Overview

09 December 2019 09:15

Student Name: Callum Addison

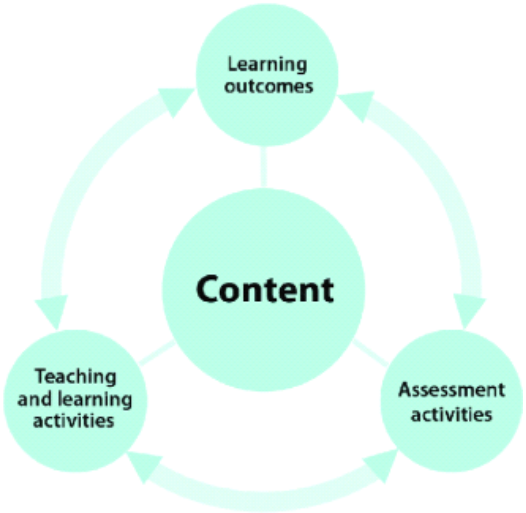
Student Number: 1904446

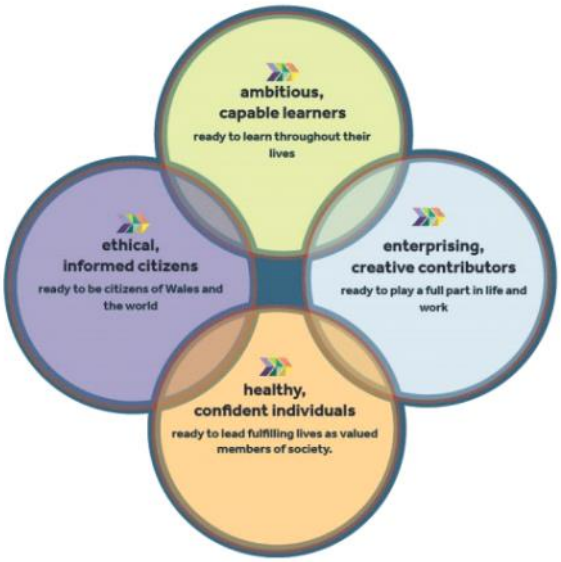
Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1904446_student_uwtsd_ac_uk/EhG0BPwmXL1HnS3Lj974Z8sBAw5oORVGjITfWfwYiJ2XZw

Word Count: ~5400

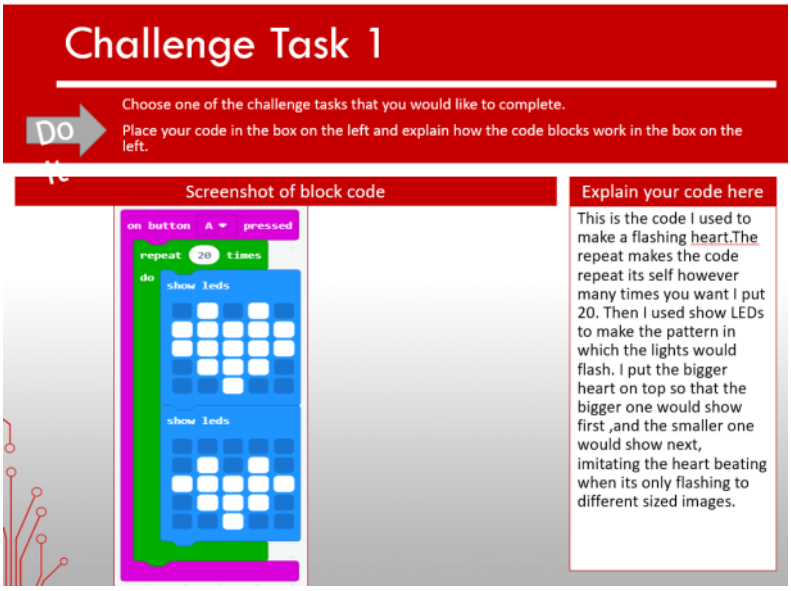


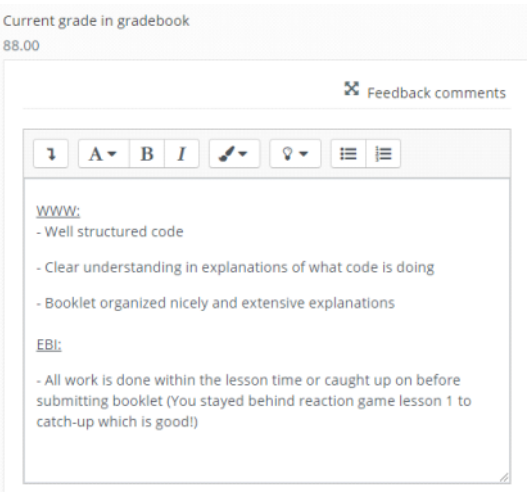


AFL Example 1: Midway Feedback / Marking

09 December 2019 09:17

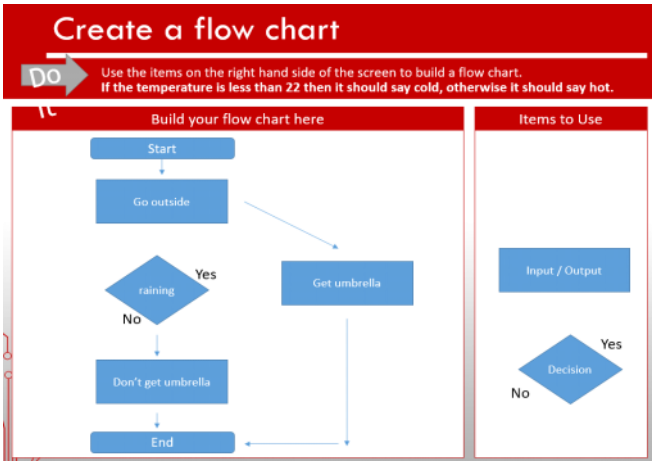
- Good teaching and learning means employing assessment for learning principles.

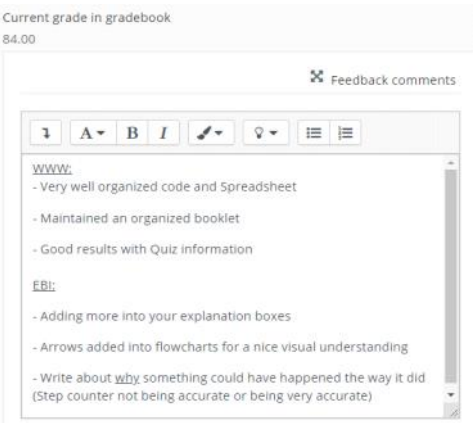




Assessment for learning aims to assess where the learner currently is, look at where they're going and how they can get there. Above is a Pupil's work during my placement where each pupil in the class is required to upload their work book half-way during the term, from here the teacher then provides 'What Went Well' comments and 'Even Better If' statements, each personally aimed at what that particular students has done in their learning and what can be done to keep moving them forwards in their learning.

The pupil above is at a high achievement level in the classroom as shown through their extensive code explanation, considering this pupil may be finding the workload particularly easy and they understand it well it is essential that their learning is pushed from their comfort zone into their 'struggle' or development zone best aiding in their learning.





From this feedback, one of the future lessons would then entail having the students act upon their feedback and go back to view previous work and make any corrections - the booklet is then submitted at the end of the term for remarking and the pupil then gets another set of personal WWW and EBI comments aiming for their next project and development.

AFL Example 2: Lesson Plan

02 January 2020 17:47

Lesson Plan - 8P Asses...

