

Overview

05 January 2020 19:42

Student Name: Amy Davies

Student Number: 1901124

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/1901124_student_uwtsd_ac_uk/EifUznjmSHNCttYWB-ZZ1M4B9GbKekNEe6YkwyOHimViUg?e=5MQtxn

Assessment for Learning

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Good teaching and learning means employing assessment for learning principles.

Example 1- Teacher Feedback

LEVEL	CRITERIA Audience and Vocabulary	ACHIEVED (Tick the appropriate level)
Level 4	When I speak, I usually think about my audience and make sure what I am saying is appropriate.	
Level 5	I think carefully about who I am speaking to, making sure what I am saying is appropriate.	
Level 6	When I speak, I am able to interest my listeners by varying my expression and vocabulary.	
Level 7	My vocabulary and expression is varied and lively when I speak.	
Level 8	I organise my speech so as to communicate clearly and use vocabulary precisely and creatively to interest my listeners.	
Level 9	I structure my speech carefully and use a wide range of apt vocabulary, intonation and emphasis.	

LEVEL	CRITERIA Language	ACHIEVED (Tick the appropriate level)
Level 4	I sometimes use standard English vocabulary and grammar.	
Level 5	I often use standard English in formal situations.	
Level 6	I use standard English fluently in formal situations.	
Level 7	I use standard English confidently in situations that require it.	
Level 8	I use standard English confidently in a range of situations and can adapt it as necessary.	

LEVEL	CRITERIA Knowledge and Understanding	ACHIEVED (Tick the appropriate level)
Level 4	Some knowledge and understanding of the mining disaster chosen is shown.	
Level 5	I describe some of the main events within the disaster. I include some of the consequences and changes as a result of the disaster.	
Level 6	An increasing depth of knowledge and understanding of mining disaster chosen is shown. Describe people and events of the disaster. Link the consequences of the event.	
Level 7	Depth of knowledge and understanding of mining disaster chosen is shown. Causes and consequences of the event are partially analysed and explained. Brief links are made with other disasters.	
Level 8	Depth of knowledge and understanding of mining disaster chosen is shown. Analysis of the causes and consequences is carried out and explained. Links are made with other disasters.	
Level 9	Depth of knowledge and understanding of mining disaster chosen is shown. Explanations for and analyses of the causes and consequences of the event are set in a wider context. Links are made with other disasters.	

CRITERIA Source Criteria	ACHIEVED (Tick the appropriate level)
Avoid reading a full script	
Use notes to prompt you	
Talk to the room, not to your notes	
Learn key facts well	
Facts organised into chronological order	
Clear introduction and conclusion	
2 to 4 minutes long	

www - detailed - clear + fluent
31 - talk to room - slow down

5a

CLOSE THE GAP MARKING		
TARGET GRADE/SUB LEVEL	CURRENT GRADE (KS4)	CURRENT PROGRESS (KS3: X/Y/Z)
6c	5a	Y

STAFF	PUPIL
WWW: WHAT WENT WELL Well done, you got a 5a! You organised your speech so as to communicate clearly and used vocabulary precisely and creatively. A good knowledge and understanding of the mining disaster was shown.	EBI: EVEN BETTER IF Talk to the room, not to your notes. Analyse and explain the consequences of the event.
HOW WILL I IMPROVE MY WORK? I will try and learn my speech more so I can look up at my audience. Talk about what the community suffered and how families suffered.	

STAR TASK

This time was stressful for the families of the people that died and it was also a tragedy for the community because there wasn't a lot of people left after the disasters - there were families without husbands and children without dads. The community was soon to be abandoned. After all of the disaster I understood why no one would want to live there.

This feedback was given to a Year 8 pupil, aged either twelve or thirteen, following their presentation on a Welsh mining disaster of their choice. This took place in their Humanities lesson, as part of the National unit. After two lessons researching, the pupils presented to the class and were marked using the first photo in this example, the mark scheme for these presentations. This sheet was used as an efficient means of keeping track of what a pupil had or had not done in their

