

Overview

Saturday, January 4, 2020 3:49 PM

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Student Number 1904447

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

Link to one note: https://uowtsd-my.sharepoint.com/:o/g/personal/1904447_student_uwtsd_ac_uk/EI27ZW1wO-9HtwUdv6yCaD4BABU94FtJA9xQXdA7kxJsCw?e=b3Hoyp

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching <u>points</u> , <u>differentiation</u> 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)	Get students in to tower groups quickly and quietly. These worked well in previous lessons. Hand out booklets. Take register with hands up method to learn names. Worksheet with bridges on and have 3 reasons for the shape of each one. Work sheet is on balanced forces of bridges, pupils must be able to point out where they think there is tension and compression. APK from previous lesson and AFL of key principles from the previous lesson.	Students to get into groups of 4 from previous lesson. Work individually on starter worksheet. Swap work sheets and mark each other's sheet with a different coloured pen. Peer assessment	



This session was with a year 8 middle band class. They were on their second week of learning about forces. The aim of this session was to collaborate their ideas with peers and create a bridge that could withstand the most force. Peer assessment was used here to assess how well students had grasped the principles on tension and compression.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching <u>points</u> , <u>differentiation</u> strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)
Opening phase (with links to prior learning)	Get students into the room and settle them promptly in to seating plan. Do the register and I will hand out books in order to learn the names of pupils while they do the starter activity Starter activity will be to recreate the mind map in their booklets without cheating. They will do this on their own for 2 minute and the second two minutes they will Pair- Share. We will then share as a class to see how many words we can come up with. Words will be drawn on the board so that they are accessible throughout the lesson for differentiation. Questions: Each table is to name 1 property.	Pupils will sit in silence while the register and the booklets are handed out. Complete a mind map of all the different properties they can come up with. Then collaborate with their neighbour and 'magpie ideas'. Then random questioning to assess how well pupils understand materials and their properties. With definitions if they are not 100% sure (ductile, malleable). Ensure they have the correct spellings.

This is a year 7 lesson on materials and properties, it was their second lesson on describing the properties of materials and their uses. The previous lesson they had constructed a mind map of describing words. To assess learning they were asked to write as many as they could remember. This was particularly useful as the first lesson was taught by another teacher so having assessment for learning allowed me to continue the lesson from where they left the last lesson. Magpieing ideas is a useful tool for allowing pupils to have more confidence when they are randomly questioned as they have collaborated their ideas.

Opening phase (with links to prior learning)	Students will enter the room quickly and hand out their booklets. There will then be a series of questions on aerobic respiration that random pupils will come and answer on the board. (ensuring students are not made to feel uncomfortable.)	Randomly selected students will APK and answer questions on aerobic respiration on the board. The class will then peer assess answers.
Teaching & Core Learning	Video of Usain Bolt running both 100m and 200m. Think pair share on the differences between him after each race and why there is a difference. Discussion about anaerobic respiration and how it is less efficient than aerobic respiration Lactic acid <u>build up</u> and oxygen debt. Mini whiteboard quiz on respiration. Answer exam questions in booklet.	Think pair share- class discussion then answering questions in the booklet. Answer further questions on anaerobic respiration. Mini white board quiz on anaerobic respiration. Complete as many exam questions in booklet as possible.
Plenary	For the final 10 minutes go through the answers to the exam questions and self-assess answers correcting them as we go.	

White boards were used as a mini plenary in the middle of the lesson to assess learning of year 10 top set class to ensure that they all had a good grasp of the new concept of anaerobic respiration before moving on to exam questions.

At the end of the lesson, answers to questions were discussed as a class and pupils self-assessed work. This is important particularly for GCSE classes.

