

Overview

Sunday, December 15, 2019
8:04 PM

Student Name: Ousama Lazkani

Student Number: 1904849

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

Pathway: Art & Design- Secondary- PGCE

Targedau o'r aseiniad blaenorol / Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Ensure that your writing has a focus on criticality rather than description.	
Targed/Target 2	Engage further with academic and professional literature to enhance your practice and professional development.	
Targed/Target 3		

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1904849_student_uwtsd_ac_uk/EilsvOuSYIREvc5AIQU8Kx4BkFXbjJYcY-Kf-v3gFNNmq?e=bj1wN1

Assessment for Learning

Sunday, December 15, 2019
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Elements to Assessment for Learning

1. Sharing Learning Goals and Success Criteria



14.11.19-

Steampunk...

The above file is a PDF converted file from the original PowerPoint Lesson delivered on 14/11/2019, and contains Lesson Aims on slide 6 and Success Criteria on slide 7.



28.11.2019-

Lee Phillips...

The above file is a PDF converted file from the original PowerPoint Lesson delivered on 28/11/2019, and contains Lesson Aims on slide 6 and Success Criteria on slide 7. The lesson aims at this lesson were discussed with pupils who generated ideas to form the lesson aims.



Y8- Success
Criteria+ E...

Additional example of sharing Lesson Goals and Success Criteria

2. Quality of Questioning and Discussion

Think, pair, share strategy has been applied here when pupils looked at some successful examples, thought, discussed in pairs, and shared with the rest of the class about what makes these examples successful; so that pupils can be more engaged, as they contribute to most of the success criteria.

Example of open oral questioning has been applied in the second lesson (Lee Phillips), while written questioning method has been applied in the first lesson (Steampunk), as recommended by Donaldson, (2015).

3. Constructive Feedback and Self-evaluation

Feedback has been provided verbally to pupils and written (as shown on the sheet below)

19/4/2019 Copy of Autumn Term Y7 Drawing Assessment - Google Docs

Autumn Term - Year 7 Key Task - Reflective Recording (Drawing)

Task: Produce an accurate drawing of a group of sweets and chocolates using the photograph provided. Your drawing should include proportionally correct placement of the sweets as well as depth of tone.

Four Purposes:
C1 - I can connect and apply my knowledge and skills to create ideas and outcomes
C2 - I can express ideas and emotions through different media
H9 - I can face and overcome challenge

Success Criteria	Level Achieved (1-4)	Pupil Action	Completed (Yes/No)
Light outlines of sweets fill the space	-	Draw lines more lightly when recording chocolates in future	
Details are accurately recorded	-		
Tonal shading used to create depth	-		
Neat application of tonal shades	-		
S&C: Textural marks to show differences in sweet and wrapper surface	-		

Pupil / Peer / Teacher Dialogue Box (comments, questions and answers)

3/10 Some light use of the pencils, particularly at the bottom of the drawing.
Use the grid more effectively so shapes are drawn more accurately.
I used shading to make things lighter and darker.
No line to the grid had so shapes are in the same place.

Reflective recording sheet with success criteria for pupil's self-evaluation and teacher's feedback, (with tick, cross or a dash box) for pupils' evaluation and a communication box between teacher and pupil to ensure understanding and reflecting response on teacher's feedback by pupil.

19/4/2019 Copy of Autumn Term Y7 Drawing Assessment - Google Docs

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Four Purposes:
C1 - I can connect and apply my knowledge and skills to create ideas and outcomes
C2 - I can express ideas and emotions through different media
H9 - I can face and overcome challenge

Success Criteria	Level Achieved (1-4)	Pupil Action	Completed (Yes/No)
Light outlines of sweets fill the space	-	Draw by using a lighter outside the next piece	
Details are accurately recorded	-		
Tonal shading used to create depth	-/4		
Neat application of tonal shades	-		
S&C: Textural marks to show differences in sweet and wrapper surface	-		

Pupil / Peer / Teacher Dialogue Box (comments, questions and answers)

3/10 A bit loud start as you have used pencil to draw your lines quite lightly. You are also recording shapes quite.



10/4/2019

Copy of Autumn Term - Y7 Drawing Assessment - Google Docs

Autumn Term - Year 7 Key Task - Reflective Recording (Drawing)

Task: Produce an accurate drawing of a group of sweets and chocolate using the photograph provided. Your drawing should include proportionally correct placement of the sweets as well as depth of tone.

Four Purposes:
 C1 - I can connect and apply my knowledge and skills to create ideas and outcomes
 C6 - I can express ideas and emotions through different media
 H9 - I can face and overcome challenge

Success Criteria and Actions:

Success Criteria	Level Achieved (1-4)	Pupil Action	Completed (Yes/No)
Light outlines of sweets fill the space	-	Draw using a lighter outline on your next piece	
Details are accurately recorded	-		
Tonal shading used to create depth	-/+		
Neat application of tonal shades	-		
S&C: Textural marks to show differences in sweet and wrapper surface	-		

Pupil / Peer / Teacher Dialogue Box (comments, questions and answers):

3/10 A brilliant start as you have used pencil to draw your lines quite lightly. You are also recording shapes quite accurately.

10 Apply tonal shades starting with the darkest tones.

I think that I have done the light outlines very well. Next time, I would improve the textural marks.

Today I have done the...

Teacher Feedback:

Wow! That is outstanding! Great! Your application of media is mind blowing!

Please add notes that explain your game to that. My character will be great. And also be the chosen words.

Pupil Response:

I'm going to finish collage and use Steam Punk and finished work this lesson. You have achieved your collage & it's really like Steam Punk! it's you could finish it all!!!

Collage:

PRIME TIME
 JET
 SUPERHERO
 COMICS
 FOREVER
 COLOUR
 CHARACTERS

Another form of a dialogue sheet showing feedback from teacher and response from pupil

4. Peer Assessment

10/25/2019

Portrait drawing Assessment Sheet - Google Docs

Autumn Term - Year 8 Key Task - Reflective Recording (Drawing)

Task: Produce an accurate drawing of a face by using a mirror and / or the photograph provided. Your drawing should include proportionally correct placement of facial features as well as depth of tone.

Four Purposes:
 C1 - I can connect and apply my knowledge and skills to create ideas and outcomes
 C6 - I can express ideas and emotions through different media
 H9 - I can face and overcome challenge

Success Criteria and Actions:

Success Criteria:	Level Achieved (1-4)	Pupil Action:	Completed (Yes / No)
Head outline fills space on A4 page			
Eyes, nose, mouth, ears and hairline accurately positioned			
Tonal shading used to create depth			
Neat application of tonal shades			
S&C: Textural marks to show details such as facial lines and blemishes			

Pupil / Peer / Teacher Dialogue Box (comments, questions and answers)
 25.10.19
 - What went well = It looks realistic to the picture and her hairline and details are amazing
 - Even better if = make things like the lips and pupil of eye a bit lighter in shade



Y8-
Think-Pair-...
Example of applying Think, pair- share Principle

Another pattern of assessment sheet has been used, with self, peer and teacher dialogue box, which is filled by comments from peer when each pair of pupils exchanged sketch books and assess each other's work. This approach enables pupils compare their own work and communicate their ideas (Donaldson, 2015)

5. Plenary

10/25/2019

Portrait drawing Assessment Sheet - Google Docs

Autumn Term - Year 8 Key Task - Reflective Recording (Drawing)

Task: Produce an accurate drawing of a face by using a mirror and / or the photograph provided. Your drawing should include proportionally correct placement of facial features as well as depth of tone.