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

Opening phase (with links to prior learning)	Starter Activity: Choose what features you'll add to your website (Why not go for all 6?) Pupil Booklet pages all need to be finished (Show on screen)
Teaching & Core Learning	Go through where to find the interactive features on Moodle Using AB Tutor: Go through Hyperlinking images with class, then go through mark scheme Hands up who as added what features from the list on Moodle - Which is lacking the most go through that feature with class Timer on board until 11:50 so students know how long is left then go into self and peer assessment sheets Circulate classroom assisting pupils At 11:50 - Get students to come collect their assessment sheets (in room 19) and fill out their marking, then swap with a buddy and mark theirs

What interactive features have you added already? – Tick a Box

Topic 7

- Hyper link (Graphic) ☐
- Sub Pages ☐
- Gallery ☐
- Site Search ☐
- Filter effects ☐
- Google map ☐

Which will you add today?

This starter activity required students to look at the work they've done / doing and decide using the tick list above on a printout that was given to them. When I had asked who had done what with hands up, I had the amount of pupils that had completed each task and demonstrated the two most 'unused' tasks and demonstrated them on the board.

Linking into Example 3 on the next page, the pupils then have a self, peer and teacher marking section where they award themselves marks based on the criteria, pupils then swap computers with one another and peer mark their work based on the criteria. At the end of the term, I will then mark their work personally and award them the modules final grade.

Lesson 7 / Developing the website / Development

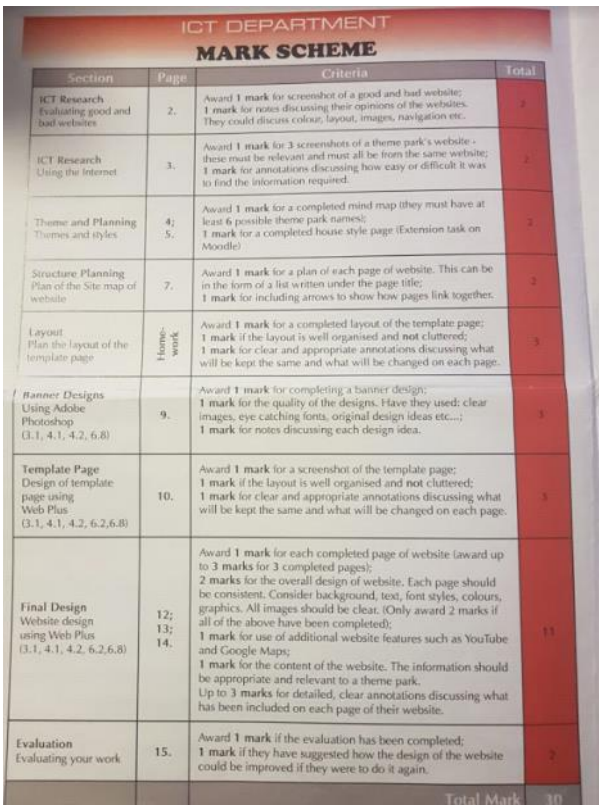
- *Pupils know how to add new pages to their website;*
- *Pupils understand different ways in which we can link the pages together;*
- *Pupils use skills to develop each page of their website.*
- Hyper link (Graphic) File
- Sub Pages File
- Gallery File
- Site Search File
- Filter effects File
- Google map File

The school has an internal website containing videos that show small demonstrations of how to add the interactive features into the website to aid them if they did not fully follow the whole-class tutorial.

AFL Example 3: Self & Peer Assessment

02 January 2020 17:48

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

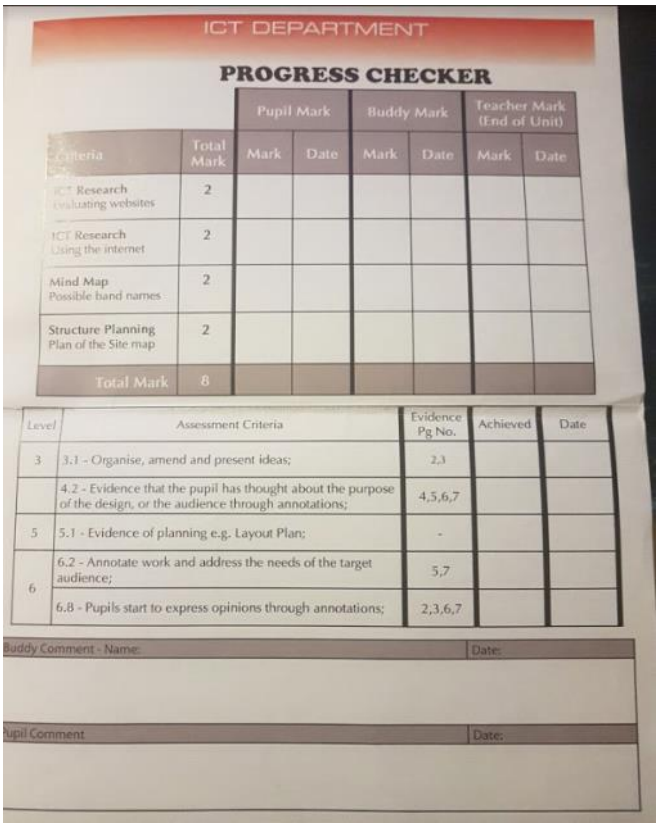


ICT DEPARTMENT

MARK SCHEME

Section	Page	Criteria	Total
ICT Research Evaluating good and bad websites	2.	Award **1 mark** for screenshot of a good and bad website; **1 mark** for notes discussing their opinions of the websites. They could discuss colour, layout, images, navigation etc.	2
ICT Research Using the Internet	3.	Award **1 mark** for 3 screenshots of a theme park's website - these must be relevant and must all be from the same website; **1 mark** for annotations discussing how easy or difficult it was to find the information required.	2
Theme and Planning Themes and styles	4; 5.	Award **1 mark** for a completed mind map (they must have at least 6 possible theme park names); **1 mark** for a completed house style page (Extension task on Moodle)	2
Structure Planning Plan of the Site map of website	7.	Award **1 mark** for a plan of each page of website. This can be in the form of a list written under the page title; **1 mark** for including arrows to show how pages link together.	2
Layout Plan the layout of the template page	Home-work	Award **1 mark** for a completed layout of the template page; **1 mark** if the layout is well organised and **not** cluttered; **1 mark** for clear and appropriate annotations discussing what will be kept the same and what will be changed on each page.	3
Banner Designs Using Adobe Photoshop (3.1, 4.1, 4.2, 6.8)	9.	Award **1 mark** for completing a banner design; **1 mark** for the quality of the designs. Have they used: clear images, eye catching fonts, original design ideas etc...; **1 mark** for notes discussing each design idea.	3
Template Page Design of template page using Web Plus (3.1, 4.1, 4.2, 6.2,6.8)	10.	Award **1 mark** for a screenshot of the template page; **1 mark** if the layout is well organised and **not** cluttered; **1 mark** for clear and appropriate annotations discussing what will be kept the same and what will be changed on each page.	3
Final Design Website design using Web Plus (3.1, 4.1, 4.2, 6.2,6.8)	12; 13; 14.	Award **1 mark** for each completed page of website (award up to **3 marks** for 3 completed pages); **2 marks** for the overall design of website. Each page should be consistent. Consider background, text, font styles, colours, graphics. All images should be clear. (Only award 2 marks if all of the above have been completed); **1 mark** for use of additional website features such as YouTube and Google Maps; **1 mark** for the content of the website. The information should be appropriate and relevant to a theme park. Up to **3 marks** for detailed, clear annotations discussing what has been included on each page of their website.	11
Evaluation Evaluating your work	15.	Award **1 mark** if the evaluation has been completed; **1 mark** if they have suggested how the design of the website could be improved if they were to do it again.	2
		Total Mark	30

Here the pupil can read the marking criterion for each part of the module during their Theme Parks website creation. There is a set amount of achievable marks per addition to their website, and this booklet is given to the pupil during the project so they can see what is being asked of them before the final marks are given. Some enjoy this method as they know how much work is needed to achieve a certain level however I feel some don't push themselves as they get their website to a good standard and then stop rather than aiming for full attainment.