Cross Curriculum

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Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: ▶ To know how to use a Speed Time Distance triangle ▶ To know how to work out speed ▶ To know how to work out distance ▶ To know how to work out time

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)
▶ To know how to use a Speed Time Distance triangle ▶ To know how to work out speed ▶ To know how to work out distance ▶ To know how to work out time	To use a Speed Distance Time triangle effectively. To complete a starter work sheet with simple DTS questions To complete two worksheets on DTS independently.

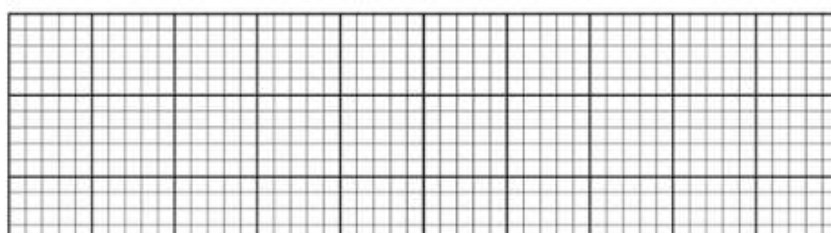
This is a year 8 middle band lesson on Time speed distance graphs. In this lesson they used their Numeracy skills to learn how to calculate time speed distance.

Graph Drawing skills

You need to draw a graph with the data given below:

- Children spend on average 2 hours a day on mobile devices.
- Preteens spend on average 4 hours a day on mobile devices
- Young teenagers spend on average 6 hours a day on mobile devices
- Older teenagers spend on average 5 hours a day on mobile devices
- Adults spend on average 3 hours a day on mobile devices.

First draw a table to display this data more clearly:



After feedback from a test the mixed ability year 7's took it was found that their graph drawing skills were poor.

The following lesson was a graph skills lesson to help them with graph drawing skills. This aids them with their numeracy skills as they must construct a table and a graph. And use the graph to evaluate data.

Plenary	Evaluation worksheet Put bridges away. Tidy up.	Evaluation worksheet includes half a page in which they will need to write an evaluation in their own words. For differentiation there will be a plan on the whiteboard.
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This lesson included an evaluation at the end in which the students had to use critical thinking to assess their own work and predict how successful it would be when tested. This included half a page of an individually written evaluation which was checked to assess their Literacy skills and Scientific vocabulary.

Plenary	Kahoot quiz. Pupils will complete a quiz on the I-pads on variation to assess their knowledge of variation within species and adaptations.	In pairs students will answer quiz questions as quickly as possible. This will test thier knowledge of the subject and prepare them for the test the following week.	I-pads
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In this task pupils used the I pads to complete a quiz. This introduces a level of digital competency as it is a different type of digital system to the computers that they would ordinarily use in school. This is a year 8 class with limited school experience of I-pads. During the task it became clear that several of them had not used Kahoot before and therefore it was useful to assess them using a new piece of software.

Opening phase (with links to prior learning)	Get students in to tower groups quickly and quietly. These worked well in previous lessons. Hand out booklets. Take register with hands up method to learn names. Worksheet with bridges on and have 3 reasons for the shape of each one. Work sheet is on balanced forces of bridges, pupils must be able to point out where they think there is tension and compression. APK from previous lesson and AFL of key principles from the previous lesson.	Students to get into groups of 4 from previous lesson. Work individually on starter worksheet. Swap work sheets and mark each other's sheet with a different coloured pen. Peer assessment
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This was a year 8 lesson on forces. They had to access prior knowledge from the previous lesson to answer the starter work sheet questions on tension and compression. They had to access prior knowledge from year 7 to answer questions on types of force.

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Opening phase (with links to prior learning)	Get pupils into the class with pencil cases out and hand booklets out. Have quiz up on the board ready as quickly as possible. Students will get into pairs quickly (otherwise I will select pairs to save time) Give pupils instructions that they will each have to answer a question and quickest hand up goes first. Quiz on everything they have learned so far on circuits.	Pupils will get into pairs. Pupils will answer questions on circuits by coming up to the board in pairs. The class will then peer assess their answer and then the correct answer will be given.	

