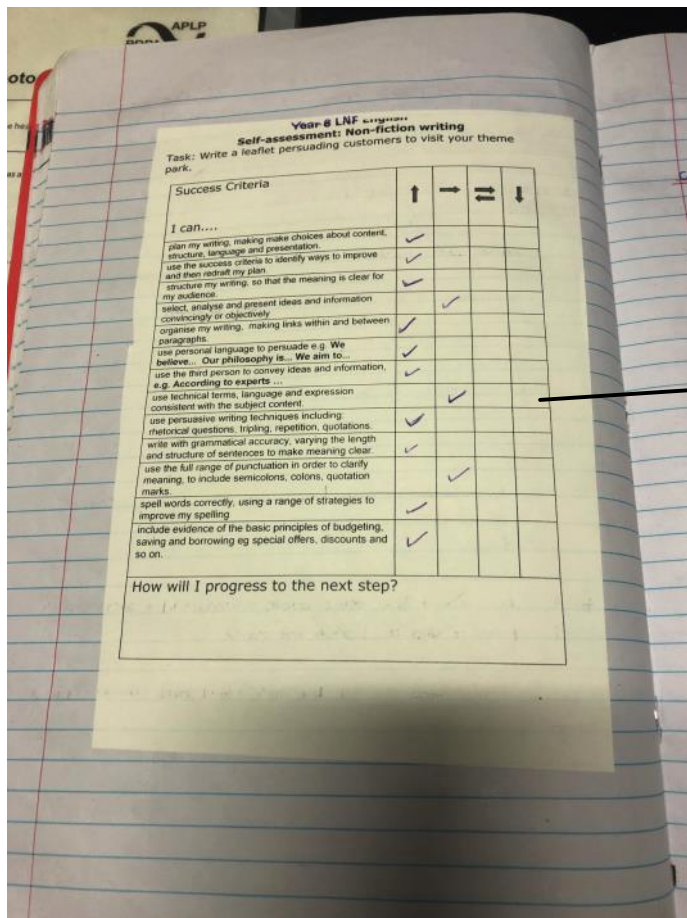
Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rosie Smitham	Class:	8A
AoLE or Subject	English	Date:	04/11/19
Lesson Focus:	Identifying baseline knowledge of sport and persuasive language and outlining unit objectives.		
Meaningful links to Curriculum	Working towards a persuasive webpage based surrounding 'on the go' they will develop their digital competency by creating the webpage and in doing the research for the page. Their persuasive language will also be developed throughout this lesson.		
Meaningful links to: Cross Curricular Responsibilities	DCF and Curriculum Cymraeg.		
Personal Targets (Linked to QTS and identified in weekly review) Given by Ruth – Focus more on APK and getting to know me. More explicitly outline what they are going to do and link back to objectives in plenary.			

As highlighted above, within my first lesson the pupils were required to design a webpage in order to meet the criteria for DCF for the English curriculum. This highlights the cross curricular responsibilities amongst all subject areas, this lesson practices and supports this particular subject. Within English this can be hard as written work has the ability to inspire creative flare as well as a passion for writing, however using DCF in a way to save and write assessed tasks allows for specific variables to be monitored such as timing and resources.

Self Assessment grid of year 8 work.



This grid not only represents a successful AFL technique, but also an example of the LNF strands that have to be covered within English.

Infographic starter year 7 - Evidence of LNF framework.



This infographic starter was used within the 'On The Go' unit with my year 7 class. This was done to fulfil the numeracy side of the LNF strand, within my English lessons.

Pedagogy 3

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

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)	Post it note on walking in - starter on the board to write sports they already know. Introduction to myself and unit. Outlining behaviour expectations and success criteria for the day.	Date in Welsh / gwaith dosbarth - Writing unit objectives in books. Children refer back to post it note given and expand on what they already know.	PP