ICT DEPARTMENT

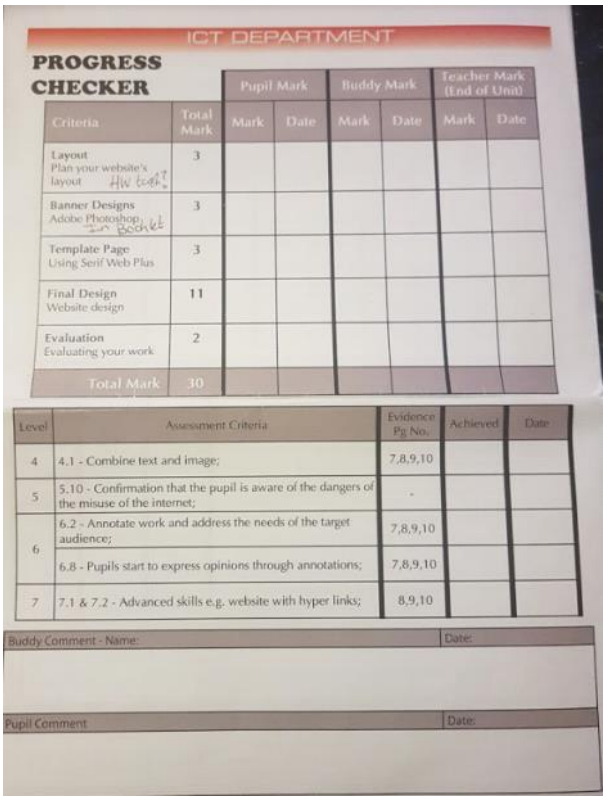
PROGRESS CHECKER

Criteria	Total Mark	Pupil Mark		Buddy Mark		Teacher Mark (End of Unit)	
		Mark	Date	Mark	Date	Mark	Date
ICT Research Evaluating websites	2						
ICT Research Using the internet	2						
Mind Map Possible band names	2						
Structure Planning Plan of the Site map	2						
Total Mark	8						

Level	Assessment Criteria	Evidence Pg No.	Achieved	Date
3	3.1 - Organise, amend and present ideas;	2,3		
	4.2 - Evidence that the pupil has thought about the purpose of the design, or the audience through annotations;	4,5,6,7		
5	5.1 - Evidence of planning e.g. Layout Plan;	-		
6	6.2 - Annotate work and address the needs of the target audience;	5,7		
	6.8 - Pupils start to express opinions through annotations;	2,3,6,7		

Buddy Comment - Name: Date:

Pupil Comment Date:



ICT DEPARTMENT

PROGRESS CHECKER

Criteria	Total Mark	Pupil Mark		Buddy Mark		Teacher Mark (End of Unit)	
		Mark	Date	Mark	Date	Mark	Date
Layout Plan your website's layout HW task?	3						
Banner Designs Adobe Photoshop In Booklet	3						
Template Page Using Serif Web Plus	3						
Final Design Website design	11						
Evaluation Evaluating your work	2						
Total Mark	30						

Level	Assessment Criteria	Evidence Pg No.	Achieved	Date
4	4.1 - Combine text and image;	7,8,9,10		
5	5.10 - Confirmation that the pupil is aware of the dangers of the misuse of the internet;	-		
6	6.2 - Annotate work and address the needs of the target audience;	7,8,9,10		
	6.8 - Pupils start to express opinions through annotations;	7,8,9,10		
7	7.1 & 7.2 - Advanced skills e.g. website with hyper links;	8,9,10		

Buddy Comment - Name: Date:

Pupil Comment Date:

A self-assessment is asked of the pupil at how well they've met the marking criteria. I found that some pupils here just awarded themselves either the maximum marks or a random value they found satisfactory rather than properly reading into the criteria for each section. Pupils then get a buddy to mark their work which sometimes resulted in a matching mark or a mark of greater accuracy as pupils have properly read the criteria for marking someone else's work.

If this were to be done again I would cover each marking section one at a time as a whole-class task so some maintain the attention and get the extra explanation they could have needed for the criteria.

CCR Example 1: Lesson Plans

09 December 2019 09:17

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

Lessons from given Screenshots

Lesson Plan - 8P Asses...	Lesson Plan - 9I Websi...	Lesson Plan - 8P Tues...

In this section I have used 3 different lesson plans cross-curriculum responsibilities sections from my lesson plans during PTE1.

Meaningful links to Cross Curricular Responsibilities:

DCF: Producing(3) - Elements 3.1 B Steps
Producing(3): Progression Step 1 Entered (Identify success criterion in response to questions (Mark Scheme booklet)

LNF: Reading & Understanding Mark Scheme, making links back to their own websites (Response & Analysis: Progression Step 3 using information (Mark scheme))

Self & Peer Assessing

In this first plans CCRs (and having computing as my subject) I regularly hit the DCF but it is important for me to know what sections I am hitting to keep expanding my knowledge of the DCF and how I can better implement it in my lessons. It is also important that I look at what LNF strands / points I am meeting as Wales is aiming for a great LNF increase in their new scheme.

I began marking the strands and numeric values of each strand so I can form a collection of the aspects I have met, these are not to be used a target to meet each one but to see how the work is flowing into the DCF and LNF strands naturally.

Meaningful links to Cross Curricular Responsibilities:

DCF: 3.4 (Producing - Evaluating and Improving)
3.4.2 - Suggest and make Improvements and Self-Evaluation (Booklet Page 5 Improvements)

LNF: (Writing across the Curriculum) - Formal Writing Skills within Texts
Year 9 Writing Strand: "make imaginative choices about content and presentation of writing, using ICT with discrimination" - Formal emails

Meaningful links to Cross Curricular Responsibilities:

LNF: Reading - "use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information"

LNF: Writing - "select, analyse and present ideas and information convincingly or objectively"

DCF: Citizenship - Copyright relating to stealing other websites information for our own websites

DCF: Producing - Planning, Sourcing and Searching - Using search techniques

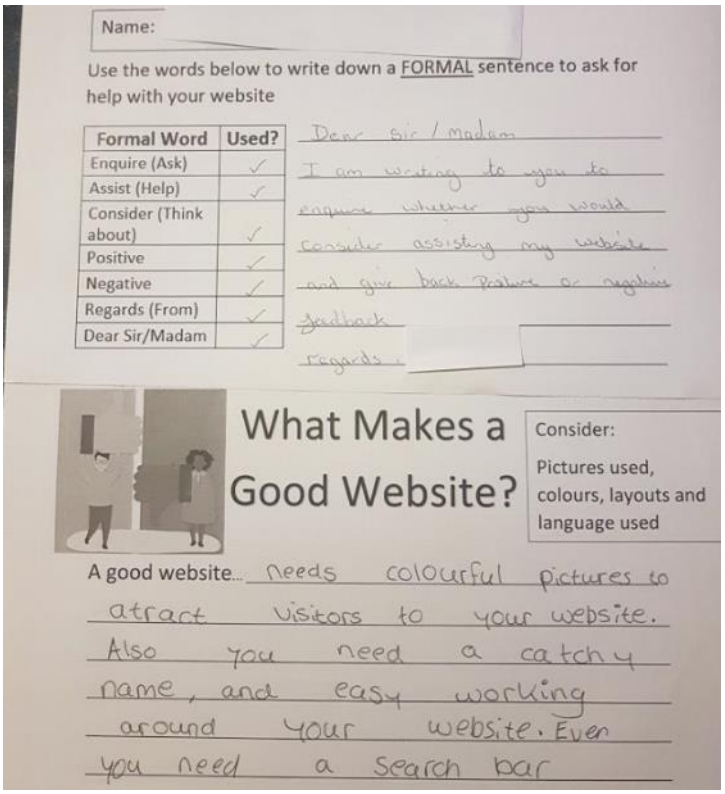
DCF Producing: Evaluating & Improving - Justifying the reason of choice (websites chosen to screenshot)

I also went through the strands and got the definitions of the parts of the frameworks I was hitting and what particular part of the lesson was hitting that strand.