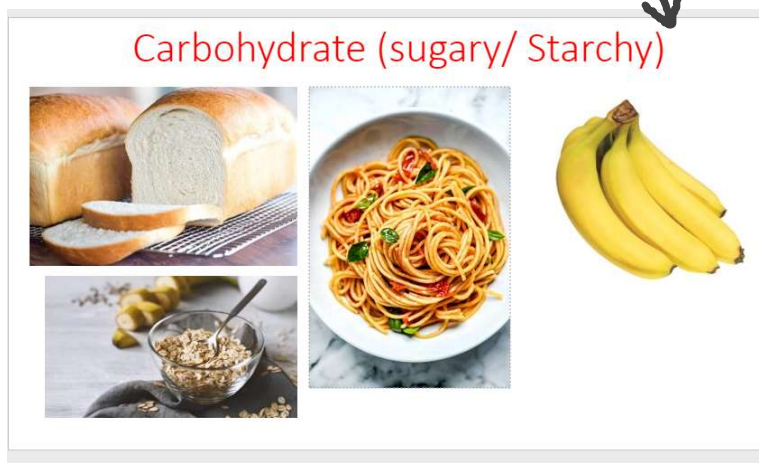
This was a low attainment set in year 10 physics, this class had been studying circuits for the past 3 weeks and were coming towards the end of the module. This starter test was a summary of all of the knowledge they had acquired over this module and over their previous 3 years of circuits.



Two examples of the below card sorting exercise.

Carbohydrate (sugars/ Starch)

Two examples of the below card sorting exercise.



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Opening phase (with links to prior learning)	15 minutes: Card sorting game- pupils will work in groups of 4-6 around each table and sort foods <u>in to</u> the appropriate food group. They will APK from year 8 of food groups and which foods are in each <u>groups</u> .	Card sorting different foods <u>in to</u> the main food groups, they will collaborate with others on their tables and then we will discuss answers as a class. Once they have corrected their own food <u>groups</u> they will copy them in to booklets.	Cards.

This game was at the start of a new module for a year 9 Biology class. It was designed to APK from their year 8 Biology lessons in which they would have learned about different food groups.

Critical reflection

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This reflection will look at three key pedagogical principles and their implementation throughout teaching practice. The Pedagogical principles are part of Donaldson's new curriculum which is due to be implemented in 2022. The aim of these principles is to guide teachers into the best teaching practice and not to force them into any particular teaching practice. However, they outline what is thought to be the most effective methods for teaching (Donaldson, 2015). The first principle this reflection will look at is that good teaching and learning means employing assessment for learning principles. The second principle that the report will focus on is that good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. Finally, this reflection will look at good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest. Each of these principles has been evidenced above and each example will be referenced to. The reflection will look at peer reviewed articles of effective and practice of each of these principles and reflect upon the implementation in teaching practice. The reflection will also look at the progress of lesson planning and how each principle evolved over teaching practice.

Assessment for learning is predominantly used for the teacher to gauge the attainment of each pupil. However, in a constructivist school it is thought that it can inform pupils of their own learning and improve future attainment through self-reflection (Duncan, T., & McKeachie, W., 2005). All methods provide useful information for the teacher to use to best support pupil learning and are good indicators for future pupil attainment (Hong et al., 2006). Assessment for learning should fit seamlessly into the lesson and allow the teacher to understand individual and group learning successes in relation to the lesson goal.