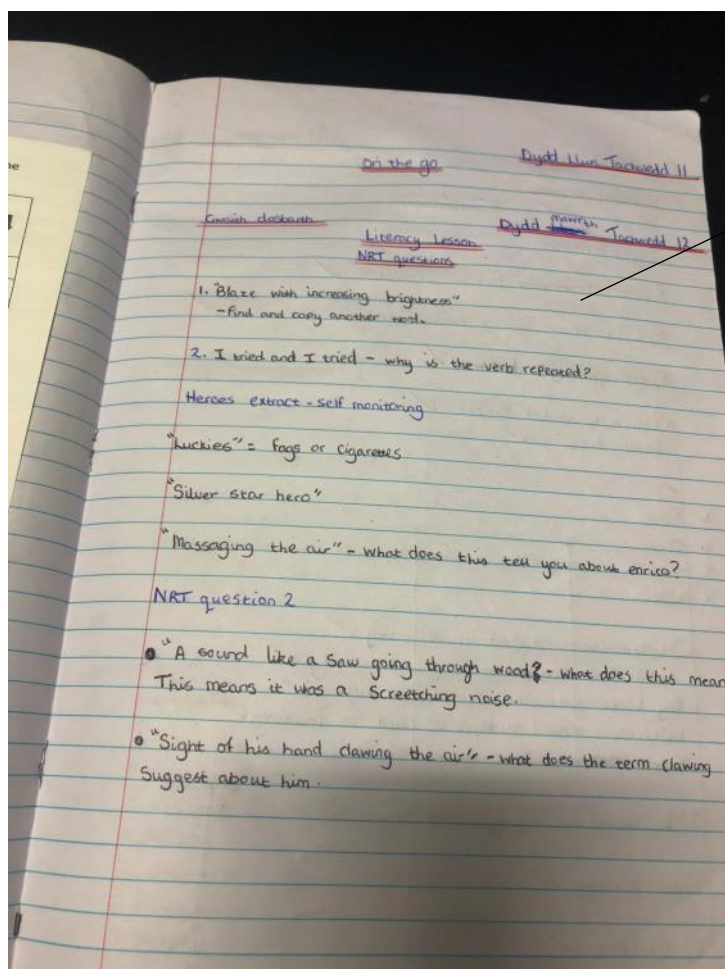
As highlighted above, the class were asked to touch on their prior knowledge when walking into the class in order to get their mindset into learning from the moment they entered, ensuring the environment is suitable for learning. Displaying a starter so early within the lesson allows for children to settle as well as being engaged, starting the lesson in the correct way to enable maximal learning.

Year 8 proof reading starter. Developing their APK in line with the GCSE specification with a section on proof reading.

• Read;
 • Identify 5 errors by underlining them;
 • Correct the errors by writing them at the side of the document.

Dear Mum,
 I've just gone the park for a kik
 about with the boys.
 Don't worrrie, i've tidyed my room
 and put the dishes away, so I
 thought I deserved a reward and
 the reward is FOOTBALL!
 Ill be home by 4pm (it's 2.30pm
 now)
 See you later, your favourite son,
 Ryan! x

NRT practise within unit lessons with y8.



This task specifically was set to inform their NRT practise ready for exams in January. This is done once a week to continually build on what they previously learned for an end result of a well informed and prepared pupil.

APK mind map before the start of a new unit to understand what they already know.

Dydd iun Rhagfyr 9

Epic Wales

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graph TD
    A[Why is Wales an epic place to live] --> B[Legends]
    A --> C[Flag]
    A --> D[Language]
    A --> E[Activities]
    A --> F[Myths]
    A --> G[Traditions]
    A --> H[History]
    A --> I[Food]
    A --> J[Beaches]
    A --> K[Landmarks]
    A --> L[Sports]
    K --> K1[Mountains]
    K --> K2[Castles]
    L --> L1[Football]
    L --> L2[Rugby]
  
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Part of speech	topic sentence
1/ Introduction	Do you want to come to Wales and see just how epic and breathtaking it really is?
2/ Flag and language	The country of Wales has its own fantastic flag and unique language.
3/ Food	If you visit Wales you must try the fantastic food, the unique cuisine of Wales.
4/ Activities	There are many activities to do in Wales for family, friends and even just yourself.
5/ Conclusion/summary	In conclusion, I think that if you visit Wales you will see just how epic it is by everything you can see and do or even eat, you can also have adventure.

This mind map was completed as a shared exercise as a class in order to get a whole class understanding. It allowed me as the teacher to inform my planning from what they already know.