Four Purposes:
 C1 - I can connect and apply my knowledge and skills to create ideas and outcomes
 C6 - I can express ideas and emotions through different media
 H9 - I can face and overcome challenge

Success Criteria and Actions:

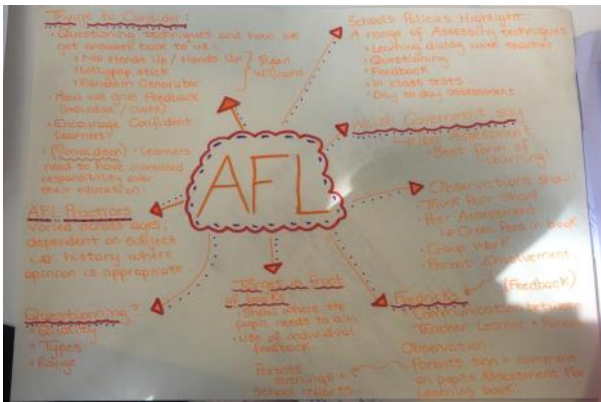
Success Criteria:	Level Achieved (1-4)	Pupil Action:	Completed (Yes / No)
Head outline fills space on A4 page			
Eyes, nose, mouth, ears and hairline accurately positioned			
Tonal shading used to create depth			
Neat application of tonal shades			
S&C: Textural marks to show details such as facial lines and blemishes			

Pupil / Peer / Teacher Dialogue Box (comments, questions and answers)
 25-10-19
 good shading
 maybe you could add more depth in it but you did really well



Y8-
Self-Reflec...
Example of Y8- Self-Reflection & Evaluation (During Plenary)

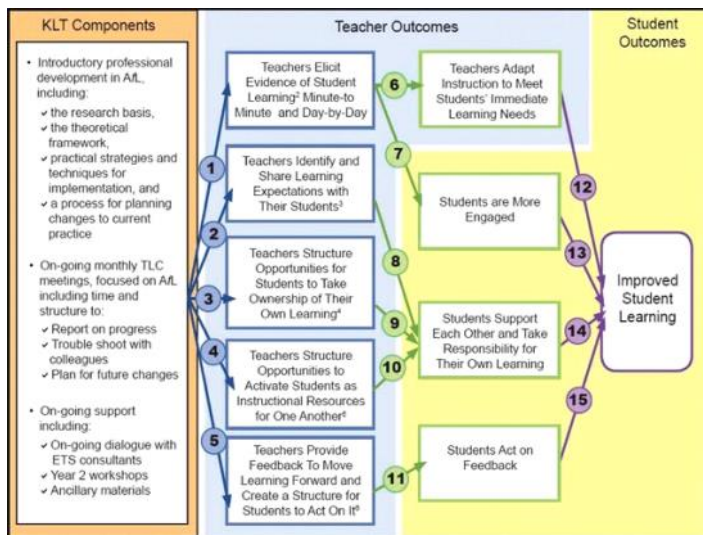
One more example of peer-assessment provided during the plenary to reflect on: what went well, and even better if...
 More examples of plenary can be found on the 2 PDF files above.



A note sheet made during the Bridging day by a group of PGCE summarising the main points of Assessment for Learning



Another note sheet created by another group of PGCE during the Bridging day (09/10/2019) summarising Assessment for Learning main elements.



KLT (Keeping Learning on Track) Components From ETS (2009), showing that emphasis on training teachers in formative assessment to achieve student's learning improvement



10 Principles
to AFL- Ass...

Ten Principles to AFL- from Assessment Reform Group, (2002).

Name: Dima Al-Said
Form: 1001




iCreate - FOUR PURPOSES

- Healthy and confident individual
- Enterprising and creative contributor
- ed citizen
- ious an capable learner

Art & Design Assessment Objectives

- 1) **Contextual understanding:** Looking at artists. Developing ideas through investigations. Demonstrating understanding through visual and written work.
- 2) **Creative making:** Experimenting with media, materials, techniques and processes. Refining ideas and skills as the work develop.
- 3) **Reflective recording:** Recording observational drawings and photographs.
- 4) **Personal presentation:** Presenting a personal response. Making connections with work of artists and designers.

 **What does it mean to be creative?**
It means that you can make your ideas original and you could even get inspired by other people's work and add your own creative ideas on it.

What would you like to learn and improve by the end of the year?
I'd like to learn more genres and designs in art.

What helps you to learn?
Being inspired by other artists.

iCreate- Assessment Objectives- Art and Design, with link to Donaldson's Four Purposes, (2015)

Cross-Curriculum Responsibilities

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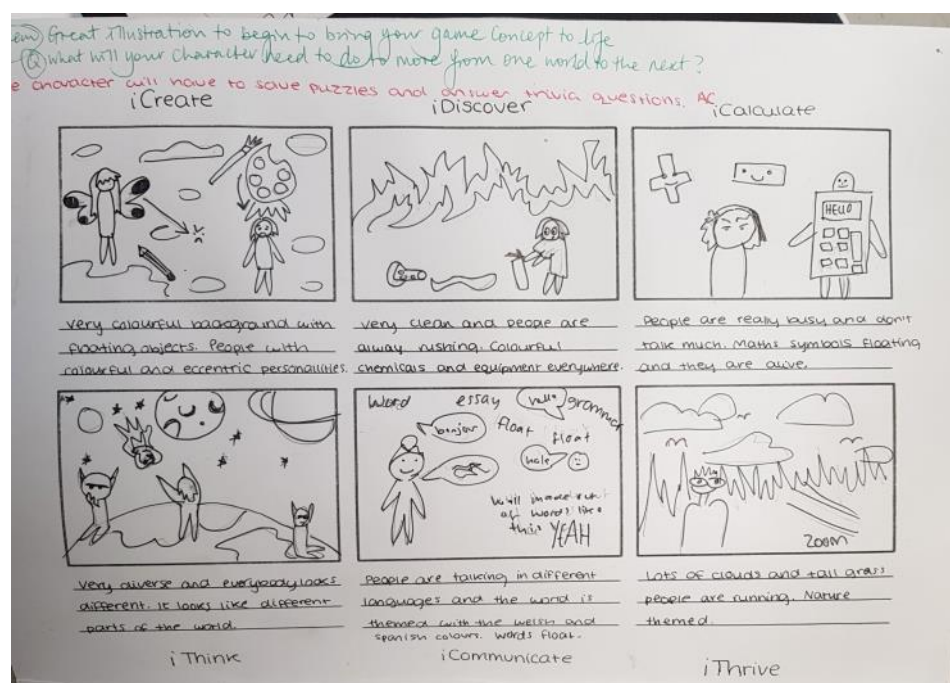
The school has developed 'iLearn' curriculum, to focus upon the core learning areas specified in 'Successful Futures' as: iCommunicate, iCalculate, iDiscover, iThink, iCreate and iThrive.

