

Overview.

Sunday, January 5, 2020 3:01 PM

Name: Lucy Sullivan

Student Number: 1901151

Pathway: PGCE Secondary English

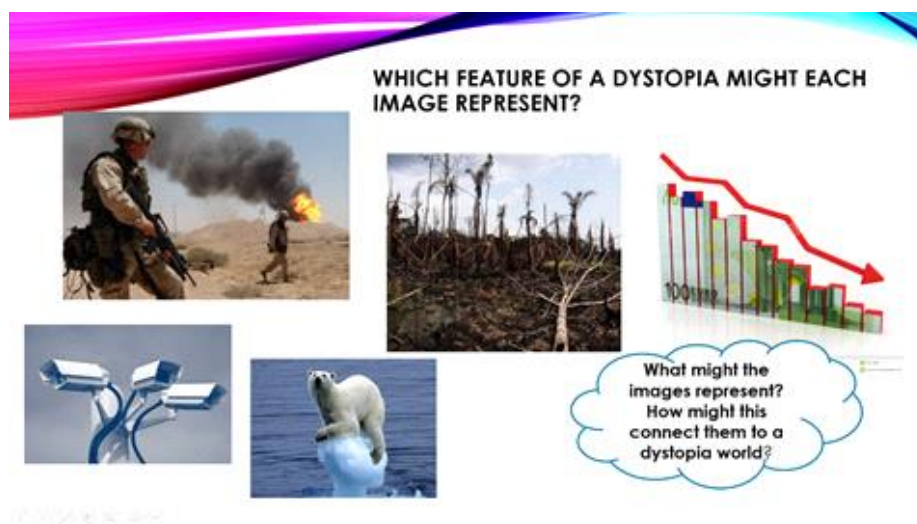
	Target:	What I have done in this assignment:
Target One:	Extend your reading of academic and professional literature to enhance your practice and professional	I have read numerous academic sources.
Target Two:	Link all of your writing to theoretical concepts.	I have linked all of my writing to theoretical concepts.
Target Three:	Ensure all your work is evidence-based.	I have ensured that all of my work has been based upon

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1901151_student_uwtsd_ac_uk/Ej3bGylXAk5Io0odJ41yf98BLNXJRIJR4S8zrjIKG_9U4w?e=K099Uf

Assessment For Learning.

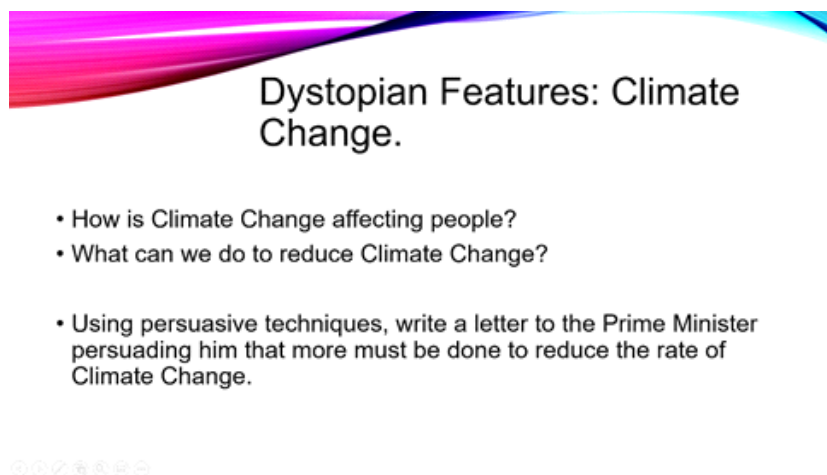
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Source One.



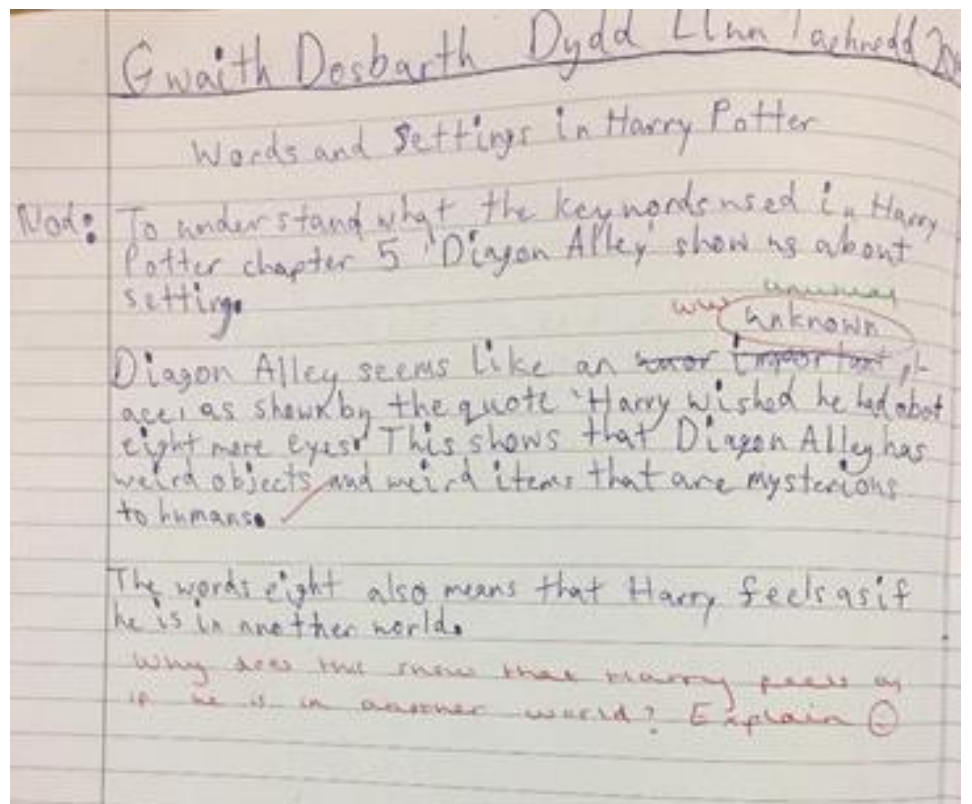
Source One: This source has been taken from a Year Eight English lesson; the focal topic of which was Dystopia. Hence, this task was selected in order to assess whether pupils were able to recognise key dystopian features such as Climate Change. The task was also used as a springboard into broader questions such as ‘How is Climate Change affecting people?’