Critical Reflection

04 January 2020 12:59

Throughout my professional teaching experience to date, my attention has remained focused on the pedagogy and how it can improve and inform my practice. The focus of this essay will be how the pedagogical principles have informed and therefore improved my practice. As well as using the pedagogy this essay will expand on how I have developed my teaching in practice and therefore become a better professional as a result, as well as how school-based provision accommodated this. This essay will also focus on the adaptation that has to take place by the teacher within lesson planning to reflect the class's needs as well as various other topics. There will also be a section of this essay that will include literature that has been researched and included to the benefit of the reflections, as well as a section dedicated to the explanation of the annotated evidence with implementation and to conclude a summary with recommendations for further development. The context of my professional teaching experience should be noted, after 6 weeks at my placement school and with only 5 of them teaching I am beginning to identify strengths and weaknesses of my own, as well as my teaching technique and presence. Within this, I have developed my ability to plan and engage with the pedagogy as reflected within my evidence and annotations. As well as using my practice to inform my reflection, I have also engaged with multiple literary texts to inform my teaching and professional development.

Touching on the first pedagogy 'Good teaching and learning means employing assessment for learning principles', Black's text *Assessment for Learning* (2007) expands on ways of employing the assessment for learning principles speaking firstly of 'four types' of action. From page 30 Black expands on how questioning, feedback, sharing criteria and self-assessment as the key ways to use assessment for learning and formative research methods. The text also specifically focuses on questioning as a form of AFL as well as 'wait time'. Relating this to my own experience, I specifically found that whilst I am still perfecting my form of questioning, it can be useful to use resources such as a traffic light system or 'thumbs up or down' AFL method. Brown (2005) also supports how influential assessment for learning is within education, within her text *Assessment for Learning in higher education* published by the University of Gloucestershire, focusing in her text on various ways to use assessment including how it can prevent learning. She expands on the use of self-assessment as well as questioning as core arguments. Specific to my practice, I have found the traffic light system an effective and discrete way of assessing learning without questioning. Rather than picking children to answer I use this system whilst walking around the classroom for me to identify who needs extra support and who doesn't, without drawing attention to pupils and removing the risk element of damaging self-esteem due to embarrassment. Relating my own experience to the source once again, Black talks about speaking with experienced teachers who relate the success of their questioning down to wait time, this is something that I understand and have observed within my observations. The evidence used to support this text is vast, with it being based on a study within schools it directly relates the text to my teaching. Another text released by the Welsh Government in (2010) *How to develop thinking and assessment for learning in the classroom*, explicitly talks about questioning as a form of assessment for learning as well as Bloom's taxonomy, using this to aid and develop questioning. Regarding how I would adapt my planning, in future I would include Bloom's taxonomy more centrally rather than as a form of AFL in questioning opportunities. I would include key questions that revolved around the taxonomy to improve learning. (Fisher, 1999).

With regards to the second pedagogy I have chosen to look into: 'Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy,

and digital competence, and provides opportunities to practice them', there are various pieces of literature which make sense of my practice and theoretical practice. Chris Rowley expands on this cross over in his text *Cross-Curricular Approaches to Teaching and Learning* (2009). Along with Rowley's research the text *Strangely familiar: cross-curricular and creative thinking in teacher education* by Barnes (2007) specifically talks about the link between pedagogy and teaching. Linking this to my practice, within my placement school it is their responsibility to maintain and improve the reading ages throughout the key stages, hence the emphasis placed on the literacy framework. Linking this to my research within the text *The Effect of Cross-curricular Instruction on reading comprehension* (Aslan, 2016) expanding on the importance of cross-curricular reading. However within Rowley's text, although my specialist subject of English isn't explicitly mentioned, I can appreciate the context of the book and the level of explanation it is expanding on with relation to the new curriculum due to begin in 2022. Specifically, the initial chapter outlining the morals that wish to be achieved by the cross of AoLE's (Areas of Learning and Experience) was of particular interest to me, due to the responsibility of my subject to the LNF and DCF strands, along with the link to the four purposes. Relating this to the newest document released by the Welsh Government on their hwb platform, it specifically outlines the new responsibilities of what will be my AoLE of Languages, literacy and communication, including the four purposes as well as the LNF and DCF strands that my placement school are already undertaking and that I have taught (Welsh Government, 2019). Although this text is based on experience rather than a research project, it gives an idea of how experience can inform my teaching, however its relevance in modern-day teaching is limited due to the constant adaptations that are being made to the curriculum.