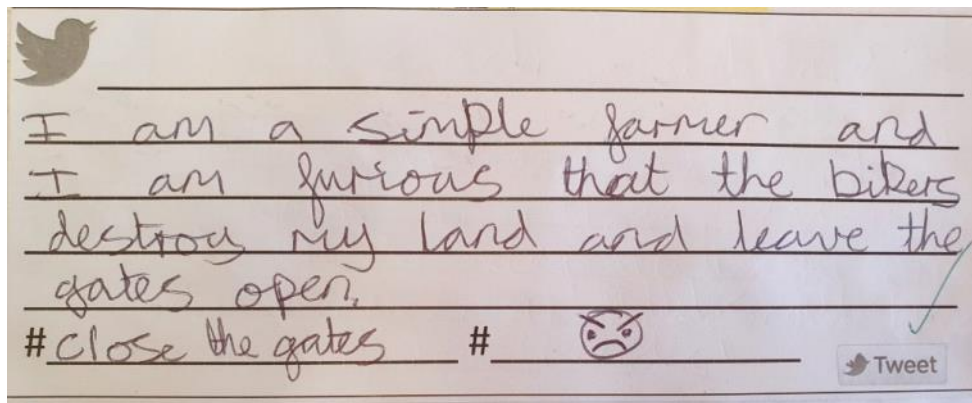
presentation and was based on the success criteria pupils were aware of. Following all pupils' presentations, the marked sheets were used to fill out a "Close the Gap" sheet, the second photo in this example, to be presented to the pupil. This outlined specific, tailored and focused comments, consisting of three "What Went Well" comments and at least two "Even Better If" comments. This sheet is a school-wide scheme and so pupils are more familiar with it, and thus arguably would find it easier to read, than the first sheet. Following receiving this, the pupil then filled out the column "How will I improve my work?" and then completed a "STAR task" based on their feedback. This allows pupils to reflect on their target, and respond to the feedback, then allowing them to act out an improvement on their work. In the case of this pupil, they added a paragraph which explained some of the consequences from the mining disaster they researched, addressing one of their "Even Better If" comments. Going forward, this feedback could be improved by providing more example for the STAR tasks, as some pupils were at times confused on what exactly they should complete as an improvement.

Groups	What went well	Even better if
Group 1	They ~~we~~ knew all of their lines and didn't need a script	It could be more longer.
Group 2	They ~~we~~ spoke well and had lots of information	They could add more humour.
Group 3	We gave lots of humour spoke clearly.	but ~~could~~ could use more humour
Our group Group 4	They had lots of information.	but could not laugh.
Group 5	They ~~we~~ humour was good and had lots of information	They could add more information
Group 6	Spoke very clear and had some good points	Don't look at the script at anymore
Group 7	They were confident when speaking.	If they didn't look at there books as much
Group 8	They brought good points and didn't use there books as much	Don't laugh a while your speaking

This example of peer and self-assessment took place in a Year 7 Humanities class, with pupils aged either eleven or twelve years old. After having written a script playing out the conflict which occurs between different groups who use the Brecon Beacons National Park, pupils performed in their groups to the rest of the class. During each group's performance, the other pupils recorded a comment on "What Went Well" and something that would make the performance "Even Better If", as seen in evidence above. This was done partially for the practical reason that it kept pupils focused whilst their peers performed. Moreover however, it allowed for discussions after each performance and developed pupils' skills of peer and self-assessment. The discussions saw pupils providing thoughtful and constructive feedback, and therefore also reinforced the criteria of what makes a

good performance.

Example 3- Assessing knowledge learnt



This was a plenary task for a Year 7 Humanities class, during one of the lessons in which they had been writing the script for their roleplay on different groups who use the Brecon Beacons. Acting almost like an "exit ticket", pupils wrote a 'tweet' to summarise the views of the character they played in their performances, as seen in the photo above. By doing so, pupils reinforced the knowledge they had learnt about the different groups who used the National Parks and summarise what they had written so far about the views of their own character. As the teacher, it also allows for a quick assessment of what pupils have learnt that lesson and if there are any misconceptions that should be corrected. Seen this lesson, this style of plenary has been repeated with other classes, however more time was allowed to complete the tweet, so that pupils had more time to summarise their thoughts before writing it done.

Cross-Curricular Responsibilities

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Christian Beliefs
on Suffering

Dear, Jenny Daga

I'm here to talk to you about your question to me. Why would God let us suffer if he's such a nice person? Well let me tell you ^{now} that there are many reasons why this happens. Different Christians have different beliefs. Some beliefs are ^{very pleasant} happy but some are quite dark, so prepare yourself. Also, thank you ^{very much} it means a lot for you to ask me this question.

A lot of Christians think that God is allpowering, all knowing and all loving (Omnipotent, Omniscient and Omnibenevolent). So, to start us off, let's start us off on a lighter reason. This is that suffering is God's way of showing us that to experience great joy and love, we need to experience great sadness and pain because if we didn't have suffering, how would we know what joy feels like?

Another belief is that it's all part of God's plan. We have never met God so we don't know what he looks like or what he's thinking. So maybe, just maybe, he wanted it to happen to us. We don't know why but it could just be possible.