Formative assessment can take a variety of forms including questioning, self-assessment techniques such as traffic lights and many other forms. The disadvantage of formative assessment is that it is often subjective in nature (Harlen and James, 1997). Questioning techniques can vary and differentiation can lead to lower attainment pupils being given easier questions. This does not necessarily give a clear indication to their overall understanding of the lesson (Bromley, 2019). This is particularly prevalent in mixed attainment groups as the higher attaining students tend to become dominant in answering questions. Lower attainment students generally become disengaged from a lesson if they are asked questions above their current attainment levels which has an impact on their confidence (Heitink, *et al.* 2016). It is for this reason that questioning as an assessment for learning technique needs to be carefully considered. Despite this, it is possible to avoid these problems with random questioning techniques (Black & William, 2006). An example of this would be to use lollipop sticks to pick pupils names at random. This means that questioning would give a more representative view of the learning of the class. The problem with this technique is that it may make pupils feel uncomfortable if they are unable to answer a question and it may lead to feelings of humiliation and potentially lower confidence. On the other hand, these techniques have been shown to improve pupil's resilience and increase the chance of them answering a question they are unsure of in a summative assessment (Rimmer, 2019). However, due to the risk to confidence this method is more likely to suit a higher attainment class.

For lower attainment class it is important to maintain and build confidence in their subject knowledge. Random questioning is more likely to knock their confidence. In this circumstance it would be worth considering another questioning for assessment

technique. In this situation mini-white boards can give pupils perceived anonymity, allowing them to be more confident in giving an answer (Callinan et al., 2019). It is important to consider class attainment, confidence and personality when choosing an assessment for learning technique as each class contains individual pupils with individual preferences. However, there are techniques that are malleable to different attainment and confidence levels. Self-assessment tools are a useful tool to gauge the overall learning in the classroom. One tool that can be used is the traffic light technique in which pupils will show a coloured card corresponding to their confidence in the topic. This is a useful assessment for learning strategy as not only does it give the teacher a good indication of not only the actual levels of understanding but of pupil confidence. Both are extremely important factors in learning. Not only this but it has been evidenced that more successful pupils are better at self-assessing their own work and their subject knowledge. This traffic light system is an excellent tool for helping pupils learn this skill (Brown, 2015).

In my own teaching I have used several strategies for learning. I have predominately used questioning as my main assessment for learning tool. As an example of my own questioning techniques I have included a year 10 lesson plan above. In this lesson I asked a series of 10 questions at the start of this lesson which were based upon the previous lesson. Pupils were chosen at random. This was an extremely useful assessment for learning tool as it was at the start of the lesson. I had not taught the previous lesson and for this reason it was vital I had a good grasp of the pupils understanding of the principles taught previously. In the last lesson that I had taught this class I had not assessed their knowledge successfully and had confused several pupils by moving on too quickly. To correct this, I used this early assessment tool which allowed me to make the judgement for the pace of the rest of the lesson. It therefore was far more successful than my previous lesson. At the end of the lesson I conducted a further whiteboard assessment to assess their learning. This allowed me to see that all the class had succeeded in reaching the aims and objectives. This was a high attainment year 10 class, so a mixture of assessment tools suited their advanced learning styles. This is a key example of how when used right assessment for learning can make the difference between a successful lesson and an unsuccessful lesson.

In the year 7 lesson a mind map was used as an assessment for learning tool. Due to timetabling this class has a 5-day break between one science lesson and the next. This causes an issue as it means that pupils struggle to retain information during this gap. This is particularly prevalent as this is a mixed ability class. It is vital that lower attaining pupils are allowed time to revise prior learning, and equally higher attaining students are not losing focus due to repetition. In this lesson pupils were recapping a new topic from the previous lesson. They had begun a new learning module on materials and their uses and had learned a variety of new vocabulary. The mind map that pupils constructed individually allowed me to assess how much they had retained from the previous lesson and to what depth I would need to recap information. This in turn allowed me to give differentiated materials to individuals depending on their attainment. Some pupils had a good concept of the new vocabulary so were able to move on to more complicated words, such as 'malleable'. However, some pupils had not retained new vocabulary and therefore needed to concentrate on the more basic vocabulary for a second lesson. Towards the end of the lesson pupils had to describe materials, this gave the pupils an opportunity to self-assess and use the vocabulary they felt able to use. Given the importance of self-assessment in pupil attainment I think this was a successful technique. In this lesson pupils also used 'magpieing' as an assessment for learning tool as they could discuss ideas with a partner to consolidate learning before discussing as a class. This peer learning is an excellent tool for not only assessing individual knowledge but improving individual confidence (Sadeghi *et al.* 2015).