CCR Example 2: Pupil Work LNF Example

02 January 2020 17:48

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



Name:

Use the words below to write down a FORMAL sentence to ask for help with your website

Formal Word	Used?
Enquire (Ask)	✓
Assist (Help)	✓
Consider (Think about)	✓
Positive	✓
Negative	✓
Regards (From)	✓
Dear Sir/Madam	✓

Dear sir / madam
I am writing to you to enquire whether you would consider assisting my website and give back Postive or negative feedback
regards

What Makes a Good Website?

Consider: Pictures used, colours, layouts and language used

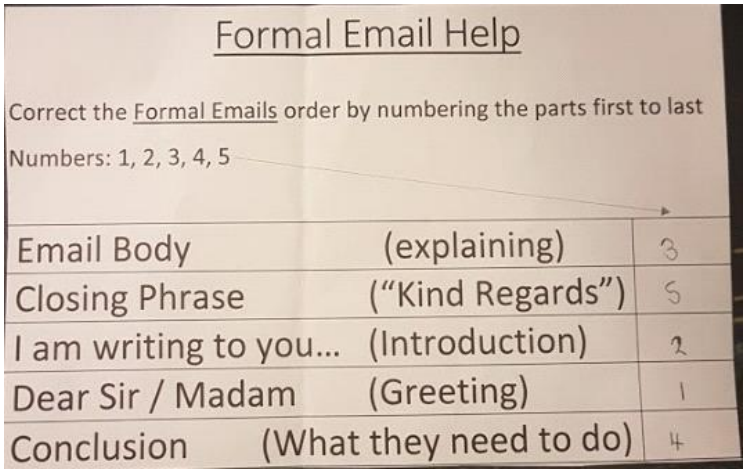
A good website... needs colourful pictures to atract visitors to your website. Also you need a catchy name, and easy working around your website. Even you need a search bar

For a Year 9 class I created two starter activities for two different lessons relating to writing a formal email and what they personally thought made a good website.

They pupils were creating a website about a Travel Agency, so for their email we had a starter task of words to include within a sentence they can write, highlighting that a formal email contains 'posher' words as opposed to regular talking / writing and they wrote down the email before they actually had to write it on HWB. This transitioned nicely as they'd already written their emails for the task in the starter to there was less hassle of what they needed to write during the task.

Another starter activity I had for a separate Year 9 class of a higher capability was just the layout of a formal email rather than getting them to write it before the task and giving helpful words too.

This also showed me what the students knew about emails and their appropriate layouts and I highlighted that in the future when they have a job or something it is expected to know emailing very well and have the correct language / tone in the writing as it is a very important skill for the digital age.



Formal Email Help

Correct the Formal Emails order by numbering the parts first to last

Numbers: 1, 2, 3, 4, 5

Email Body	(explaining)	3
Closing Phrase	("Kind Regards")	5
I am writing to you...	(Introduction)	2
Dear Sir / Madam	(Greeting)	1
Conclusion	(What they need to do)	4

CCR Example 3: Registration Activities

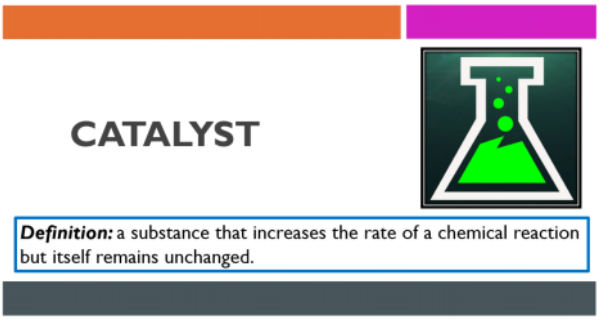
02 January 2020 17:48

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

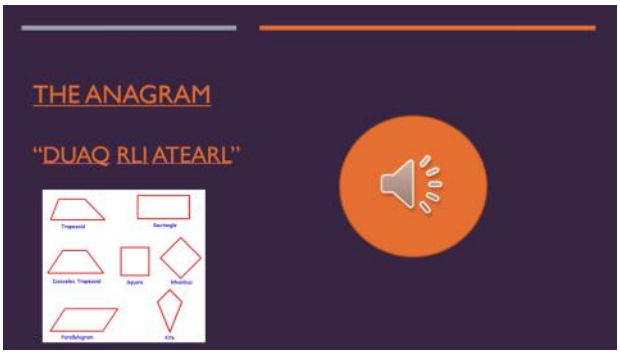
The School has set out a morning routine where if you do not have an assembly, you either do an LNF task or a PSE activity resulting in some early morning thinking and relates to subjects they have throughout the week.

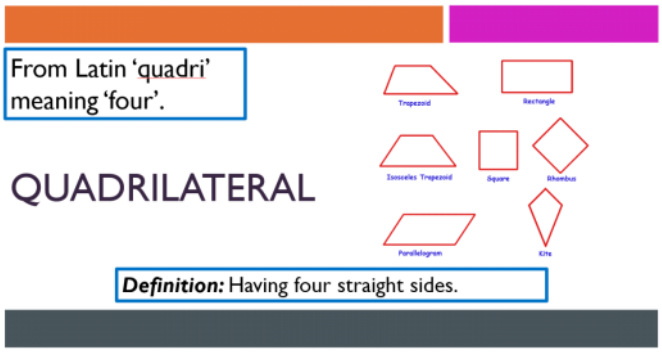
- The activities introduce a slight amount of competition in the classroom with some wanting to be the person who solves the anagram first

Five Registration Activities each Relating to a Subject



With the school being a pioneer school, they've greatly began implementing the new curriculum and what Donaldson is aiming at with regards to the LNF and DCF. They've introduced registration activities with meaningful learning either relating to the LNF or PSE. They do provide some very plain resources for the registration time but I transferred the key terms into a game of countdown to engage the pupils in the activities rather than just copying down the definitions.





Once an activity has been done, i.e. a countdown slide, the pupils write down the definition of the anagram into their booklets, hopefully making a short-term memory that transfers to long-term through the means of enjoyment and/or interest.

BoPK Example 1: Lesson Plans

BoPK = Building on Previous Knowledge

09 December 2019 09:18

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

Lessons from given Screenshots

Lesson Plan - 9T Wed...	Lesson Plan - 9T Friday

I chose my third teaching and learning principle to be building on a pupils previous knowledge and engaging their interest which I believe is such an essential factor in learning as without engagement and/or interest it is academically recognised to be harder to move information from short-term into long term memory, as to be discussed in the critical reflection.

Opening phase (with links to prior learning)	Starter Activity: ~5 Mins Good vs Bad Websites - If you choose one if good or bad, tell me why you chose it as that - What are some of the recommendations we can make to improve the website?
Teaching & Core Learning	Demo logging into HWB Get students to login to HWB Demo Sending an Email with attachment and screenshotting into booklet, give time for people to catchup with this task Give students 15 minutes for just focusing on writing replies to people for their screenshot and improvements Get students to send or reply to emails, some done already and then they can screenshot these into the booklet After screenshots done, can now go into WebPlus and begin making the improvements
Plenary	Ending Activity: Gather a list of improvements and why theyre important from pupils through discussion of some of the recommendations they gave to others. Pupils can then use this list to know what improvements to make with their website

These two lessons followed on from each other with focus on writing formal emails asking for improvements for their travel agents websites and then to write a formal reply to people who had emailed them asking for help.