I also believe that if we hadn't of eaten the apple, then humans wouldn't of lost paradise. This means that if they disobeyed God, so he

made them suffer. //

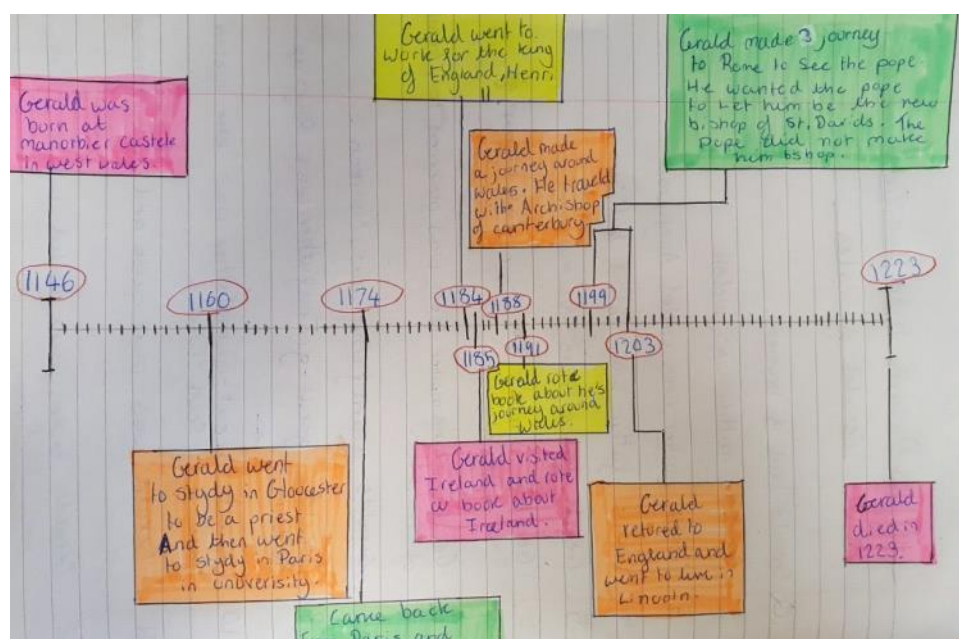
Finally, I have my own reason for why god made us suffer. This reason is, when god was in the middle of making his perfect world, the devil swooped in and messed up his process and has been there with god ever since. God makes the good things happen and the devil ~~made~~ makes the suffering. //

I really do hope this has answered your question and that you believe ~~in~~ whatever you want to believe. Thank you so much for asking me. //

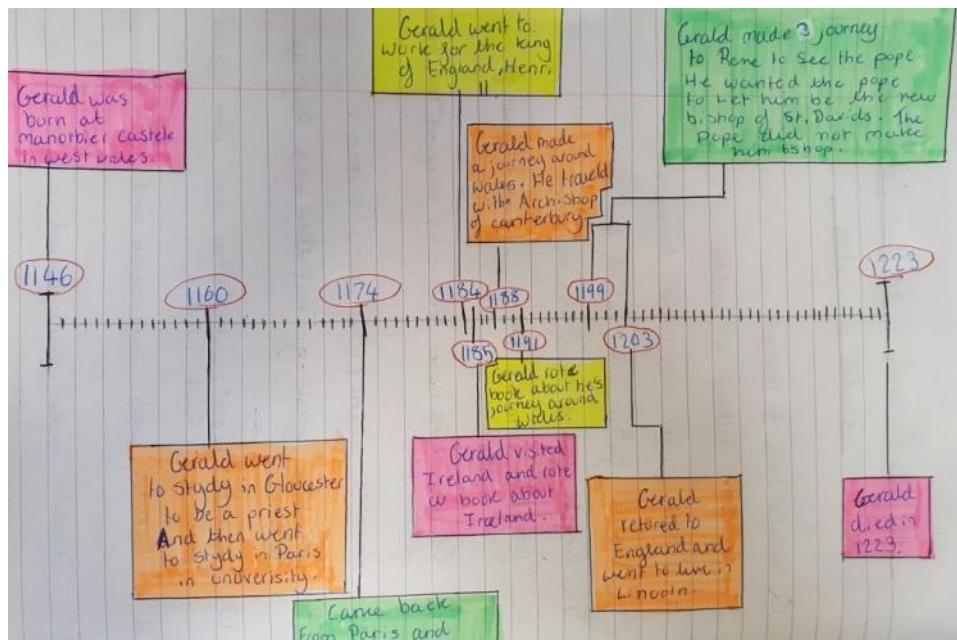
Yours Sincerely //

C [redacted]
[redacted]

As part of their topic on suffering, a Year 8 Humanities class wrote a letter. This letter was their main task of the lesson and was a response to a child who had asked them why God would allow suffering. The letter was used as a way for them to summarise their knowledge on Christian beliefs and explanations on how both God and suffering could exist. This brings in several strands from the Writing elements of the Literacy Framework, including the chance to practice and reinforce the skill to organize longer pieces of writing by making links within and between paragraphs. Furthermore, the explanation text type has been focused on by the school where this lesson occurred. As an introduction to the task, it allowed for a discussion on the success criteria of what should be included in a letter and an explanation text. Scaffolding and a framework were provided to the pupils to help them with writing and structuring the letter. If this task was to be done again then an example of what a letter looks like in full would also be provided.