Cross curricular responsibilities are one of the most important aspects of teaching. This is as it represents what pupils are likely to face in their lives in the future. They

are likely to have jobs in which they will need to be digitally, numerically and literarily competent. These skills are vitally important for pupils to become successful citizens in the future. As well as needing these skills in jobs they will also need these to pay bills, read and write letters and to access online materials in their day to day lives. As a teacher it is vital that the broader picture of cross curricular responsibilities is considered (Barnes, 2015).

In Science, Numeracy is often covered within the curriculum in particular in Physics but also in Biology and Chemistry. Graph reading and drawing skills are fundamental in all aspects of Science. However, there is a considerable deficit in pupils' abilities to apply what they learn in Maths lessons into other areas of learning and experience (Evans, 2017). It is particularly important that the relevance of what pupils are taught is considered. Cross curricular responsibilities can make learning more relevant for pupils which gives them more purpose in their learning (Belova *et al.*, 2017). As well as responsibilities in numeracy, literacy and digital competencies it is important that skills like innovation are also cultivated. If pupils can leave education with these skills, they are far more likely to be successful in the future.

To maintain the relevance of cross curricular responsibilities it is important that it is not shoehorned into lessons and that it remains authentic within the context of the lesson. In WJEC GCSE science pupils are expected to answer a quality of extended response question. These questions test a pupil's ability to write a scientific response using correct vocabulary and good literacy skills. This emphasises the importance of using good literacy in day to day lessons. However, in Key stage 3 literacy can be overlooked more easily as questions aimed at this level tend to be shorter answers. This has led to the need for teachers to become more innovative in their lesson planning. Evaluating and concluding experiments can be an ideal opportunity to test literacy skills. It can be differentiated by different attainments and year groups by having a scaffolded response for lower years and attainments. Provided that pupils work is marked by a teacher literacy can be assessed. This skill will help them not only in their adult lives but in the smaller picture to improve their writing skills.

Digital competency is growing in importance due to the significant rise in the use of computers. There are very few roles today that are not reliant on computers. This signifies the importance of pupils learning digital competency during their education. In science computers are an excellent tool for research. It is vital that pupils are given the opportunity to conduct research to allow them to become innovative and collaborative researchers (Donaldson, 2015).

In my own teaching I found that cross curricular responsibilities work best in a lesson when they form part of the natural flow of the lesson. For example, when year 8 completed a task on variation they had to write an evaluation of their project. This was then marked to assess their literacy and vocabulary skills. This worked extremely well and as well as improving their literacy skills it also improved their self-evaluation skills. However, this worked less well in a lesson where I had not planned enough time to include a literacy task. A year 7 class were asked to write an evaluation of an experiment they had conducted. Unfortunately, a task had overrun, meaning they only had 5 minutes to complete the evaluation. This resulted in a lower than expected mark for most pupils. In the future I will ensure that all literacy tasks have a specific amount of time allocated to them and their importance is not overlooked.

Numeracy responsibilities are slightly easier to include in science lessons as pupils are expected to complete graphs and analyse data in all science subjects. After analysing the year 7 tests I decided to do a lesson on constructing a graph, as this was a skill, they were lacking in. This lesson was very successful and was differentiated well, all pupils had constructed a table, two graphs and calculated an average by the end of the lesson. This is a skill that they will not only use throughout their science education but also in maths. As well as this many pupils may go on to use these skills in their future careers, this emphasises the importance of these

cross curricular responsibilities.