The Art department has planned a scheme of work to focus on connection across learning areas through a series of lessons addressing 'Gaming Concept' aimed at Year 9 for autumn term.



Year 9-
Series- Ga...

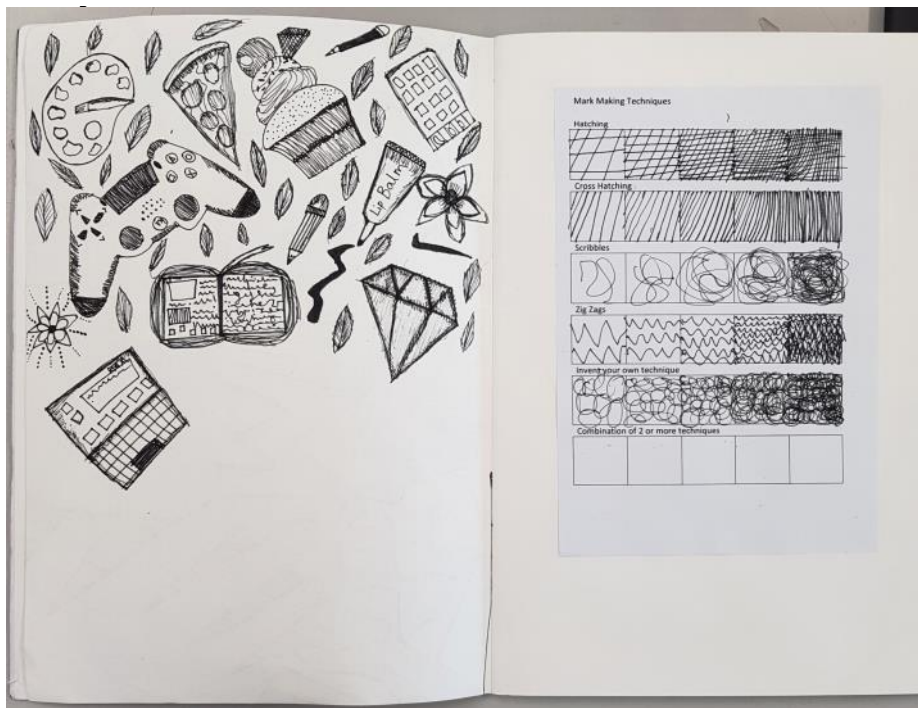
The core idea about this series is to produce visuals, character and backdrop from a game based on 'School-land' using the iLearn areas, to develop own concept - in order to become the ruler of each of the six mini-worlds and their inhabitants, (1. iThinkers, 2. iThrivers, 3. iCommunicators, 4. iCalculators, 5. iDiscoverers and 6. iCreators). In each stage of the game there will be an encounter of problems and characters who may help or hinder the main character; solving these problems will be depending upon what pupils have learned from each relevant subject area.



Cross-Disciplinary based story board, example from students' work from 'Gaming Concept' project. The example is also including teacher's feedback and pupils' response on the This work can also be used as an example of pupils understanding of Oracy and translating this understanding into a work.

Literacy standards set out by Welsh Government, (2013) are: Oracy, Reading and Writing; and the numeracy strands are: Developing numerical reasoning; Using number skills; Using measuring skills; and Using data skills (Welsh Government, 2013).

Oracy:



Understanding of Oracy in learning about the task has been translated by pupils into creating line-drawing with shading skills as explained and discussed at the beginning of the lesson (Year 9).

Reading:

Text 1:
Steampunk is an art, fashion and culture movement inspired by the industrial revolution. A form of nostalgic futurism, steampunk imagines a future where technology never expanded past steam engines and tests coils.
The steampunk aesthetic combines imagery from the industrial era—machine parts like cogs and rivets, clockwork, and laboratory equipment—with Victorian art and design and futuristic concepts such as robotics and AI. The result: ultra-modern throwbacks designed to delight the imagination and invoke the romance and brutality of the Age of Steam.
Steampunk strives for inventiveness over historical accuracy. Many modern technological devices are 'modded' (modified) with retro-futuristic elements—such as electric guitars and laptop computers—drawing from the design elements and processes popular during the Victorian era.
<http://emptybase1.com/2013/05/11/the-world-of-steampunk-art/>



Text 2:
Steampunk is a subgenre of science fiction or science fantasy that incorporates technology and aesthetic designs inspired by 19th-century industrial steam-powered machinery. Although its literary origins are sometimes associated with the cyberpunk genre, steampunk works are often set in an alternative history of the 19th century's British Victorian era or American 'Wild West', in a future during which steam power has maintained mainstream usage, or in a fantasy world that similarly employs steam power.
Steampunk most recognisably features anachronistic technologies or retro-futuristic inventions as people in the 19th century might have envisioned them, and is likewise rooted in the era's perspective on fashion, culture, architecture, style, and art. Such technology may include fictional machines like those found in the works of H. G. Wells and Jules Verne, or of the modern authors Philip Pullman, Scott Westerfeld, Stephen Hunt, and China Miéville. Other examples of steampunk contain alternative-history-style presentations of such technology as steam cannons, lighter-than-air airships, analogue computers, or such digital mechanical computers as Charles Babbage's Analytical Engine.
Steampunk may also incorporate elements from fantasy, horror, historical fiction in order to create this hybrid genre.
<https://en.wikipedia.org/wiki/Steampunk>



What is Steampunk? (use no more than 25 words)
Steampunk is an art inspired by industrial revolution. The art work combines imagery based on machine parts.

S&C for Independent learners: Produce your own research page based on a style of Steampunk that appeals to you. (This might be sculpture, painting, fashion or any other art form in the style)

Starter task sheet from 'Steampunk' lesson (Year 9), includes reading and writing the answers in the box located in the bottom of the sheet.

Katie McCANN

About the artist: Katie McCann is an English collage artist living in California. Her **award-winning collages** have been exhibited in the USA and in Europe. Her creative style is **eclectic, whimsical and surreal**. She is heavily influenced by the **works of the surrealist artists** and her fascination with **advertising posters and tattoos**. In her statement, she explained that: "With just a pair of scissors, I create intricate hand-cut collages which reflect my **obsession with nature**, **flowers and trees**. My collages are places where beauty is strange, creatures are curious and a sense of wonder prevails. The figure can be surrounded by birds, fish and butterflies or submerged in a dense wallpaper pattern which either represents a prison or liberation."

Key words: collage - strange - beauty - creatures - creative style -

Describe it

Analyse it

Evaluate it

Interpret it

Relate it

Write about the work in your own words. What did the artist try to convey? Describe what you like about it:

I really enjoyed looking at her art. It's very unique in her own way and people have obviously liked her work as it's award winning. It's colorful and very interesting. In the USA and Europe, since she won the prize, she's got it out when you see it. The background tracks been included but the really top. I love the collage. She has used almost like a mind with the different forms of creatures. I feel like her intention and what she tried to convey was that the culture and story behind it had something to do with the Chinese culture and there's probably a story behind it or a representation for the wings could mean protecting.