In a Year 7 Humanities class, pupils were asked to create a timeline, using the information sheets on the life of Gerald of Wales, but to do so to scale. This was initially one of the main tasks for their lesson but overran into next lesson. Timelines are often used to help pupils organize a sequence of events from the past and was an effective way of learning information on Gerald's life, one of the key objectives of the lesson. However, by asking the pupils to create this timeline to scale, it became more than just a sequencing task, and incorporated numeracy, specifically the strand in the Numeracy Framework for developing their numerical reasoning through constructing a diagram to scale. As the task did run over into a second lesson, in the future more time should be allowed and further scaffolding, such as providing an example of what a timeline to scale should look like, should be provided at the beginning of the task. However, as this task did go into a second lesson to complete, it allowed for reflection on how to improve pupil understanding and aid them in the task, and meant that adjustments were successfully made, such as modelling how to do the timeline, were then implemented.



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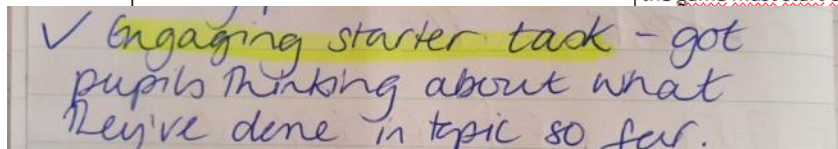
Previous Knowledge and Experience with Tasks and Resources

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

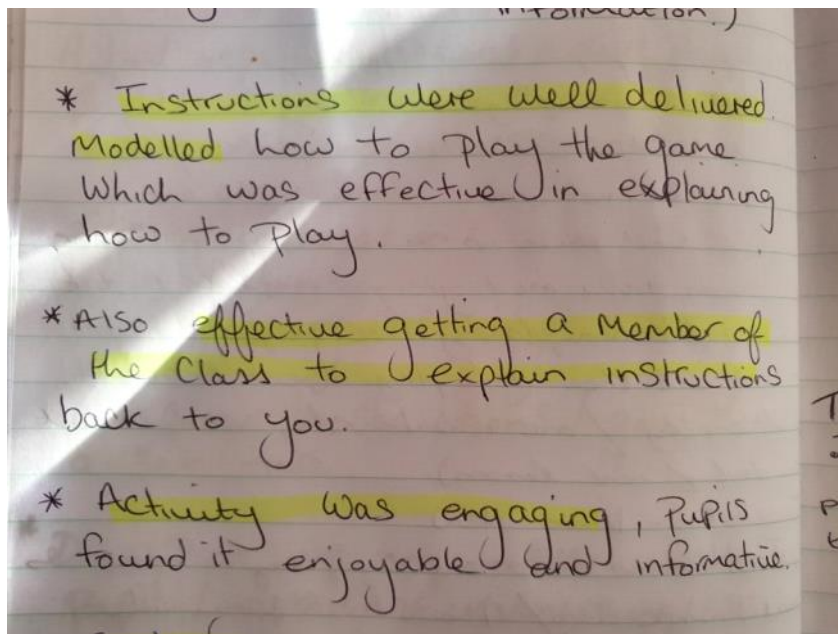
Example 1- Building on previous knowledge

Opening phase (with links to prior learning)	Put seating plan on the whiteboard for instruction to pupils Starter- Word Association- allow thinking time at the start of each game. Pick a random pupil to begin	Pupils will go to Room 17 and sit in their seats as assigned by the seating plan Going round the room, pupils must say a word that they associate with what they've learnt about mining, the Tower Colliery and the Aberfan Mining Disaster. If a pupil repeats a word that has already been said, or hesitates for longer than 5 seconds, they lose and the game must start over 10 minutes	No health and safety requirements Computer room booked Instruction slide for starter
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As a starter task in a Year 8 Humanities class, pupils were asked to play a game of 'Word Association' in relation to the topic of mining and mining disasters, such as Aberfan, to lead them into the main task of the lesson, which was to begin to produce a presentation on a Welsh mining disaster of their choice. By doing so, they jogged their memory in preparation for the main task and were able to build on their previous knowledge. Furthermore, it does so without a simple or typical question and answer session, As commented on in the Learning Journal, the game engaged pupils with a game. However, if the starter was to be repeated then arguably time should be restricted more to keep the fast pace of the task throughout the rest of the lesson.

Example 2- Engaging interest



Q: What are followers of Christianity called? A: Christians	Q: What are the followers of Judaism called? A: Jews	Q: What is the name of the place of worship in Hinduism? A: Mandir
Q: What are the followers of Hinduism called? A: Hindus	Q: What is the name of the place of worship in Christianity? A: Church	Q: What is the name of the place of worship in Sikhism?