The first lesson involved the formal emails being written to 3 others in the classroom however towards the end of the lesson the replies hadn't been finished to for the next lessons plan on the right I built in some time for us to re-visit the formal emailing replying and used Google timer on the board for the pupils to get their replies and screenshots done.

The plenary activity for the first lesson involved creating a list of the suggested improvements from peers and creating a list ready for next lessons website improvements.

We then moved on from the formal emailing, taking the improvements given by others and making additions to our websites.

Opening phase (with links to prior learning)	Take Register Go through Photoshopped or Not Challenge at start to get a fun / focused environment
Teaching & Core Learning	Take PCs in AB Tutor Go through Lesson Objectives, Go through Email Replies Slide in PowerPoint and give 10-15 mins to do so Move onto demonstration **Demonstration Layout:** Multi-Criteria Google Search for 800x200 images for banner background Find images that arent taller than 200 to go on the banner Open photoshop and make new file with dimensions 800 wide and 200 high Save the file Put images onto 3 separate layers Add some effects to the images Say videos are also on Moodle if they need them Let them go When ~5 mins left go into plenary and get students to read first questions on the board whilst logging off

The two lessons translated well with the second lessons opening phase having an engaging starter which was well received to get the pupils hooked into the lessons and then we returned to formal emailing quickly as they were now keen to move on with the lessons content of using Photoshop to create a banner for their websites.

BoPK Example 2: Activity Blending

BoPK = Building on Previous Knowledge

02 January 2020 17:48

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

Opening phase (with links to prior learning)	5 Minutes: Starter: Find craziest Ice-Cream flavour then pick 3 using AB Tutor to show on screen and get student to tell you about it (Literacy: Oracy and Multi-Criteria Searching DCF) 2-3 Minutes: Get students to read you out the words they searched (un-knowingly done a multi-criteria search) Take starter into Core with students now needing to now do the screenshot because done multi-criteria search with starter
Teaching & Core Learning	Demo following: My Documents, Y8 ICT, 8.2 Ice Cream Parlour, Download Pupil Booklet into Folder Screenshot starter into Pupil Booklet page 2 and write what you've done to get this information Give 5-10 minutes to do this after demo Demo following: Find 2 websites on the internet that sell ice-cream, screenshot these into booklet page 3 and makes notes on why you chose that website Spend 15-20 minutes here with 10 to find 1 website and write about it and another 10 to do the second one

The starter activity in this lesson was one of the best received up to the half way mark of my PTE 1 placement.

The class really enjoyed the freedom and their engagement was maintained at a high level during the lesson.

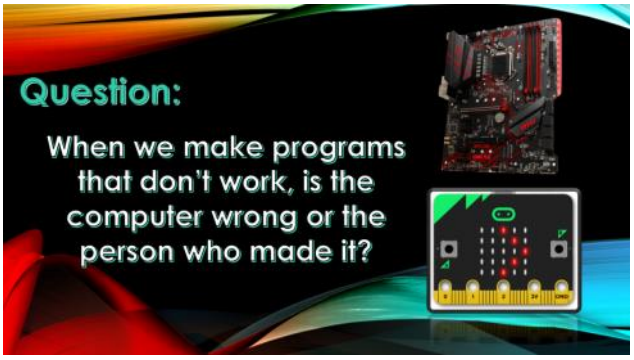
I asked them to find me some of the most interesting flavours and then feedback to me and together we created a list of 20 different flavours.

From here the lesson goes from the starter activity into explaining that what they've just actually done without thinking about it was perform a 'multi-criteria' search, meeting one of the lessons objectives. This is then questioned in the plenary with "What can we do to search Google for a more specific result?" - A multi-criteria search.

The starter blended really well into the lessons core with needing to keep finding and screenshotting ice-cream websites as ideas for stock for their ice-cream parlour databases.

This lesson really showed me how an engaging starter activity really helps with buying students into the lessons contents and makes a really enjoyable classroom environment when everybody is personally engaged with the work and feels a personal connection with what they're doing.

This lesson had a large amount of freedom for pupils to choose what they want to put into their ice-cream parlours database, causing the connection to the workload and an engaging lesson.



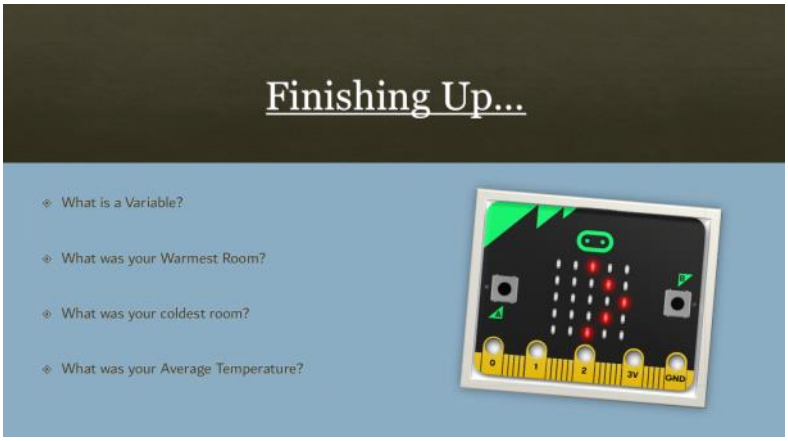
I used information from relevant news within the classroom to create more relatable experiences in the classroom as the contents related to the modern on-going world.

BoPK Example 3: Plenary Activities

BoPK = Building on Previous Knowledge

02 January 2020 17:48

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

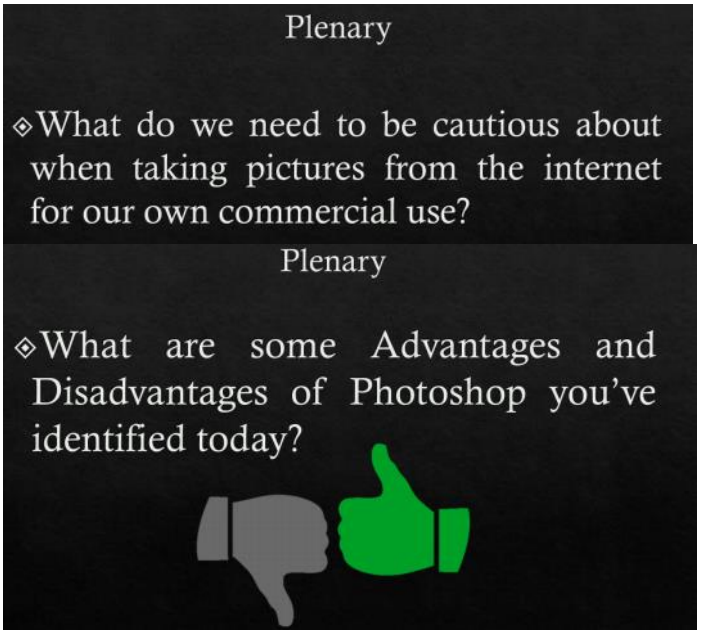


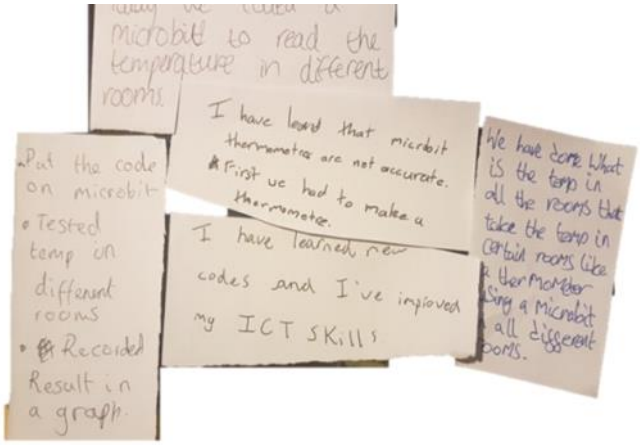
Plenary activities have allowed me to recap upon the lessons objectives and hopefully build upon short-term memories to create a long-term memory through the engagement of the activity.