Success criteria - Four purposes

A4: I can explain ideas and concepts I am learning about.
 B5: I can investigate about my culture, community, society and the world now and in the past.

I described the work, style and technique
 I wrote about the artist's ideas and intentions
 I described what I like about the work using key words.

SPAG

Next time, I need to be more creative and use more colors.

SA

Tracking comprehension

Working above expectation	
Working at expectation	✓
Working towards expectation	
Working below expectation	

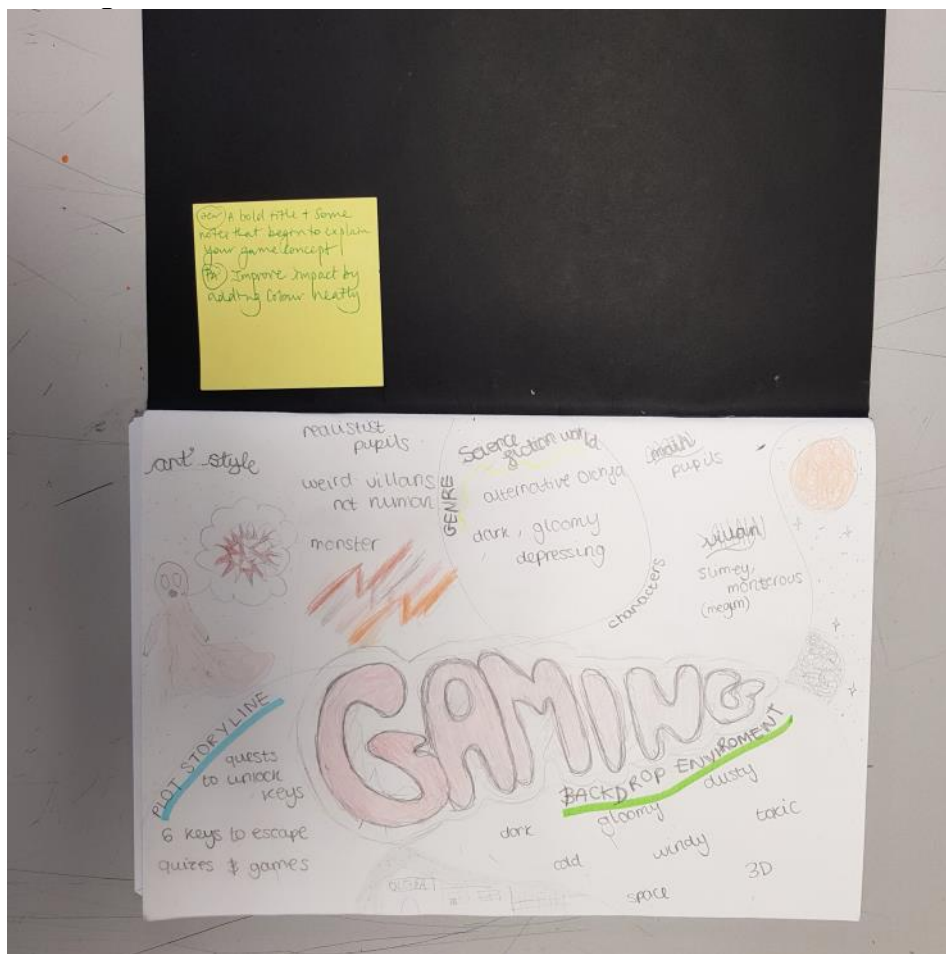
Teacher comment:

Very pleasing response. Use less time to include your more closely any key words from the text.

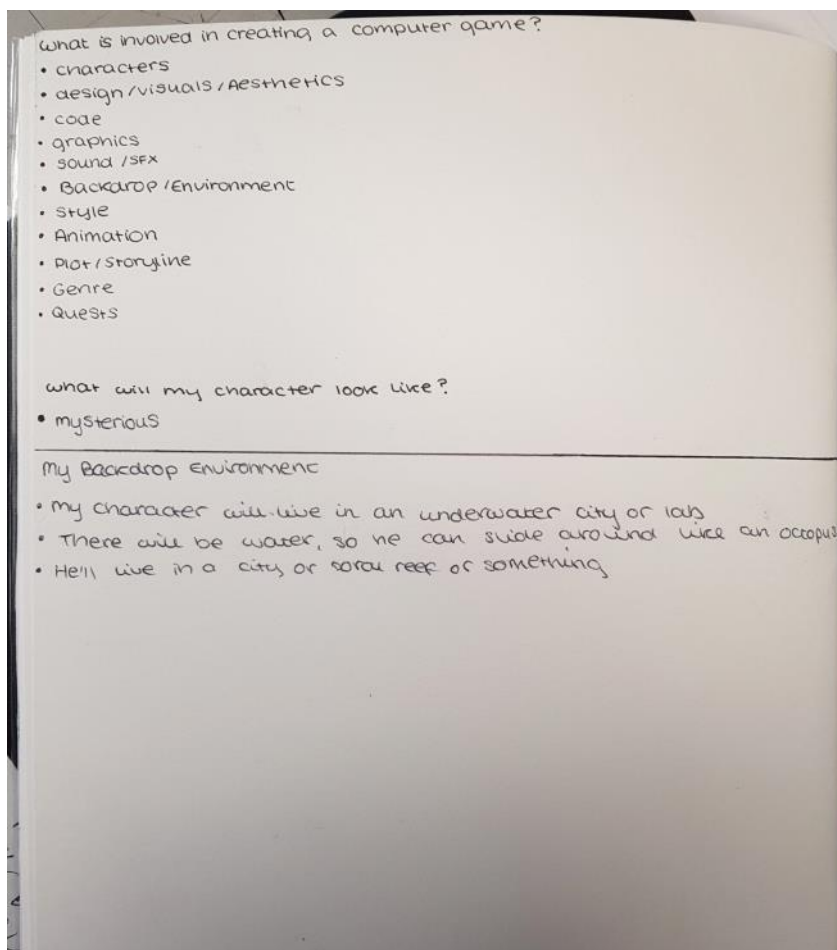
10/1/16

Additional example of pupil's reading and writing on the starter task sheet (with self-assessment and teacher's feedback) aimed at Year 9.

Writing:



Mind-map created by a Year 9 student for 'Gaming Concept'



Research and writing task, created by a Year 9 student for 'Gaming Concept' plan.



Y 8- Mind Map Project

Additional example about writing task.