Q: What are followers of Christianity called? A: Christians	Q: What are the followers of Judaism called? A: Jews	Q: What is the name of the place of worship in Hinduism? A: Mandir
Q: What are the followers of Hinduism called? A: Hindus	Q: What is the name of the place of worship in Christianity? A: Church	Q: What is the name of the place of worship in Sikhism? A: Gurdwara
Q: What are followers of Islam called? A: Muslims	Q: What are followers of Buddhism called? A: Buddhists	Q: What is the name of the place of worship in Islam? A: Mosque
Q: What are followers of Sikhism called? A: Sikhs	Q: What is the name of the place of worship in Judaism? A: Synagogue	

RELIGION	FOLLOWERS	PLACE OF WORSHIP	RELIGIOUS TEXT	NAME FOR GOD	SYMBOL
CHRISTIANITY	Ch <u>r</u> i <u>s</u> t <u>i</u> a <u>n</u> s	Ch <u>u</u> r <u>c</u> h	B <u>i</u> b <u>l</u> e	G <u>o</u> d	+
JUDAISM	J <u>e</u> w <u>s</u>	S <u>y</u> n <u>a</u> g <u>u</u> g <u>e</u>	T <u>e</u> r <u>a</u> k <u>h</u>	Y <u>h</u> o <u>v</u> h	☆
HINDUISM	H <u>i</u> nd <u>u</u> s	Ma <u>n</u> d <u>i</u> r	V <u>e</u> d <u>s</u>	B <u>r</u> h <u>m</u> a	ॐ
ISLAM	M <u>u</u> s <u>l</u> i <u>m</u> s	M <u>o</u> s <u>q</u> u <u>e</u>	Q <u>u'</u> r <u>a</u> n	A <u>l</u> l <u>a</u> h	☾
SIKHISM	S <u>i</u> k <u>h</u> s	G <u>u</u> r <u>d</u> w <u>a</u> r <u>a</u>	G <u>u</u> r <u>u</u> G <u>r</u> o <u>u</u> th S <u>o</u> u <u>r</u> b	Rah <u>ma</u> n	⚔
BUDDHISM	B <u>u</u> dd <u>h</u> i <u>s</u> t <u>s</u>	Vi <u>h</u> a <u>r</u> a	P <u>a</u> l <u>i</u> S <u>c</u> r <u>i</u> p <u>t</u> u <u>r</u> e <u>s</u>	no god	☸

During a Humanities lesson on world religions, Year 7 pupils engaged in an information gathering task as one of the main tasks of the lesson. To find out more about the different religions, pupils engaged in a game of "Quiz Quiz Trade" in which each pupil had a card with a question and answer about a piece of information on one religion, examples of which are seen above. They then moved around the room filling in a sheet, also displayed above, questioning each other and trading their cards. This task was chosen as it meant pupils were not sitting in the same place for the entire lesson and were repeatedly asking and answering the questions, thus reinforcing the knowledge. Furthermore, doing so was through the game engaged students, arguably more so than finding out the information in another way. Some pupils did find the answers faster than others, and so in the future having an extension task for them, potentially through helping others, may be needed.

Example 3- Building on experience

* Bingo Plenary - worked well.

World Religions in Wales		
Jews	Allah	vihara ✓
God	Qur'an	Mosque
Bible ✓	Gurdwara	Muslims

This was a plenary task in a Year 7 Humanities lesson on world religions. After having learnt about the various places of worship, name of followers and the holy books for the different world religions, pupils picked nine words to place in a bingo style grid. However, instead of calling out the words, the definitions were called out instead and pupils had to cross out the words if the answer was called out. This plenary built, reinforced and recapped the knowledge the pupils had learnt during the lesson. Going forward, this task would arguably be more effective if more time was allowed to progress further into the game. It arguably would also be an effective starter, as a test and recap of

something learnt in a previous lesson.

Critical Reflection

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As suggested by Coe et al (2014), great teaching leads to pupils' improvement and provides them with the foundations for future success. When training to do this, Post-Graduate Certificate of Education students complete Professional Teaching Experience, a period of placement in schools to refine teaching skills. This provides time to incorporate ideas on teaching practice and reflect on how to improve (Black et al, 2004). The ideas implemented during Professional Teaching Experience now include the twelve pedagogical principles which Donaldson (2015) set out in *Successful Futures*.

This essay will consider the literature and reflect upon the implementation of three of these pedagogical principles. Firstly, it will consider how assessment for learning has been implemented, with examples concentrating on teacher feedback, self and peer-assessment, and checking for understanding. The embedding of cross-curricular responsibilities- literacy, numeracy and digital competence- across various subject areas will also be examined. Finally, this essay will discuss the implementation on the use of tasks and resources to build on previous knowledge and engage pupils' interest (Donaldson, 2015). The examples used to demonstrate these principles took place in an English-medium secondary school under the Swansea authority, with pupils aged 11-16 (Estyn, 2016).