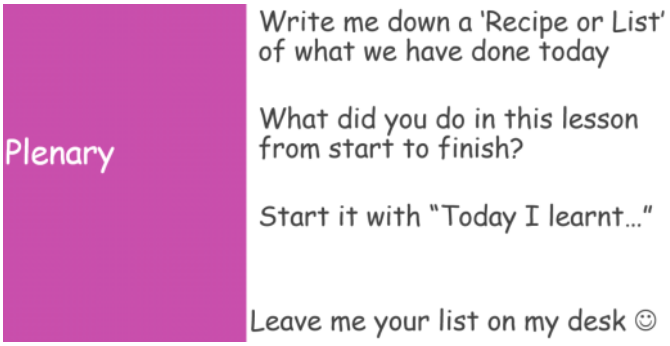
I currently mainly use whole-class questioning however I directly ask certain pupils for their opinions in an attempt to spark a conversation of contrasting opinions relating to a deeper thinking of the topic.

Here I have created open plenary questions allowing students to show me and others what they personally know about a topic to demonstrate what they have learnt and then hopefully sparking some interest of thinking with pupils.

I used the words 'commercial use' in aid to relate the plenaries thinking to the lessons purpose of copyrighted material.







Lastly, I am showing one of my Plenary activities for a Year 7 SciTech lesson where we had used the Microbits to go around the school and record temperatures of different rooms / areas. I got the pupils to write in their own words what they'd done in the lesson as a sentence or a 'recipe' of what we did from start to finish. This was a good plenary to do is it made the pupils recall the hour and what they think they've learnt during the lesson.

Introduction

04 January 2020 18:11

I am on my first Professional Teaching and Learning (PTE) placement at a pioneer school within South Wales. The schools is ahead of most at the current stage 2019-2020 with regards to implementing Donaldson's new curriculum for Wales.

The focus of this essays writing is to look at how I have implemented three of the pedagogical principles in particular and to why these can be seen as important or not.

The Assignments Pedagogical Principle choices include;

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.

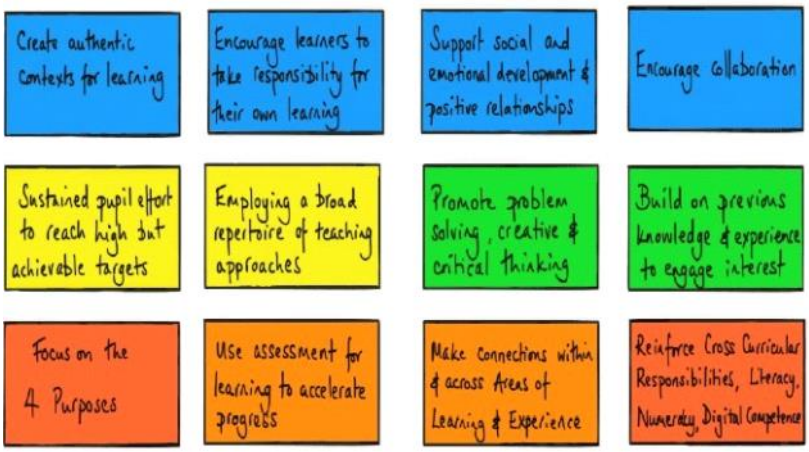
3) Good teaching and learning means employing a blend of approaches including direct teaching.

4) Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

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

6) Good teaching and learning creates authentic contexts for learning.

7) Good teaching and learning ranges within and across Areas of Learning and Experience.



[Figure 1]: https://www.thinkingmatters.com/news/the-new-curriculum-for-wales-and-being-a-thinking-school

The first two were compulsive, however we were given a choice for our third one, which I chose "Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest", as I feel this has a great importance within the computing field due to the levels of interest and engagement the field can offer to really create an enjoyable learning experience for pupils.

Literature - AFL

04 January 2020 18:11

Assessment for Learning can allow teachers to identify gaps of knowledge within their classroom so that the lessons are of a greater effect and also gives pupils a responsibility with their assessment. Beginning with looking at how formative and summative assessment relate to one another, formative assessment is "usually in the context of classroom teaching pedagogy in order to develop learning (as a goal) and can focus on both the process of learning and the product of learning" (*Maddalena Taras page 471*) whereas formative assessment if only focused on the product of the learning usually within an examination environment. Dylan Wiliam *(page 283)* says in their publication 'Formative Assessment: Getting the Focus Right' that we use formative assessment to provide "feedback and correctives at each stage and provide an evaluation at each stage of the process through brief tests as an aid in the learning". The writer sees this as a connective with that Taras is saying as they're both identifying how formative assessment cannot only be used for looking at the product of the learning, but also every stage of the process that the learner is taking for continuous feedback in their learning.

On the contrast, an argument by *Paul Black* in their publication "*Classroom assessment and pedagogy*" is that formative assessment cannot be seen as a sole contributor to a student's performance and that "Specifically, we propose that formative assessment cannot be fully understood except within the context of a theory of pedagogy" and continues to say that a student performance is based off of numerous factors such as social, cultural and political rather than the school / teachers performance. Also stated are that certain aspects of assessment can have "issues about who decides on the assessment, where the assessment takes place, and how the students' work is scored".

In a separate article from Paul Black and Dylan Wiliam, they discuss *(In praise of Educational Research: Formative Assessment, page 625)* how because of the government also looking at the markings of the school compared with their own, in the 1990s many teachers saw an "incentive to match their own assessments to the results of the tests, rather than face criticism for having standards that were either too low or too strict". This could be suggesting how we are seeing summative assessment as a final mark of a pupil and should not be solely down to a singular persons judgement as their previous formative assessments could be suggesting a different outcome, and by not taking these into consideration we are not broadening our appearance of the pupil and their capabilities.

Wynne Harlen and Mary James discuss in their publication '*Assessment and Learning: differences and relationships between formative and summative assessment*' how the "purposes have become confused in practise and that as a consequence assessment fails to have a truly formative role in learning". They challenge the "assumption that summative judgements can be formed by simple summation of formative ones", possibly suggesting and agreeing with *Paul & Dylan* that we should not be using formative assessments to make a 'prediction' of a pupils summative assessments and vice versa.

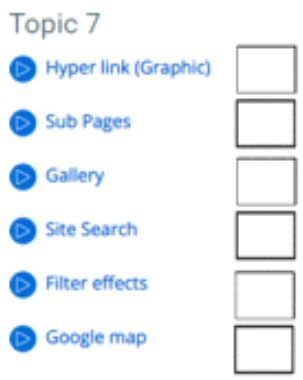
Lastly, Highlighted by *John Gardner* in '*Assessment for Learning*' is that "formative assessment is not planned ahead, it arises from the learning activity and its function is to help the learning of the individuals". This could be supporting the views of the other writers that formative assessment comes from a natural approach with the learning against just using it to meet paperwork requirements of the government and be a meaningless learning activity.

This view is further supported in Richard Stiggins '*Assessment Crisis: The Absence Of Assessment FOR Learning*' where they're saying that assessment *for* learning which helps to serve students more in their learning rather than evidence of achievement and says how "teachers use the classroom assessment process and the continuous flow of information about student achievement that it provides in order to advance" relating to how summative assessment shouldn't be the sole contributor to how finally assess a pupil for their final mark, there also exist a correlation here of the natural flow in the classroom being used not only for assessment but also Donaldson's new curriculum wishes to introduce cross-curricular activities naturally.