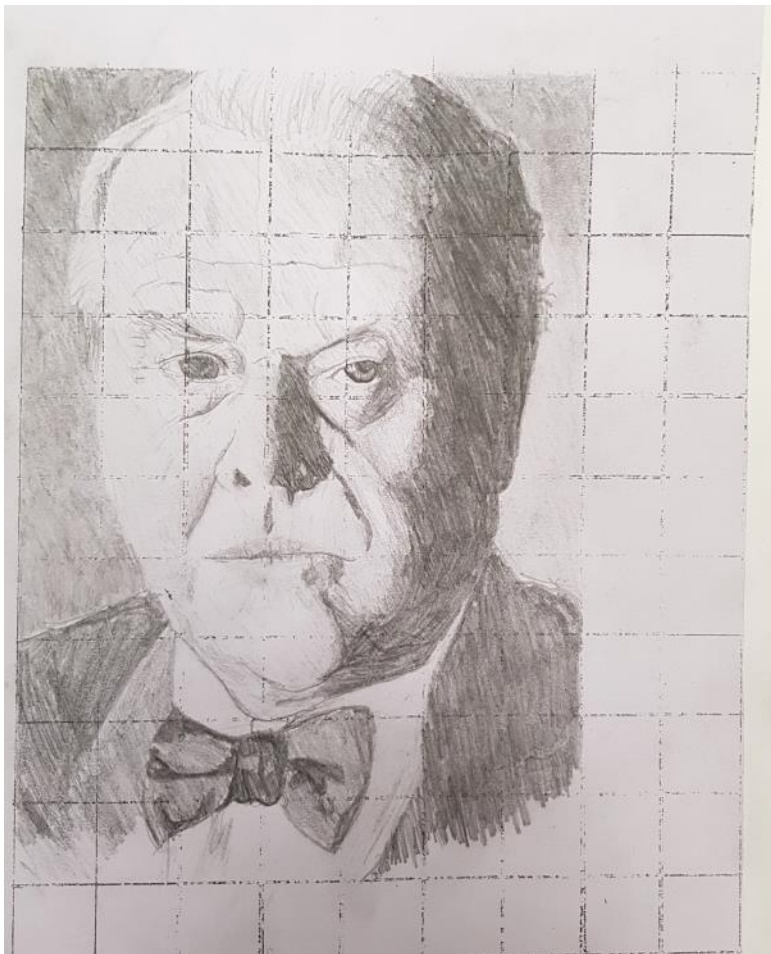
Example of Writing Literacy task from the PGCE Art and Design students workshop. Th task was to compose 1-2 words description of an image selected from a magazine , and matching the correct description with the correct image (by another student).



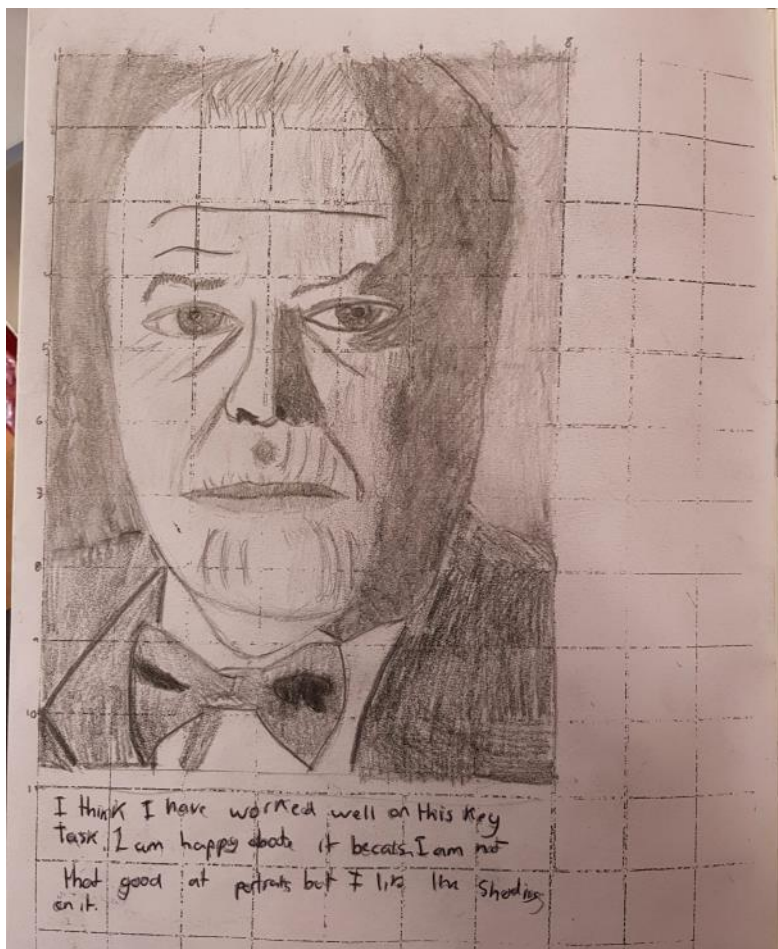
Tracking Progress f...

Example of tracking progress system used by my placement school for LNF

Numeracy



Example of applying Numeracy on Portrait Drawing, made by Year 8 student



Additional example of use grid-drawing in Portrait with pupil's self-evaluation comments.

Digital Competence:



RICH Task - Graphics t...

Example of using ICT skills in creating a planner cover using Adobe Illustrator software, with measurements. This can also be used as an example of Numeracy. The lesson was aimed at Year 8 students.



Graphics

Scheme of...

Graphic Design Scheme of Work, Year 8



Charlie and the Choc...

Example of a PowerPoint presentation (converted to PDF due to size). The file can be used as an example of Digital Competence as well as Literacy and Numeracy.

Welsh Language

Use of Welsh language has been evident through the PowerPoint of every lesson, as well as the the dates, in addition to some short conversational phrases such as greeting and praise.



Example of Welsh language from classroom display for colours (being observed during one of the Bridging days)

Tasks and Resources that build on previous knowledge and experience

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Art and Design discipline is primarily depend on long-term process that enables building up new learning based on skills and experience gained from previous stages.

During my teaching I have applied this approach according to the scheme of work planned by the department for Years 7, 8 and 9.



First series of 'Gaming Concept' Lessons

Gaming
Concept S...

Year 9 Gaming Concept project which is designed as a series of 15 lessons, and planned as manageable chunks; each one builds skills and knowledge to the following lesson.

At the beginning, pupils researched images for character development, then they planned their story board; pupils then designed the main gaming character. The following sessions have been allocated to create a hybrid creature, steampunk-based creature and an alternative character. During each lesson pupils have learnt and practiced different art techniques, such as sketching, line drawing, colour painting, collage, with connection and influence of different artists' styles.



9- Collage-
Hybrid- Ch...



Collage of a
Hybrid Cre...



14.11.19-
Steampun...



14.11.19-
Lesson Pla...

Middle Series of 'Gaming Concept' Lessons

In the last few sessions, pupils created and developed their final gaming character based on all skills, knowledge and techniques they have previously learned, using mixed-media technique.