Much has been suggested on what makes an effective teacher and it has often been debated how these pedagogical principles impact pupil learning. Firstly, there has been much literature written on assessment for learning. For instance, Black et al (2004) argue that pupils must be motivated to learn, but that people often incorrectly assume that the most effective way of doing this is with rewards and prizes. Lambert (2013) similarly argues that instead assessment itself is a motivation for learning, as it provides pupils with a way forward. The benefits of assessment have been widely agreed upon (Black et al, 2004; Allison and Tharby, 2015; Black et al, 2007). Allison and Tharby (2015, p. 8) argued that assessment and feedback is the key to ensuring that pupils only engage in "task completion". Furthermore, it becomes an essential part to promoting pupil learning and ensuring that they develop a growth mindset that can benefit them throughout their lives (Black et al, 2007; Allison Tharby, 2015). This point has also been agreed upon and stressed by Donaldson (2015), who argues that it provides important information for progressing towards and succeeding with pupil outcomes.

Much has been written on the three types of assessment for learning evidence here. The literature on teacher marking has explored both the benefits and negatives. Sutton and Whittaker (1995, p. 63) acknowledge how secondary schoolteachers often feel as though marking is the "most time-consuming" part of teaching outside the classroom, whilst Black et al (2007) argue that pupils only concentrate on the grade in their feedback, rather than the comments for improvement. However, despite these potential pitfalls, it is maintained in the literature that marking remains an essential part of a teacher's role. Sutton and Whittaker (1995) argue that feedback to pupils must be clear in order to improve their work. In their report, Deans for Impact (2015) agree with this and expand on it, saying that effective feedback must be specific, focused on the task and with clear explanations on how to improve. Black et al (2007) have also argued that these features are essential, but also argue that there then needs to be time for pupils to respond to any comments for improvement.

Whereas teachers' marking has been criticised for its time-consuming nature, the practice of self and peer-assessment is critiqued because teachers lose control of the classroom and run the risk of having their authority undermined (Sutton and Whittaker, 1995). However, Donaldson (2015) maintains that despite this, beyond

responding to feedback provided by their teachers, pupils should be engaged with their own assessment. Black et al (2004) argue that self and peer-assessment aids pupils in setting goals for their work, with peer-assessment particularly being a helpful practice to improve self-assessment. There is some disagreement on whether peer-assessment is a benefit because pupils will accept words of criticism on their work from their peers that they would not accept from teachers, or if it is a disadvantage because pupils place more trust in a teacher's feedback than their own peers (Black et al, 2004; Allison and Tharby, 2015). Nevertheless, it upholds its reputation as an essential skill that pupils must learn, though this does take time to refine (Black et al, 2004).

Donaldson (2015) suggests that teachers will use a wide variety of assessment techniques. At times, they will do so with the aim of checking pupils' understanding. There are a range of ways to do this, which often differ slightly depending on whether a teacher is assessing their pupils' knowledge, what they can do, or individual progress (Lambert 2013). Turner (2013) argues that this means providing opportunities for pupils to demonstrate their understanding of a lesson or topic, and as Black et al (2004) suggest it provides teachers with information on any issues that have arisen. From this, teachers can then modify future teaching and adapt the work they will ask pupils to do in line with the feedback they receive from any assessments (Black et al, 2007).

Literature on effective teaching has also considered the impact of cross-curricular responsibilities. Donaldson (2015) has stressed how it should be a priority in education in Wales that a range of competence and skills, namely literacy, numeracy and digital competence, be implemented across the curriculum. This has been justified because the world beyond school, and the society in which pupils will live and work in is cross-curricular (Barnes, 2015). By ensuring that these responsibilities are taught across the curriculum, the Welsh Government (2017) hope that learners will be equipped to live in a twenty-first century society and have the appropriate skills to meet its demands. Although teachers are required to identify ways these responsibilities can be taught in their subject area, Estyn (cited in Welsh Government 2017) stresses that teachers are not expected to create opportunities every lesson. This is one of the dangers of cross-curricular approaches that Barnes (2015, p. 272) points out, considering them "tokenistic" gestures, which do not support learners in any meaningful way or try to find links with too many subject areas and thus make little progression for pupils' learning. Donaldson (2015, p. 69) therefore calls for any cross-curricular learning to be done so through "natural and authentic" applications when appropriate to the lesson, and not should be done simply because it is required.

Teachers across the curriculum have been required to incorporate literacy and numeracy in their lessons since September 2013, when the Welsh Government unveiled the Literacy and Numeracy Framework (LNF), which seeks to ensure that all pupils in Wales develop excellent skills in literacy and numeracy. (Welsh Government, 2013). In the LNF, these skills are broken down into strands, with oracy, reading and writing forming the strands in literacy, and developing numerical reasoning, using number skills, measuring skills and data skills in numeracy (Welsh Government, 2013). Donaldson (2015) considers a competence in literacy to be an important skill for pupils to possess because of the role language holds in society, whereas to be numerically competent is essential for leading an independent personal and working life. Carrieri et al (2015, p. 78) support this by suggesting that it is crucial in a "knowledge-based society" to be able to use and manipulate words and numbers. To implement these, Estyn (2015) recommends that schools should create co-ordinated cross-curricular approaches across the curriculum, to ensure that pupils can practice literacy and numeracy in any subject.

