

Overview

Monday, December 9, 2019

12:26 PM

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.

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Student number: 1903515

Pathway: Secondary PGCE English

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1903515_student_uwtsd_ac_uk/EqcQa3NOGXxOn65Svt8nfxwBMZeusYazs9pO7PZo9u6l4Q?e=C0GdbI

Assessment for Learning

Monday, December 9, 2019 12:26 PM

The image shows a yellow evaluation sheet titled 'Writing Assessment'. It contains the following sections:

- Writing Assessment**
You have:
 - ☐ Used first person
 - ☐ Written in past tense
 - ☐ Used a range of techniques
 - ☐ Used a range of sentence types
 - ☐ Used ambitious vocabulary
 - ☐ Written accurately
 - ☐ Used the senses in your writing
- Improvement Task**
A large empty rectangular box for improvement.
- Signed:** _____ **Date:** _____
- Pupil Action**
A large empty rectangular box for pupil action.

Example 1: Evaluation sheet

Context: This is given to learners after an assessed task. The task would be marked against a set list of criteria given to the learner in advance. Instead of providing a grade, the learner will instead see which criteria they have achieved on the evaluation sheet. This sheet will also supply the learner with a 'pupil action' selected by the teacher and gives space for the learner to implement this task immediately. Time is given in a lesson for the learner to carry out their pupil action.

Rationale: This evaluation sheet is designed to provide formative feedback to learners immediately following an evaluated task. The use of criteria allows the teacher to understand any shortcomings in learning – if few learners have achieved a set criteria, then this might need revisiting. Pupil actions give learners the opportunity to act upon feedback immediately.

Evaluation: This method of assessment and the follow-up activity related to it allowed learners to quickly understand gaps in their knowledge. All engaged with the pupil action that they were set. If learners had questions about the criteria or their pupil action, they were able to discuss with their teacher and receive immediate feedback.

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Dydd Mawrth, Tachwedd 19 2019

Do Now

Identify the minor, simple and compound sentences from the examples below. Write your answers in your work book.

1. You are really clever.
2. Hello.
3. Nice weather.
4. I am reading a book.
5. Jenny got top marks because she studied hard.
6. The boy cried.
7. One second.
8. The class finished their work and went to lunch.
9. She waited for the train.
10. Dad cooked and mum washed the dishes.

Minor sentences: One to two word sentences.
Simple sentences: Include one main idea and no connectives.
Compound sentences: Two or more main ideas connected with **for, and, nor, but, or, yet, so, because** or a semi-colon.

Slow Drafting: Why you write better. Page 1 / 5. Q + you slow down...

Example 2: Do Now activity – APK

Context: This activity was set at the start of a lesson ready for learners to carry out upon arrival. The purpose of the activity was to activate prior knowledge in the learner – in this case to return to learning from the previous lesson.

Rationale: The Do Now activity focuses on activating prior knowledge to embed previous learning, but also to assess learners' understanding of ideas taught in the previous lesson before developing on that learning. This smaller form of formative assessment allows for almost daily assessing which can inform further learning.

Evaluation: The Do Now activity allowed learners to test knowledge retained from the previous lesson. During a brief session of feedback, the teacher could check understanding and correct any misconceptions. In this instance, the knowledge revisited was then developed upon in the rest of the lesson.

iCommunicate example reports

In iCommunicate English, [redacted] is a highly motivated, capable and enthusiastic learner. Her frequent contributions to whole class discussions demonstrate her confidence and she often takes a leading role in group work. Moving forward, I would like to see [redacted] take on more of a facilitator role in group discussions, bringing out the best in her peers. She tackles reading and writing assessments with enormous enthusiasm and often engages with stretch and challenge activities. Indeed, following on from our discussion at parents' evening, I have been delighted to see [redacted] actively seek out opportunities to extend her vocabulary in her writing.

101 words / reworded slightly a [redacted]

[redacted] is a very hard-working pupil who regularly contributes confidently during whole class and small group oracy work. He has increased his understanding of some of the more sophisticated concepts in iCommunicate Spanish this year, using his multilingual skills to help [redacted] solve problems independently and when working with others. As a next step in the [redacted] this is his use of idiomatic

Example 3: Pupil report drafts

Context: Ahead of pupil reports being sent out to parents and guardians, they need to be drafted. School X requires that pupil reports incorporate formative feedback. This is included through comment on how learners can improve on their current level of assessment.