The third and final pedagogy I have chosen to research is 'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.' The direct link between this development of applying prior knowledge and schema theory is clear. However, throughout the research done on the schema theory, there are common misconceptions that much be addressed. Within an article published by Chartered College of Teaching (2018) simplifying the key characteristics for successful schema, as well as the downfalls, including if knowledge is wrongly learned and based on flawed understanding. Applying prior knowledge at the beginning of each lesson is essentially a diluted form of a schema. (1932) This specifically relates to my own experience as within my placement my 'applying prior knowledge' tasks were of particular success to me and something that the classes responded to best. Within my research, an article of particular relevance came from The University of Illinois State in America written by Jim Gee (2012). Within this article, Gee responds to the self- assessment of prior knowledge, and how this method maximized optimal learning and recall. Specifically talking about the absence of embarrassment if an error occurs and how this impacts the ability to develop on what has already been learned and to improve/correct this. The evidence for the research on this professional source is again based on evidence, however as it is informed by an ongoing argument, it may be less reliable. However, the insight it gave into the application of prior knowledge and how to build and develop learning, as a result, is invaluable. Another text that represents the importance of applying prior knowledge is *A GOOD START: THE PEDAGOGICAL CHALLENGE OF ENGAGING PRIOR KNOWLEDGE FOR ALL PUPILS* by Christopher Tay in (2018), this further supports Gee's claims in the University of Illinois text that recall is integral to learning. This text directly makes links to learning and recall saying 'In the classroom, the extent to which children engage prior knowledge varies greatly. Some children require considerable support in recalling and applying what they already know to new learning'. The evidence the text has for its research is relevant and as it is written by a Headteacher and therefore could be seen as a reliable source. However, it could be argued that this source is written by a high stakeholder within the school hierarchy and therefore has a different opinion on the way the classroom works.

With regards to my implementation and practice, all three pedagogies have been obvious within both my planning and implementation, however, I will now reflect on my implementation within the pedagogy 'Good teaching and learning means employing assessment for learning principles' also known as AFL. Within my annotations on pedagogy one, I initially have given evidence of the first lesson plan I completed, I have made reference within this to the development of my ability to plan regarding the class. Within the first plan included as evidence, I did not know what the class responded to best, therefore I decided to begin with both verbal and written feedback as a plenary, using the post it's to write down what has been learned and to verbally share with the class, therefore allowing the pupils to learn from each other. Linking this directly to the pedagogy, the children responded well to this form of AFL. As I also annotated my final lesson plan with the same class was not only improved in detail, it was more informed. By this final lesson with the class I was able to confidently assess their learning in a way I felt best. Therefore by this point, I was confident in using it throughout the lesson not only within the plenary. This was reflected within my interim report where it was indicated by my tutor that I had been developing this aspect of my teaching. Finally, within the first pedagogy, I have given evidence of my post-it use, with an example of one with four learned facts from within the lesson. This pedagogy has been implemented and I feel learning was effective as a result, this was initially hard to plan for as I didn't know the class. However, after a few lessons, I began to develop a better understanding of their capabilities, this could be seen as a limitation to implementation however this was resolved with the development between myself and the class' relationship.

Within the second pedagogy 'Good teaching and learning regularly reinforce Cross-Curriculum Responsibilities, including literacy, numeracy, digital competence and provides opportunities to practice them.' I was able to demonstrate my understanding of this pedagogy within my planning and implementation of those plans. Within my first piece of evidence in pedagogy 2, there is an explicit link to the DCF framework and curriculum Cymraeg. These strands that are required by teachers to fulfill within their lessons directly accesses the cross-curricular framework and therefore accessing the new Curriculum with the cross over between AoLE's. The second piece of evidence that I have provided within pedagogy 2 gives a visual link between the LNF and DCF strands that must be fulfilled throughout the unit. An example of my fulfillment of this framework within the third piece of evidence can be found in the form of an infographic starter. This form of starter is used to provide the numeracy side to the framework and therefore adhere to the strands required. I feel this is something that I implemented well, and therefore made for extremely effective learning. This relates to the literature I have previously spoken about due to the importance of the LNF framework and my practice has reinforced this.