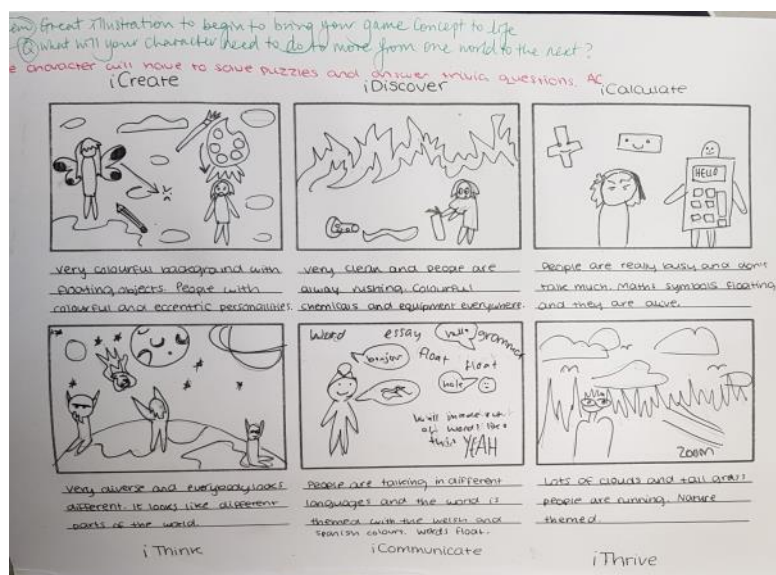
Gaming
Concept S...



Final Stage of 'Gaming Concept' series of Lessons

Similarly, this approach has also been applied with Year 8 (for Identity project) and with Year 7 (for Charlie and the Chocolate Factory sweets and characters project).

Examples from Year 9 students' work showing progression of work



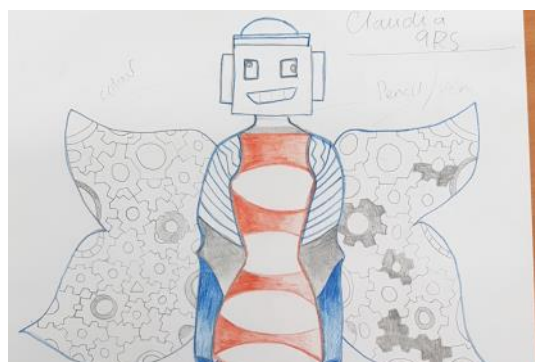
Planning the story board

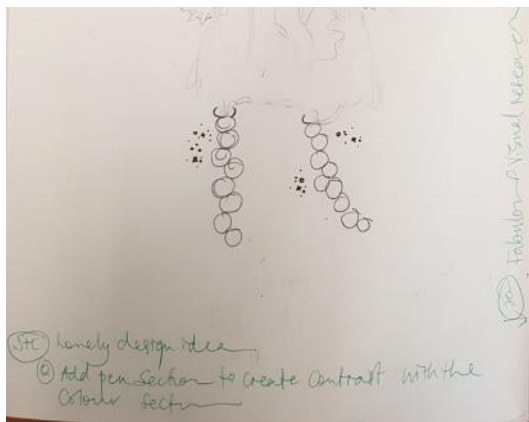


Developing Hybrid Creature, using Collage technique (similar to artist Maccan's style)

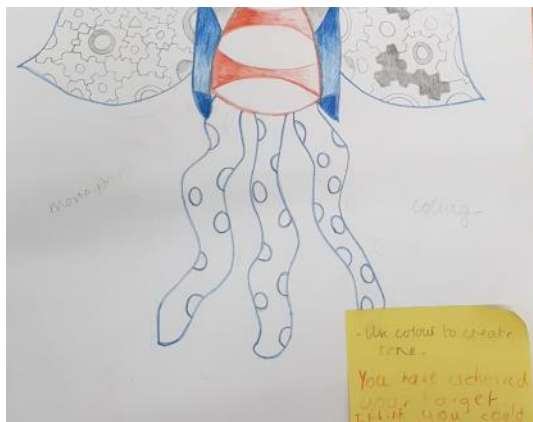


Steampunk Art





Final Character, Mixed-media (Collage + Drawing)



Final Character, Mixed-media (Steampunk drawing + Colour Pencil)

Engage Interest

Pupils' engagement has been implemented through various strategies, such as understand of pupils' abilities and interests through: questioning and differentiating challenging tasks; using visual resources; planning and managing tasks and questions in a way that allows pupils to have some options to choose from. Examples can be found on the materials below as well as previous attached materials (during all lessons and teaching stages).



02.12.19-
Lesson Pla...

The feedback on my lesson (by an observer on the last page of the Lesson Plan) stated that all



Charlie and

The lesson plan shows approaches to teaching through communicate a passion and enthusiasm for learning, to secure engagement.

'Who Am I' Personal Identity project for year 8 has provided pupils with an opportunity to express themselves in their own way by choosing images, belongings, hobbies and objects like for drawing



28.11.2019-
Lesson Pla...



Example from pupils work
Lee Philips...



As part of this project, pupils have also created Mind-map to express themselves through things or ideas that represent them



Y8-

Think-Pair...



Engagement
Types

Think, pair, shar strategy has also
in engaging pupils' interest

Critical Reflection

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8:26 PM

Critical reflection of progress made on the planning and implementation of three pedagogical principles

This chapter sets out to critically analyse and evaluate three effective aspects from Donaldson's pedagogical principles proposed in 2015 for the new curriculum in Wales, based on practical teaching approaches that I have undertaken through my PTE (Professional Teaching Experience) during my first phase of school placement, in correlation with relevant research and literature. Reflection on this progress has been applied according to the Reflective Cycle model suggested by Gibbs, (1988).

The first aspect is: ***'Good teaching and learning means employing assessment for learning principles'***.

Assessment for learning (which is a formative assessment) has been a controversial issue that opened debates on methods of what, how and why we assess. While assessment (as a general concept) was identified by Beattie, (1997) as the activity that involves measuring and evaluating student learning outcomes, teacher effectiveness, and programme effectiveness. However, Capel, Leask and Turner, (2001) considered the term 'assessment' as a work that involves recording and reporting results. The concept of assessment then has been evolved by many scholars and educators such as Shulman, (2009) who distinguished between assessment of teaching and assessment for teaching; this has then established for solidification of assessment concepts and approaches we practice today.

During my PTE practice, I have adopted approaches to assessment pursued by my placement school, which are primarily recommended and informed by Welsh government view of the new curriculum (2022) in accordance with Donaldson's Four Purposes, (2015). Donaldson, (2015) suggested that pedagogy and assessment are coherently linked to each other; this relationship is indicated as 'Assessment for Learning'. Relevantly, my placement school views Assessment for Learning as a formative assessment tool to improve learning progress in the classroom, as it involves observing the learners, listening and identifying evidences of learning, then analysing and evaluate the outcomes in order to reflect/decide on an action, as well as to plan for progression. In this context, William, (2018) argued that Assessment for Learning focuses on intention rather than the action, by having a clear understanding of the purposes of assessment and our role in planning and assessing.

Yet, one of the main elements to Assessment for Learning utilized in the school is sharing the learning goals with pupils, so that pupils can identify the standards they are aiming for. This has also been stated on the Assessment Reform Group's document (2002) as one of the ten principles of Assessment for Learning; such a method can help pupils to identify criteria for assessing progress. When applying this principle, I show pupils some successful examples and ask them to think, to discuss in pairs, and to describe and share with the rest of the class about what makes the example successful; so that pupils can be more and they contribute to set out most of the success criteria (even prior I display it on the screen).