Rationale: The purpose of including formative feedback in pupil reports is to ensure that learners' parents and guardians, as well as learners themselves, are given concrete information on how learners may improve their performance when assessed.

Evaluation: Making learners accountable for their progress should ensure that they are encouraged to achieve their targets. These targets are designed to be practical and achievable, allowing learners to understand what their teachers and assessors are looking for in a piece of work.

Cross-Curricular Responsibilities

Monday, December 9, 2019 12:27 PM

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA

Lesson Plan Phase 1
Lesson Plan - Step 1 Cynllun Gwers - Cam 1

Student-teacher	Jamie Harper-Harrison	Class:	[REDACTED]
AoLE or Subject	English	Date:	[REDACTED]
Lesson Focus:	Creative writing - characters		
Meaningful links to Curriculum	Learners are able to craft their writing, confidently using the standard forms of English e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.		
Meaningful links to: Cross Curricular Responsibilities	Literacy: Creative effect with language		
Personal Targets (Linked to QTS and identified in weekly review) Microteaching			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:

- Remember and apply adjectives, adverbs, similes, metaphors, alliteration and personification to create atmosphere in a piece of text.
- Understand the principles of effective characterisation in fiction including description, background and relationships, as well as imagery and language that they would use in a piece of create writing.
- Create a collaborative piece of creative writing using original characters, including description and dialogue showing that they empathise with their characters.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce - to demonstrate learning)
Learners will individually amend a piece of text to create a horror atmosphere.	The amended piece of text will include effective use of literary techniques for atmosphere.
Learners will in pairs create a character for a short story using a structured character sheet.	Character sheets will be completed with details of description, background and relationships.
Learners will in groups of four create a collaborative piece of creative writing.	A piece of creative writing produced including empathetic description and dialogue.

Example 4: Lesson plan

Context: The Literacy and Numeracy Framework in School X specifies that literacy and numeracy be the focus of specific subjects in the school. English is one of the subjects that focuses on literacy and this is reflected in the lesson plan.

Rationale: This lesson plan was selected to evidence cross-curricular responsibilities embedded in an English lesson. As part of the lesson plan, both curricular and cross-curricular targets are highlighted. This lesson plan is typical in indicating a cross-curricular focus on literacy based on the Literacy and Numeracy Framework.

Evaluation: The purpose of this evidence is to showcase a very typical lesson plan. Literacy already makes up a core focus of the English KS3 curriculum and School X's Literacy and Numeracy Framework also indicates that literacy should remain a focus in English lessons. Therefore, every English lesson taught in School X should automatically have some focus on pupil literacy.

Authentic Contexts

Monday, December 9, 2019 12:27 PM

iCommunicate (Languages, Literacy and Communication) English Overview		
Year 7		
Introduction to concept of identity Group Discussion (oracy) Begin 'Wonder' SoW Reading analysis – 'First Day at School' Miranda's letter – Recount writing task	Continue 'Wonder' SoW Fairytales SoW Independent creative writing and group performance for Eisteddfod Poetry: Reading analysis of 'Search for My Tongue' Festivals SoW Persuasive Group Presentation	Complete 'Wonder' SoW Chapters on Julian Exposition writing task (4Ps focus) Social Media SoW Argumentation writing
Year 8		
First Half Term Introduce theme of place – visual stimulus material to inspire free writing about a special/memorable place 'Private Peaceful' Reading analysis with reflection sheet: 'What impressions does the reader get of the countryside in this extract?' pp. 43-45 Continue reading, completing reading activities. Aim to reach the war section (p. 105) Second Half Term Timed extract analysis – sense of place (pp. 124-125) 'How does Morpurgo present the trenches in this extract?' Exposition writing – Explain why life in the trenches was so challenging for soldiers in WW1. Oracy – group discussion – Should soldiers be punished in war?	First Half Term Place Poetry – introduce Welsh writers Creative Writing with reflection sheet: Write a description of a place in Swansea (or the surrounding area). Creating a radio play for voices – group performances in class (best to perform in Eisteddfod) Second Half Term Homelessness – reading response to extract from 'A Streetcat Named Rob' Argumentation writing – Letter to a newspaper in response to the statement: 'Giving money to the homeless does more harm than good'	First Half Term Travel: Then, Now and in the Future Reading assessment: (What impression?) Group presentation of future travel idea Why do people travel? Pick a place for exchange trip, research it and produce a 200-word description of that place Second Half Term Oracy presentation - Persuasive speech to Government convincing them that each school pupil should have a school exchange fully funded during their time in education (use of Chromebooks for research). Literary Journeys - Quizzes - narrative writing outcome
Year 9		
First Half Term Introduce the concept of family now and in the past – address Big Q. English Language style reading questions (synthesise/summarise skills) Exposition writing task linked to the idea of the modern family Second Half Term GCSE style group discussion task with stimulus materials relating to family 'Romeo and Juliet' Controlled Assessment style reading response (relationship between Juliet and her family)	First Half Term 'Lord of the Flies' - Group Intro Task – island survival - Narrative/descriptive writing task linked to text Second Half Term 'Lord of the Flies' - Extract question - Theme essay question	First Half Term Poetry: female voices from other cultures Controlled Assessment style poetry comparison Second Half Term Global citizenship – argumentation text Individual researched presentation – global theme (GCSE style)