Progress on Implementation - AFL

04 January 2020 18:11

Looking at my first example of 'Midway Feedback / Marking', linking into formative assessment and joining it to my literature section, I can identify that the midway marking along with the WWW and EBI comments I am creating these small pieces of feedback during the pupils learning experience before their end of year summative assessment. What I would like to implement from here is after the pupil has had the time to read their feedback and carry it out, set up a one-to-one during the lesson so they can show me what they've changed and how they did it, to deepen their understanding and reasoning skills. The halfway marking also allows me to sit down with the students and analyse as to why they could be behind on work either due to missed days or other circumstances as *Paul Black and Dylan Wiliam* state in their "*Classroom assessment and Pedagogy*" publication that a pupils learning has several factors surrounding the classroom.



I have let the students *identify themselves* what work they have / haven't done yet so they can visually see what they need to do, and this actually worked very well as the pupils looked at what their peers had done and wanted to be at the same level as them or asked them for help with adding additional features to their website to be at the same standard for the modules marking. To aid with their own assessment, they have resources available to them so they can have some responsibility with what they want to implement as it relates to what mark they'll get and again this worked well with pupils wanting to be at the highest standard to look good on the piece of paper by the end of the lesson as all their tick boxes will be checked. This can be joined into *Dylan Wiliams* publication '*Formative Assessment: Getting the Focus Right*' with a correlation between being able to look at every stage of the learning process to provide continuous feedback and aid in the learning.

My Third AFL example is a marking scheme for the end of a Year 8 module about creating a Theme Park website. Here the pupils are not only self-assessing but also have the responsibility to correctly mark a peers creation. The *self and peer assessment* relate to a formative approach as they have the mark scheme during the project and can set their goals to aim for. The summative part then comes from the teachers mark as this is the final piece of work relating to the unit before another is started, from here they'll be given feedback comments to be carried over into the next unit and assessed if they've met their personal and teacher set targets. Relating this example into *Wynne Harlen and Mary James* point about challenging the assumption of summative judgements by looking at formative judgements, the teachers can see what the pupil has self-marked and received as peer mark which can be used to form a conclusion as to whether or not they used the marking scheme correctly and can be awarded an accurate mark by the teacher.

Literature - CCRs

04 January 2020 18:11

Cross-Curriculum Responsibilities are now being seen as essential part of the education system as "several singular contributions can be ultimately unsatisfying and only by drawing all the insights can we find a solution" (*Kerry, T. page 9*). Meaning that having a natural flow within the education system will allow pupils a greater meaning the their learning as the subjects intertwine with each other. *Trevor* continues to state how we should "analyse pupil skills and needs, leading to good personalised learning with the information and processes shared among all staff", suggesting that the responsibilities should be a personalised target for development rather than a general whole class goal, thus allowing an individual to increase their literacy, numeracy and digital skills at their own rate.

The seductive charms of cross-curricular approach by *Denis Hayes* could also be stating how a cross-curricular approach can be seen as "emphasising how combinations of subjects are used within project or thematic work", linking this into my schools context but not a unit I have begun yet, is that the computing, science and design & technology (DT) classes are linking together to create a unit about model cars, where they create it in DT, perform the speed, distance and time calculations within science and then create the graphs / visualize the data within computing - causing this 'combination' of work as proposed by *Denis Hayes*. Contrasting against Trevor Kerry's statement of how the responsibility can be tailored to an individual pupil, Denis Hayes argues in their 'cross-curricular' heading that cross-curricular work is aiming to create the links across the subjects in order to create a more "cross curricular learning" to "engage children's imagination and encourage pupils to undertake active enquiry, to show initiative and to discuss and debate issues".

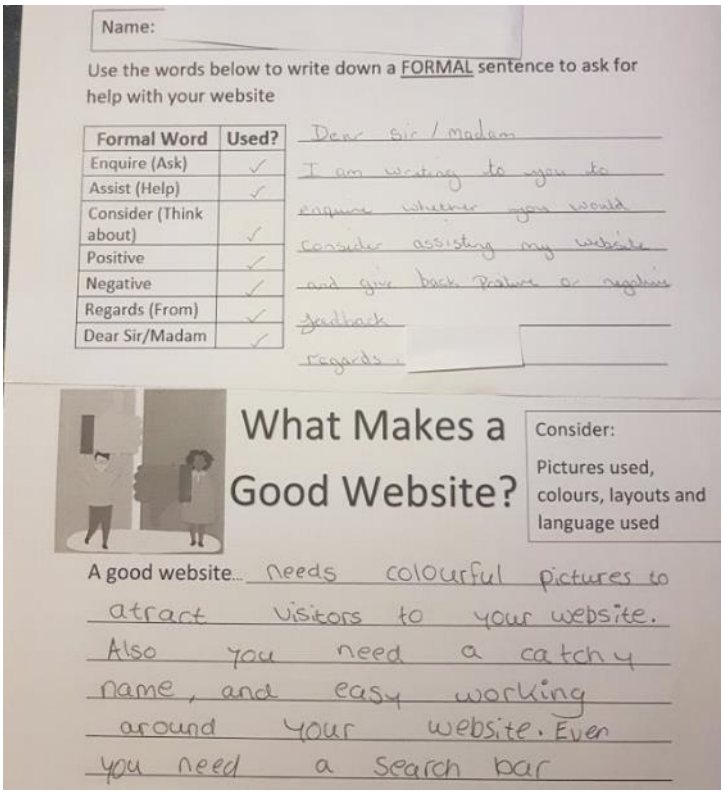
Denis Hayes continues to state how having a cross-curricular education leads to "broader life experiences in an attempt to make education more relevant and meaningful for children", which is tying into what Graham Donaldson's' new curriculum is all about and the four core purposes. Jonathan Barnes agrees with Denis in their publication *Cross-Curricular Learning 3-14* how having a cross-curriculum education is becoming the "heart of the school curriculum" and discusses how the so called "*hidden curriculum*" comes into consideration with the features of "attitudes, assumptions, environments, relationships and the schools ethos" all linking into the pupil educational experience rather than just looking at the learning they receive in the classroom. Jonathan continues on (page 126) to further discuss how the best learning is a "social activity" and through having these "friendships, learning groups and classes, we can reflect the social nature of learning".

The Oxfordshire County Council has a webpage about how "by law, every school has to register pupils twice in the day" - leading to sometime in the school day that is outside of the classroom and outside of break time, so what can be done within this time to keep benefitting the pupils learning through engaging activities. Attendance can be seen as major responsibility as TheKeySupport website provides statistics from 2012 stating how "pupils with absence over 50%, only 3% managed to achieve 5 or more GCSE at A*- C, whereas 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at A* - C and if we can start their day (registration time) with an engaging activity, we can hopefully increase their enjoyment of school and entice them into increasing their attendance levels - possibly resulting in greater academic achievement.

Progress on Implementation - CCRs

04 January 2020 18:11

A lesson plan where I have put what strands of the LNF and DCF I am hitting when designing my lesson. I take the approach of firstly 'designing' the lessons contents and then see which strands I have naturally hit, to create a non-forced learning environment in the classroom as meeting every single strand is not a goal and can lead to an unnatural approach / flow within the teaching. I would like to begin linking my planning into Trevor Kerry's concept of having the lesson not only be translatable through multiple subjects, but also have a personal aspect to it where I am creating varied resources for pupils as having a singular approach to the teaching is not beneficial to all.