This may lead to the second element to Assessment for Learning that is also utilised during my teaching, which is the quality of questioning and discussion. This principal may encourage improving pupils' critical thinking skills (Estyn, 2018); while teacher can observe and record pupils' responses to establish how to plan the further step of learning (Assessment Reform Group, 2002). Moreover, Donaldson, (2015) suggested that open oral and written questioning method can be used to test pupils' understanding which can guide for the next step of learning. Yet, during my teaching practice, I have adopted this principle and applied it through raising different types of questions (to suit pupils' different levels) with probes and extended challenging questions, allowing some time for pupils to think and respond; this method has been recommended by Creemers and Kyriakides, (2006). Furthermore, I have utilised some questioning techniques such as: random name selection (hands-down), bouncing and basketball not ping-pong, and many more. Significantly, I have

noticed that effective questioning may help in improving pupils' critical thinking skills and raising their self-esteem. This has been always achieved when I adopt a pupil's correct answer to build an idea (from the lesson) based on it, so that pupils can feel that they contribute to class discussions (Estyn, 2018). However, if questioning focuses on competition or comparison between pupils, it can have a negative impact on the classroom culture and on the learning process; as in such a case pupils would focus on getting teacher's attention or praise rather than learning (Black and Wiliam, 1998). Nevertheless, if one or more pupils who responded with a wrong answer or even struggled to know the right answer, I then identify the area that I need to re-explain or re-demonstrate to clear this point, making sure they understand it. Thus, formative assessment may help low attainment pupils to achieve better results if it concentrates on specific problems with their work, and providing them with a clear understanding of what they did wrong and how to correct it (ibid, 1998). This can be implemented through constructive feedback (which is our third element to Assessment for Learning).

The Art department at my placement school has developed a system for self-assessment and feedback to be utilised four times every half term. This system is made up of a self-evaluation sheet (with tick, cross or a dash) and considered to be a quick and clear tool to differentiate if there is any area to improve, or more efforts need to be done to progress, if students are on track, or if they are above expected level. It can also be used for self-evaluation and reflection on pupil's own work, so that pupils take responsibility of what they learn (Donaldson, 2015). I have applied this method through a numerous lessons I taught during my PTE1 practice, using different forms of assessment and feedback sheets. Pupils tick the boxes according to the learning objectives with reference to the success criteria; There is also a box for pupil-teacher dialogue (where teacher provides a written feedback and and pupils respond to the comment) to insure their understanding and reflecting on teacher's comments. The comments written by teacher should always be constructive and sensitive, with a focus on the work rather than the person, as recommended by Assessment Reform Group, (2002). Relevantly, Hattie, (1999) suggested that feedback is the most powerful model to enhance learning achievement. However, he also suggested that the negative feedback could affect pupils' achievements.

Yet, in Art lessons, there is always an opportunity for the teacher to move between pupils, discuss their work and provide them with one-to-one support and feedback on how to improve the quality of their work. Thus, feedback has been delivered verbally and in a written form within all learning stages (including feedback on homework). Additionally, feedback can be more effective when it focuses on specific goal (ibid, 1999) - particularly, in correlation with learning objectives and success criteria. Similarly, Coe, Aloisi, Higgins and Elliot Major, (2014) stated six principles of teacher's feedback which are similar to the preceding points indicated above.

Moreover, the fourth element to Assessment for Learning that is also applied at my placement school is peer-assessment. According to Assessment Reform Group, (2002), approach (as well as self-evaluation) may promote pupils' being more independent learners, as it enhances their skills and capacity for self-reflective and self-managing, through engagement and understanding of the taught concept and the learning objectives.

Through my PTE1 practice, I have encouraged this approach during my lessons by asking pupils to swap their sketch book (after or during the main task) and write some constructive comments that evaluate each other's work. I found this method effective and helpful to view and evaluate each pupil's work from a different perspective and a fresh eye. In this context, Donaldson, (2015) suggested that the pupil who undertakes the assessment needs to have a deep understanding of the nature of the learning in order to be able to make such evaluations; and this can be achieved when teacher share learning objectives and success criteria with students.

Nevertheless, (Donaldson, 2015) recommended that Assessment for Learning to be recorded, as this may enable teachers to keep track of learning for each pupil, as well as to enable the school to monitor, review and develop their future development plans. In my placement school, the self-assessment and feedback sheets are kept on the sketch book a record and evidence of pupils' learning and progression. Yet, students' sketch books and planners which contain substantial recorded evidence of students' achievements and attainments can also be used as means of communication between teachers and parents/carers. The school also arranges regular parents' events for meeting and discussing their children learning progression with teachers (which I have had the opportunity to take

part of one of them last month).

Furthermore, the school has integrated and implemented both formative and summative assessment styles to meet the National Curriculum requirements. Most recently, the Art department run a GCSE mock exam, which appears to be result-driven (since it is similar to the final summative exam). However, the mock exam here plays a formative role of the summative assessment; since assessment and feedback of this mock exam can help students to work toward a clear target for moving forward with more confidence for the final exam.

The second aspect (from Donaldson's pedagogical principles) is: ***'Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them'***.

Donaldson's review, (2015) recommended that literacy, numeracy and digital competence to be reinforced as Cross-curriculum responsibility for all teachers and educators, as these skills are essential for pupils to participate successfully and confidently in the modern world. In order to achieve that, the learning management team at my placement pioneer school has developed scheme of work under an innovative 'iLearn' curriculum, to focus upon the core learning areas specified in Donaldson's 'Successful Futures', (2015) as: iCommunicate, iCalculate, iDiscover, iThink, iCreate and iThrive (Estyn, 2018). The school aimed through this programme to maximise 'the common integrity' between and across learning areas, as recommended by Donaldson, (2015) and by Welsh government. One of the ideal models in this context can be the series of lessons with regards to the topic 'Gaming Design Concept' which is planned by the Visual Art department, and aimed at Year 9 for autumn term. The notion of this series is based on production of the visuals, character and backdrop from a game based on 'School-land' using the iLearn areas, to develop own concept - in order to become the ruler of each of the six mini-worlds and their inhabitants, (1. iThinkers, 2. iThrivers, 3. iCommunicators, 4. iCalculators, 5. iDiscoverers and 6. iCreators). In each stage of the game there will be an encounter of environments, problems and characters who may help or hinder the main character. There will be a numerous of challenges and intellectual problem solving in each stage to pass to the following one; solving these problems will be correlated with what pupils have learned from each subject area to achieve the desired mission. I have adopted this scheme of work, and I have viewed this plan as a successful model to implement 'Cross-Curriculum Responsibilities' in general, as it is set to make engagement and cooperation between the areas of learning, while there have been an emphasis on Literacy, Numeracy, and Digital Competence, in addition to Welsh language, not only for Year 9 but for all classes and learning stages.