Example 7: Scheme of work

Context: This scheme of work indicates the learning that takes place during the school year across KS3. It is divided into segments by term.

Rationale: The scheme of work incorporates authentic contexts for learning through subjects taught and assessments.

Evaluation: Through a scheme of work that is focused on ideas and themes that will resonate with pupils in the area around School X, learning will be meaningful and authentic for the learner.

Critical Reflection

Monday, December 9, 2019 12:27 PM

As part of a review into the curriculum for schools in Wales, Graham Donaldson (2015) identified principles for effective teaching and learning, summarised as twelve pedagogical principles. This review formed the basis of a new curriculum, currently in draft phase and currently due to be implemented in 2022 (Welsh Government, 2019). The new curriculum incorporates these pedagogical principles and resultantly, the planning and implementation of teaching in Welsh schools can be expected to incorporate these principles.

The subject of this reflection is a portfolio that was built during a period of Postgraduate Teaching Experience (henceforth referred to as PTE) carried out by a student teacher specialising in the subject of English. This period of collection took place over six weeks in a mixed comprehensive school located in a suburban area of South Wales with a pupil population averaging 1700 (Estyn, 2018). In accordance with BERA guidelines (2018) the school shall be referred to as School X from this point on. School X teaches Key Stages 3 to 5 and is described as a pioneer school. This status as a pioneer school indicates that School X implements a curriculum based on the draft curriculum described above, and then provides feedback to the Welsh Government used to develop the new curriculum.

During PTE, a student teacher would initially observe lessons before taking over classes and teaching under the observation of the classroom teacher. In School X, this means that student teachers will lead lessons implementing a version of the draft curriculum. The portfolio indicates examples of the practical implementation of some of the pedagogical principles described above in lessons as part of PTE.

“Good teaching and learning means employing assessment for learning principles” (Donaldson, 2015 p.67).

Assessment is one of the primary elements of teaching and teachers can expect to assess their learners in some form every day. Assessment can be seen to fall into two types – summative assessment and formative assessment (Fautley and Savage, 2008). Donaldson (2015) identified formative assessment, or assessment for learning (hereafter referred to as AfL) as a principle of good teaching. As the name implies, AfL is the use of assessment to inform a learner’s future learning. This is contrasted by summative assessment, or assessment of learning, which is focused on determining a learner’s current level of learning. It can perhaps be concluded that the difference lies not in the type of assessment, but how the information gathered through assessment is then used.

AfL was first identified by Michael Scriven in 1967 as a method of using assessment to continuously improve the curriculum. This would be achieved through a responsive attitude to assessment, wherein the teacher would understand through assessment the outcomes of learning upon their learners and adapt their approach accordingly. This back and forth relationship between the teacher and their learners not only develops the teacher’s pedagogy, but also optimises the learning taking place in the classroom, with effective implementation capable of doubling learning rates (Wiliam, 2017).

Tharby (2017) cites the Education Endowment Foundation’s research into the effectiveness of formative feedback, which recommended certain methods for effective AfL. This includes marking careless mistakes differently to errors that result from misunderstanding; avoiding grades which might distract learners from formative commentary; making targets actionable and specific; setting aside time for learners to reflect on marking; and that schools should reduce quantity of marking and instead increase quality.

School X’s approach to assessment incorporates the principle of AfL, with assessed tasks or homework evaluated by teachers with a view for improvement. An evaluation sheet (see Example 1) is used in the classroom to share with pupils which criteria they are achieving in any given task, rather than supplying a numbered or lettered grade (Wiliam, 2017). The inclusion of a pupil action to be carried out during designated time in a lesson allows the teacher to ensure that learning is immediately informed by

References

Monday, December 9, 2019 12:27 PM

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