Within the third pedagogy, I have provided evidence of my implementation of a strategic task setting. In the third pedagogy, I have given an example of a task setting within the first instance of the lesson. Setting a starter at the beginning of the lesson to incite learning from the children entering the classroom. Within the second piece of evidence, I provided an example of a starter task given for a purpose. This purpose is to get the class well informed in early preparation for their GCSE examinations, specifically as it stands the proofreading section. Doing a small starter like this throughout the unit gets the pupils into the habit of checking and scanning both their work and pieces where errors need to be identified. Also within pedagogy three, I have included an example of a year 8 pupils work while we were doing National reading test practice, again showing evidence of implementation for a purpose. This was done ready for their reading tests in January, an adaptation made by teachers to fit practice questions within the unit again referring back to the ability for teachers to be constantly adapting to the current ever-changing demands of the academic year. In retrospect, this final pedagogy could have been implemented via the use of laptops more often to reinforce the DCF, however, in school classes were banned

from using laptops due to damage. As well as setting tasks, building on prior knowledge is a large part of this final pedagogy. Regarding the literature I have spoken about, specifically Christopher Tay's journal on the importance of building and developing prior knowledge, this has been evidenced throughout my practice. As previously said tasks are set with purpose, with all tasks set at the beginning of lessons done to develop and expand on their recall from the previous session. This relates to my literature as it reinforces the place for prior knowledge within the curriculum and the school's scheme of learning. As well as the national reading test practice the pupils also completed an APK (applying prior knowledge) task where they were required to access what they already knew as a class, to inform each other as well as me, before starting the new unit. This was important to do and also proved instrumental in the class' development, as the activity took place as a class, therefore using the exercise to both inform each other and their learning moving forward.

In conclusion, all three pedagogies contribute to the professional development of a student-teacher. Specifically applying prior knowledge to consolidate learning within my planning and implementation gave the most obvious long term learning. However, it can be argued that giving a snapshot of learning does not represent the bigger picture of education and the challenges that each pedagogy faces within the lesson, although using prior knowledge does represent a fundamental part of the consolidation of learning. With regards to the second pedagogy of cross-curricular responsibilities, this also contributes to the development of learning across the whole curriculum and not specifically one subject. Reflecting on my implementation, including the LNF and DCF strands within my lesson plans is something that initially was difficult to fit in amongst teaching the unit, however, it became clear that this is a challenge that all teachers will face and to become familiar with this now will allow more time to adapt my planning technique. Finally the third pedagogy with the main focus using resources that build on prior knowledge, this was implemented successfully within my lessons at both the beginning at the end, an example being my starter tasks as outlined in my lesson plan. On reflection, this could have been further improved by a constant involvement of the development of prior knowledge throughout my lessons, however, this is something that will eventually become natural after more experience in the classroom.

There is a clear link between all three pedagogy's, with all three flowing through each other. Although each has different forms of implementation, they all have the common goal to achieve learning.

In the future, a clear focus for my development would include my use of questioning within AFL. This is a strength of mine however as previously said I would feel more comfortable with it flowing constantly throughout the lesson rather than restricting it to the starter and the plenary. The same target applies to 'Applying Prior Knowledge'. This is something that I wish to incorporate throughout the whole of my lessons in the future, to constantly reinforce learning. However, I do understand that it is difficult to plan for how much consolidation has taken place, and therefore teachers have to be constantly interchangeable in all lesson scenarios. I could develop this ability to allow applying prior knowledge and assessment learning via the observation of more experienced teachers, as well as gradually increasing my use of questioning within the classroom. This relates to the literature featured within this article as it reinforces how integral recall and assessment is within both the classroom and the LNF framework. Also linking future improvements to research and literature, there have been various literary sources that provided room for innovation within cross-curricular frameworks, however, as the current movement for a new curriculum in 2022 moves forward, there are limitations to what outside sources can contribute to a unique development in education. In conclusion, my teaching has gradually included the pedagogy's core values although there is room for improvement, this being said the pedagogy has helped to inform and develop my planning and teaching as well as the pupils.

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