The inclusion of digital competence as one of these responsibilities is a newer addition. Pettersson (2018) describes how this interest has peaked in the past

decade, due to the growing digitalisation of society. This was also pointed out by Donaldson (2015) and used as part of his justification for including digital competence in these responsibilities, due to it becoming an increasingly powerful part of communicating, finding information and leisure and environment in modern workplaces and societies. Turner (2013) suggests that the computer has become an extension of pupils' learning and justifies this by explaining Bruner's theory that knowledge should be based around an individual's mastery of tools to augment any existing powers. This arguably also supports Pettersson's (2018) point that if pupils will be expected to use digital technologies in their future jobs, then strategies must be developed to support the teaching of digital competences across the curriculum

Finally, some literature has been written on the pedagogical principles which calls for appropriate tasks and resources to draw upon pupils' previous knowledge and experience and engage interest. Deans for Impact (2015) argue that pupils learn through connecting ideas and concepts they already know to new ideas and concepts, therefore, any curriculum should ensure that pupils are able to link their prior knowledge to new content. Ausubel (cited in Turner, 2013) argues that the most influential factor on a pupils' learning is what they already know, and therefore this should be ascertained and then used to coordinate how to teach a pupil accordingly. Similarly, Wittrock (cited in Turner, 2013) also argues that if teachers find the meanings and concepts pupils are already aware of, then they will find a way to help learners generate new understandings. Rosenshine (2012) lists a short review of pupils' previous knowledge and learning at the beginning of the lesson as one of their ten principles of instructions for teachers.

Alongside working with pupils' previous knowledge, teachers should create tasks and resources which engage pupils' interests. For Donaldson (2015) this means creating environments for pupils to experiment and explore various tasks and resources. Furthermore, Barnes (2015) stresses that engaging pupils does not necessarily mean that it is particularly showy, or time-consuming in nature, simply that it will capture pupils' curiosity and eagerness to be active. Furthermore, if we wish to ensure that pupils achieve excellence in education, then it seems important that they find a sense of enjoyment in schools and for learning (Barnes, 2015). Thus, it seems to follow that engaging pupils with tasks and resources is a pedagogical principle that teachers should keep in mind when organising their lessons. As part of this, teachers would therefore use a range of techniques, tasks and resources to effectively draw upon pupils' prior knowledge and engage interest (Husbands and Pearce, 2012).

When considering the literature written on these pedagogical principles, teachers may prefer certain ideas and suggestions over others, or may adapt ideas to suit them and their learners (Black et al, 2007). This can be seen in the examples of these pedagogical principles. For example, with the example provided for teacher's marking as a form of assessment, ideas on how best to convey feedback manifested in the "Close the Gap" sheet, because it fulfilled Allison's and Tharby's (2015) ideas that assessment should be sustainable and manageable. Furthermore, it was followed up with a "STAR task". This is an adaptation of 'Dedicated Improvement and Reflection Time' (DIRT), which provides pupils with time to read and then work on comments they have received (Allison and Tharby, 2015). This act is supported by Black et al (2004), who suggest it places the emphasis of feedback on improvement, not on the graded mark of the work.

The example provided of self and peer-assessment was chosen because it allowed pupils to be active in their learning, would hopefully encourage pupils to work more carefully and to be self-motivated (Black et al, 2004; Black et al, 2007; Sutton and Whittaker, 1995). As pupils assessed one another's work, their performances in this case, pupils began to identify what they believed had been done well and what could be improved in others' work, that was also applicable for their own work (Deans for Impact, 2015). Arguably one place where this form of assessment in practice did

alter slightly from the recommendations in the literature was the language used and how it was delivered as part of the self and peer-assessment. As discussed, there is a debate of whether pupils would accept criticism better from their peers or trust the word of their teacher instead (Black et al, 2004; Allison and Tharby, 2015). In practice, these two aspects were arguably combined, with the initial comments being provided verbally by pupils, but were moderated, overseen and at times rephrased by myself to ensure that it was explained fully and potentially worded more constructively.

Any type of assessment must fulfil a certain purpose (Sutton and Whittaker, 1995). The purpose of the third example here is to check pupils' understanding and progress at the end of the lesson. To do so, Coe et al (2014) suggest that an appropriate technique for the lesson and topic must be chosen, so that teachers can assess the pupils' knowledge and to identify any needs that should be addressed in the following lesson. In the case of this lesson, the technique chosen was a summarising-style task, where pupils were asked to write a 'tweet' which gave the views of their character from the lesson. This also arguably had the added benefit of not only being able to allow the teacher to assess the pupils' learning, but for the pupils themselves to become more aware of what they had learnt (Black et al, 2004).