Name:

Use the words below to write down a FORMAL sentence to ask for help with your website

Formal Word	Used?
Enquire (Ask)	✓
Assist (Help)	✓
Consider (Think about)	✓
Positive	✓
Negative	✓
Regards (From)	✓
Dear Sir/Madam	✓

Dear sir / madam
I am writing to you to enquire whether you would consider assisting my website and give back Positive or negative feedback
regards

What Makes a Good Website?

Consider: Pictures used, colours, layouts and language used

A good website... needs colourful pictures to atract visitors to your website. Also you need a catchy name, and easy working around your website. Even you need a search bar

In my second CCR example I had a Year 9 class writing and organizing formal emails, tying into the LNF and having the pupils write a formal email to one another that can relate to a real world scenario. These skills allow provide them with the knowledge of writing a formal email and creates an authentic learning experience that they will hopefully be able to recall in the future.

I believe this activity to by tying into several authors discussed in the literature section with points being made about how pupils can lack achievement due to their lacking of thinking skills (R Marzano) so creating these real working world experiences prepares them to deal with the occasion when it arises. I used different resources for different classes based off of their previous attainment levels so I had one class only identify the layout of a formal email before writing one and another class had a resource starter activity of writing the email and ticking off certain keywords as they went.

Lastly I really enjoy creating some fun and engaging registration time activities and I take the ones provided by the school and turn them into an anagram game with a countdown style to it. This is done on certain days of the week as other days are used for year or whole school assembly time, I hoped these activities would create an environment straight away in the morning that eases some tensions some pupils may have in or around the school and start the day off well, linking into the statistics discussed by the Council who state that having a higher attendance level is relating to a pupils achievement.

Literature - BoPK

04 January 2020 18:11

The first source I looked at for building on previous knowledge and engaging pupil interest within the learning is from Jolien M. van Uden named *engaging students: the role of teacher beliefs* and is conducted from a questionnaire of 200 teachers and over 2000 students. The publication identified three main "components of engagement: behavioural, emotional and cognitive engagement". They found that it was not the pupils age relating to their engagement, but the strongest relations" were found between the two dimensions of interpersonal teacher behaviour" (abstract).

Another source argues how because of the digital age we live in secondary students have "few limits to how much knowledge they can gain in a relevant area" (*Howard, N. 2009*) through using the internet, suggesting that because learning / information is so widely available for free online, some maybe be disengaged in the classroom due to a feeling of being able to learn this later, however is this create long-term meaningful learning or just creating a short term memory in order to pass a summative assessment?

Howard continues to discuss constructivist learning theory where "individuals construct their own representations of knowledge and build-upon pre-existing knowledge through active engagement with the learning", so if the classroom environment can create these engagements / experiences then when it comes to the individual doing activities such as revision they have a relatable memory to tie their learning into and create an authentic, deeper learning experience. *Engaging Adolescents in Reading* by *John Guthrie* states that teaching should "present choices that encourage students to take charge of their learning" which could be relating into learning cannot be a forceful approach to create a meaningful experience and instead the individual shout *want* to learn and that is what creates the learning.

Conrad and Dianne's *Building Knowledge Through Portfolio Learning* is in agreement with the new curriculum posed for Wales by 2022 with the statement "prior learning is practised globally as a means of building on mature learners past learning and is gained though work experience, informal training and life experience", with the new curriculum and teaching aiming to have learning in authentic and meaningful contexts rather than a forced 'un-natural' learning environment.

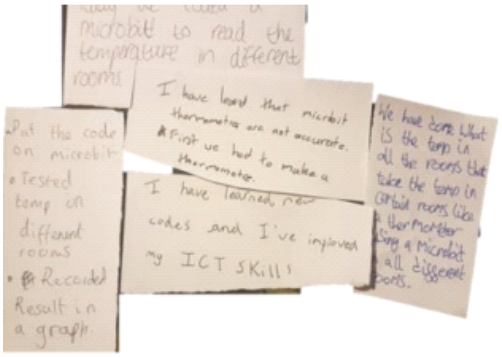
Jenna Cambria and John Guthrie published an article called *Motivating and Engaging Students in Readings* where they wrote about what teachers can do to encourage engagement within the classroom. They came up with six practises that can be "brought into every lesson and direct to every student" and that teachers can "make motivation happen any time they want to implement one of the six practises". Their six teaching practises and for motivation include "creating relationships, building success, assuring relevance, fostering awareness, affording choices and arranging social goals". Their categories suggest to me that they agree with several other authors with regards to needing to have the individual captured on a personal level for the learning to take place and surrounds them with positivity and achievability through having their own individual targets.

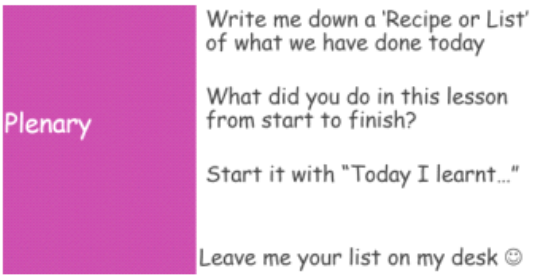
Progress on Implementation - BoPK

04 January 2020 18:11

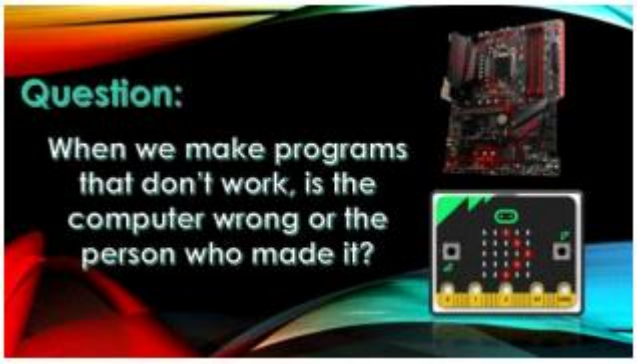
For my given examples, I want to keep using my lesson plans to build upon pupils previous knowledge as recalling those memories creates further learning as it is reintroduced into the pupils memory and more links are created with that thought.

The authors *Howard, N* and *Conrad & Dianne* have similar views when it comes to having prior learning coming from life experience and individuals needing to have active engagement for their learning to be meaningful in a 'relevant area'.





Jolien M. van Uden's view of taking the three factors of behavioural, emotional and cognitive engagement has allowed me learn that plenary tasks such as the one above where students put into their own works what they've done allows me to take these principles into consideration during my teaching and I can identify and positives / negatives from the lesson to adapt my future teachings.



Lastly, I used relevant world news to create a meaningful activity in the classroom that sparked several varying opinions, advancing pupils debating skills as mentioned by *Denis Hayes* in the cross-curricular section but also has ties into sparking an engagement with the learning as it can possibly relate to something than could happen to the individuals. Because no answer was deemed as wrong, it allowed the pupils to speak without feeling that there could be some downside to providing their opinion, relating into *Jenna Cambria and John Guthrie*'s views on "building success and ensuring relevance in the classroom".

Further Development

04 January 2020 18:11

With regards to my Assessment for Learning approach, I want to keep introducing pupils as responsible for marking their own work to make them aware of what is being asked and what they're producing in an attempt to make them keep their own learning at a high standard as the mark scheme is known.

I can now see and argue as to why Cross-Curricular Responsibilities are now being consider such a priority within the education system and it is essential with the new curriculum especially that I keep creating a natural flow with my lessons instead of aiming to meet checkbox targets of what is being asked, thus making a more meaningful learning environment through engaging activities that capture the learners interest as you cannot force a pupil to move information into long-term memory.

For Building on Previous Knowledge, I think that I should be keeping my activities relevant to authentic contexts / real world possibilities as these will create the most memorable scenarios within the classroom and best help a pupil with their learning. It's also well academically evidenced that re-covering topics after a small amount of time really aids in moving information into long-term memory. I also now need to expand on the other pedagogical principles to keep my professional development moving forwards.

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