During my PTE1 practice, I have always allocated the starter of my lessons to Literacy by providing pupils with a fact sheet which contains information about an artist and some examples of the artist's work. The tasks varied through: a comprehensive reading and answering questions, extracting keywords or annotating, writing and describing in pupils' own words based on the variety of texts they read. Such Literacy tasks can enhance students' critical thinking and analysing skills, as well as improving their grammar, spelling, syntax and competences.

Yet, Literacy has been also incorporated in main lesson plans for Year 8, through a task involves research to create a mind map based on personal identity, such as hobbies, favourite things, etc. This task has provided pupils with more engagement to explore the topic in depth through research and reading in connection with personal identity and self-expression, as well as enhancing their ability to convert understanding of information into meaningful sentences, texts or paragraphs that can be used or revisit for communication and record (Donaldson, 2015). Additionally, Literacy helps pupils in developing thinking skills across curriculum, which is one of the fundamentals that emphasised by the National Curriculum set by Welsh government, (2008); it can also enable learners to gain deep understanding of the topics as well as being critical about evidence.

Nevertheless, during listening, questioning and discussing, pupils have the opportunity to practise and develop their oracy skills, which therefore lead to learning. Donaldson, (2015) suggested that oracy can contribute to both thinking and learning through listening, understanding the new information and connecting it to what they already know; e.g. recapping on previous knowledge.

Yet, some literacy activities can also be embedded in the plenary, when pupils discuss and reflect on what they have learnt and what they can do further, using a modelled language

and vocabulary. Hence, oracy can assist teachers to establish and to confirm pupils' understanding (to support assessment for their learning).

Furthermore, Donaldson, (2015) suggested that Numeracy helps pupils to make sense of the world around them and to manage their lives, as it gives them skills they need to interpret and analyse information, solve problems, think critically and make decisions. Through my PTE1 practice (in Art and Design), I planned and delivered multiple lessons which incorporate applying Numeracy (as fundamental part of the main task), when pupils produced accurate grid portrait drawings, using rulers for measurement; as well as when they practised observational drawing, by comparing proportions of the drawn elements. However, when incorporated a Numeracy task in a book making lesson for Year 7, I felt that some pupils were unable to do the measurements accurately, I would therefore prepare some ready-made templates (with measurements on) next time to help differentiate the task for those who found the task hard.

Yet, the other element to Cross-Curriculum which is also widely implemented for learning and teaching at the school is Digital Competence as recommended by Welsh Government, (2013). I always find an opportunity to utilise ICT equipment and facilities during teaching and learning activities. For instance, use of PowerPoint presentation in most lessons, and a range of Design software in correlation with hand-drawing (in Design lessons). Additionally, Graphic Design students have developed their own e-portfolio to record key achievements and experiences as recommended by Donaldson (2015); this can also help in self-evaluation.

Furthermore, many pupils have strong Welsh language skills, and the school provides a wide variety of opportunities for pupils to develop their understanding of Welsh history and culture (Estyn, 2018). During my lessons I utilise Welsh in greetings and praise, and by making my PowerPoint presentation bilingual (Welsh and English). I feel that it is still insufficient use of Welsh, I would therefore hope to have the opportunity to use medium of Welsh in a border scale in my future lessons.

The third aspect (from Donaldson's pedagogical principles) is: ***'Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest'***.

The National Curriculum (2008) is intimately set out to build on skills, knowledge and understanding progressed between learning stages (Welsh Government, 2008). Particularly, the nature of Art and Design subject is primarily based upon long-term process of building up new learning based on skills and experience gained from previous stages.

Yet, during my PTE1 practice, I have adopted this strategy when planning and delivering my lessons. For instance, Year 9 'Gaming Concept' project is designed as a series of 15 lessons (for autumn term), and aimed to build on skills and knowledge gained from one lesson to another. At the beginning, pupils researched images for character development, then they planned their story board; pupils then spent a few lessons on designing the main gaming character. The following sessions have been allocated to create a hybrid creature, steampunk-based creature and an alternative character. During each lesson pupils have learnt and practiced different art techniques, such as sketching, line drawing, colour collage, with connection and influence of different artists' styles. In the last few sessions, pupils created and developed their final gaming character based on all skills, knowledge and techniques they have previously learnt, using mixed-media techniques. Similarly, this approach has also been applied with Year 8 (for 'Identity' project) and with Year 7 (for 'Charlie and the Chocolate Factory' sweets and characters project).

However, at the beginning of each lesson, revision of previous learning has also been implemented, as recommended by Rosenshine, (2012); as this retrieval practice can help pupils to recall words, concepts and procedures which may assist them to solve problems develop new experience through the new lesson (ibid, 2012). I have also practiced this strategy through homework revision and feedback in the first 6-8 minutes. During this starter process, I review concepts, skills or techniques through the correction of homework. Rosenshine, (2012) also recommended to ask pupils some questions to ensure their understanding, with a connection between previous practised skills (including questions about the difficulties they faced during completing the homework).

Nonetheless, the positive and safe environment of my placement school helped in promoting high level of engagement and social skills (Estyn, 2018). While teachers have developed

collaborative and innovative approaches to teaching through communicate a passion and enthusiasm for learning, securing high levels of engagement and progress, as well as building up positive relationships with students (ibis, 2018). I have practiced that through understanding of pupils' abilities and interests, so that I have planned tasks that enable challenging and stimulating pupils, with a wide use of visual resources to engage pupils in their learning as independent and ambitious learners (ibis, 2018).

Yet, the Identity project (entitled: '*Who Am I?*'), aimed at Year 8 has provided an opportunity for pupils to be more engaged with the topic, as it is related to their personal identity, so that they expressed their emotions through their artworks, motivated by personal passion.

In my opinion, variation in visual resources, art techniques and learning activities can be a key method for pupils' engagement. During the lessons, I have provided different types of visual resources such as printed materials, PowerPoint presentation, examples from other students' work, in addition to demonstration of new art techniques.

Nevertheless, Pianta, La Paro and Hamre, (2008) suggested that pupils' engagement can be maximised through: emotional support, classroom learning environment, behaviour management and time management, in addition to Instructional support, with constructive feedback.

However, pupils' level of engagement may vary; this variation has been arguably categorised categorised in three main dimensions: behavioural engagement, cognitive engagement, and relational engagement (Davis, Summers & Miller, 2012). During my teaching, I found that some pupils seemed to be engaged with the task without being able to fully achieve the learning goals of the task, or even worked hard but struggled with learning; in this respect, I tend to agree with (Fredricks, Blumenfeld and Paris (2004) categorisation of pupils' engagement into two types: one makes efforts to simply do the task, and the second type who makes efforts to focused on understanding and mastery. Thus, differentiation and scaffolding strategies would be needed to support solving the problem.

In conclusion, my Professional Teaching Practice has provided me with the opportunity to apply effective pedagogical strategies and better understanding of pupils' learning progression through Donaldson's pedagogical principles (2015): employing assessment for learning principles; reinforces Cross-Curriculum Responsibilities; and learning activities and resources that build on previous knowledge and experience and engage interest.

It has also promoted further professional development and reflection on future teaching plans and practice.

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