Finally, digital competency, arguably is one of the most important skills as this is a skill that pupils will be using in not only their working lives but also in their home lives. This is an area I need to work on in my cross curricular responsibilities. I have used programmes such as 'Kahoot' to test knowledge at the end of a module, however, in science there is an excellent opportunity to improve research and presentation skills. This is something that I plan to implement over the coming weeks.

It is essential that the scope of skills pupils learn over their variety of subjects is taken in to account when lesson planning. Pupils undergo five hours of teaching in a variety of subjects each day. It is therefore important to consider that they are unlikely to retain all of the information given to them in every lesson. It is well documented that the most effective way of retaining information is through repetition (Gloria & Constantin). Therefore, beginning a lesson with a recap of the previous lesson is likely to be beneficial to all pupils. It is important to ensure that pupils have an opportunity to repeat the information they have been taught to ensure that they have a good understanding of the information. This gives them more opportunity to build on their previous knowledge effectively. Another extremely effective way of encouraging information retention is by making a subject relevant to a pupil's life. Pupils are more likely to understand a concept if it is modelled in some way or relevant to what is important to them. One effective method is to allow pupils to explore a subject in their own way and create a project. This allows pupils to focus on the areas they have most interest in. This project-based learning can be used to reinforce previous knowledge and engage interest (Bell, 2010).

This pedagogical principle can also be looked at in a broader sense and links closely to cross-curricular responsibilities. It is important that in all lessons that there is a context of learning and that teaching is not done simply for teaching sake. Linking topics to other subjects and their current knowledge is essential for engagement. If pupils are engaged in their learning, they will be able to retain new information more freely and are more productive. An increase in engagement is likely to lead pupils to look further into topics broadening their knowledge overall (Bakker, 2011).

I begin all my lessons with a starter activity that links to the previous lesson and introduces the aims of the lesson they are about to have. This gives pupils the opportunity to remember what they learned the previous lesson and be prepared to build on their previous knowledge. This also allows me to gain a good grasp of what knowledge they have retained and if there are any areas that may need to be reassessed. A good example of this was doing a quiz as a starter for a year 10 physics class. This is a low attainment class and due to several timetable clashes they had missed 2 physics lessons. The quiz was based upon what they had learned in the module of electronics. The quiz worked extremely well as it started from easier questions and built up to harder questions. This gave all pupils confidence as they were all able to answer at least some of the questions. This quiz gave me an extremely good gauge on where the pupils were with their current knowledge. I had to adapt my lesson plan moderately to recap resistance, but this meant that all pupils had a good grasp of the overall aims of the lesson rather than a few understanding the aims. This allowed them to build on their previous knowledge far more effectively.

The other area in which I have used a tool to activate prior knowledge is in a year 9 mix ability class. The pupils were sat in mixed ability groups and asked to sort foods out into their appropriate food groups using the cards they were given. Pupils had studied food groups in year 8 in both science and in food technology. This tool was helpful to remind pupils of the different food groups. As they were in mixed ability groups, they were able to help each other, this worked extremely well and meant that all pupils started the lesson with confidence as they worked together to complete the task. Activating prior knowledge as well as solidifying knowledge can be used to also

build confidence.

In conclusion, the key pedagogical principles have one main aim and that is to improve learning in Wales. However, on a deeper level they allow pupils to explore their subjects in a variety of ways and to fully engage with topics. This leads to a deeper engagement of pupil learning and therefore a deeper more solidified understanding of subject matters. It is important that each pedagogical principle is used appropriately and not shoehorned into lessons unnecessarily. This would lead to a breakdown of lesson flow and of pupil engagement. The principles are guidelines and aims that each teacher should strive to achieve throughout lessons. When used correctly all the pedagogical principles will lead to a deeper more authentic learning experience for all pupils in Wales. I aim to achieve each of the principles not only in my PGCE year but also throughout my career. There are areas in which I need to improve, for example using computers in lessons, however overall I feel I have reached most of the principles and am continuing to improve in their implementation in my lessons.

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