In line with Donaldson's (2015) recommendations, the three cross-curricular responsibilities have been developed in lessons. For the example provided of literacy in lessons, pupils wrote an explanation text in the form of a letter, detailing the views they had been learning about in the previous lessons. This task naturally occurred in the lesson and topic's scheme of work, meaning it was not contrived in its implementation (Welsh Government, 2017). Furthermore, it was a task that was appropriate for the level that the pupils were working at (Estyn, 2019). Similarly, the use of numeracy in lessons was done only because it supported the topic being studied (Welsh Government, 2017). In this case, pupils were completing a timeline, and so to involve numeracy was appropriate, and not an add-on. As suggested was a requirement of cross-curricular teaching by Barnes (2015) this opportunity gave importance to both the topic from the subject's lesson and numeracy. Likewise, digital competence was implemented in a lesson where the application of it was relevant to the topic and learning objective (Donaldson, 2015). This task saw pupils discussing what they believed made good research and what could hinder their research. Arguably, this fulfils Pettersson's (2018) suggestion that digital competence should relate to what the pupils should be able to do in their personal lives or future careers.

Finally, there are the examples which show how pupils' previous knowledge and experience was called upon, and how their interest was engaged using appropriate tasks and resources. An example has been provided which demonstrates how previous knowledge has been engaged with at the start of the lesson, with a simple game of 'Word Association', where pupils had to say a word linking to the topic without repeating one another pupil had already said or hesitating for too long. Through doing so, it is hoped that pupils will be able to recall different words and concepts much easier, and will strengthen their connections between ideas (Rosenshine, 2012). Furthermore, the task helped pupils practice the ability to locate relevant pieces of information but did so in a quiz format with no stakes, thus putting them at ease (Turner, 2013; Deans for Impact, 2015). Similarly, the game used to engage pupils' interest did so by being an appropriate strategy for the lesson and topic, amongst a longer sequence of lessons that used different techniques (Husbands and Pearce, 2012). The game, 'Quiz Quiz Trade' involved transferring information from a pupil's working memory to their long-term memory, through the repetition of questioning and answering (Deans for Impact, 2015). The third example of this principle, the plenary game of bingo was also done with the aim to move knowledge into pupils' long-term memory. Through this task, pupils were engaged and built on their previous knowledge, but did so in a way that could be checked to

ensure misconceptions would not form (Rosenshine, 2012).

However, there are areas where the implementations of these pedagogical principles could be further developed and improved. Firstly, some of these implementations could be improved if pupils were provided with further scaffolding through examples. For instance, in the STAR task after the teacher marking, some pupils were unsure of what exactly to do. This supports the suggestion that many pupils initially find it difficult to edit and rework anything they produce and need more advice than a written comment (Sutton and Whittaker, 1995; Allison and Tharby, 2015). Although pupils were given suggestion on how their work could be improved, more explicit instructions could have been on what task or specific part could have been rewritten, added or expanded upon. Similarly, although pupils did make constructive comments in their self and peer-assessment task, it may have been worthwhile to provide further examples of “what went well” and “even better if” comments. This would provide further guidance on the steps pupils should take next (Donaldson, 2015). This could also be said for the ‘tweet’ pupils produced to assess their understanding and the letter used as an example of literacy. An example of what a ‘tweet’ looked like and what it contained, as well as how a letter is structured may have been helpful.

Further scaffolding and examples were also needed in the numeracy example. However, an opportunity arose when the task continued into a second lesson. An example of what a timeline to scale looked like was provided and modelled step by step. This demonstrated how an example at the beginning of the task would have improved and further developed the implementation of numeracy in the lesson. This arguably supports the recommendation that further scaffolding, and examples would be beneficial for the STAR task, self and peer-assessment comments, ‘tweet’ task, and literacy task.

Another area for further development would be to include more extension tasks. For instance, with the ‘Quiz Quiz Trade’ task, whilst all pupils were engaged, some did find the answers quicker than others. Though they continued playing the game, having an extension task for them as well as this would ensure that their engagement was maintained. Likewise, the example of how digital competence has been implemented could be extended so to give pupils more precise or further prompts and encourage others to think more deeply on the task.

Finally, the timing of how these tasks were implemented could be improved so to ensure further development. When concerned with the Word Association game to act upon previous knowledge, it would arguably be more useful if the time was further restricted and did not allow for the pace of the lesson to slow down. However, this could be done over time, and thus built pupils up to recall and connect material quicker as this skill was developed. On the other hand, the bingo plenary would be more impactful if there was more time allowed to complete it at the end of the lesson, or alternatively, if it was used as a starter task in a following lesson, to test pupils’ previous knowledge further. As Rosenshine (2012) suggests, working memory is limited, so this task may be more impactful in transferring the knowledge to our long-term memory if repeated in the next lesson.

Ultimately, this essay has explored three pedagogical principles and how they have been implemented in lessons. Through this, the literature on each principle has been examined, detailing the benefits and disadvantages of these principles and how they might be best utilised in the classroom. The examples provided for these principles have been reflected upon, with suggestions of further scaffolding and examples, extension tasks, and timing being discussed.

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