Source Two.



Source Two: This source is also extracted from the aforementioned Year Eight lesson. The first two questions and final task were incorporated in order to assess the students’ understanding of dystopian features, rather than their recall of key labels.

Source Three.

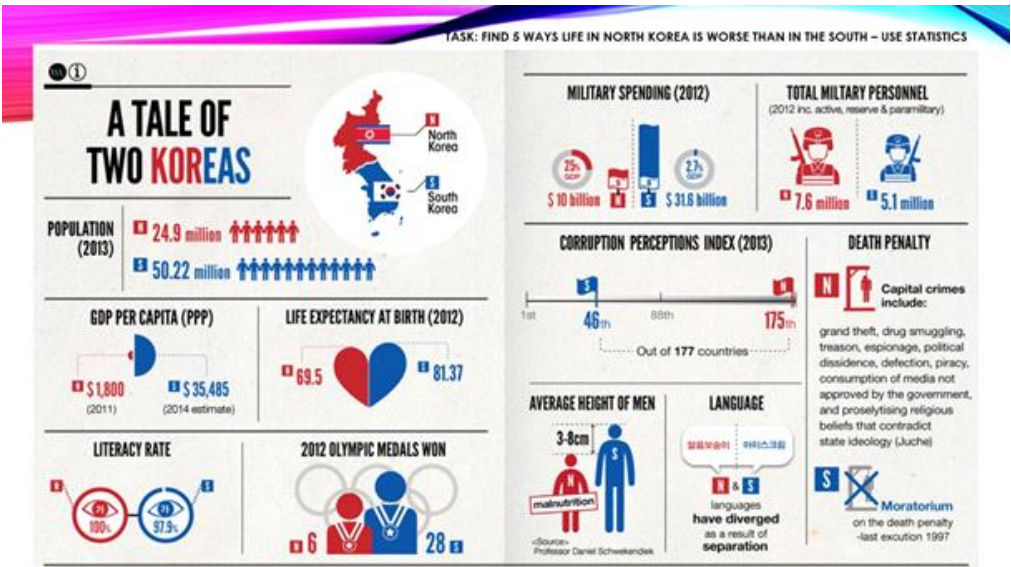


Source Three: This source is drawn from a Year Seven lesson; the source displays feedback in terms of comment only marking. The purpose of this type of feedback was to communicate specific improvement targets to students.

Cross-Curricular Responsibilities.

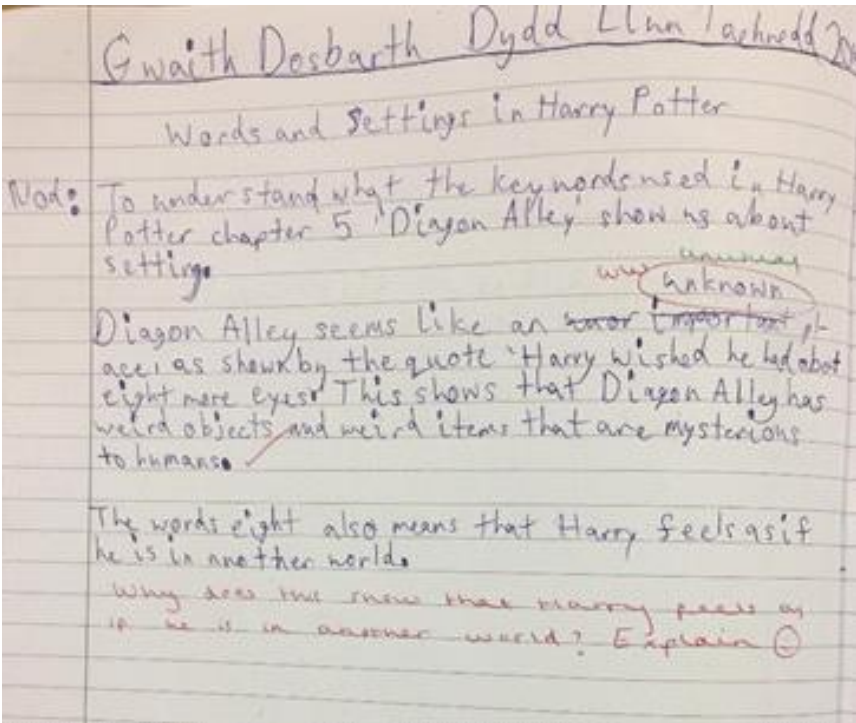
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Source Four.



This source was taken from a Year 8 Lesson, the topic of which was Dystopia. The source displays an infographic task, the purpose of which was to encourage the students to utilise cross-curricular skills involved in literacy and numeracy.

Source Three.1



Source Three: This source is drawn from a Year Seven lesson; the source displays feedback in terms of comment only marking. The purpose of this type of feedback was to communicate specific improvement targets to students.

Source Five.



Source Five: Source 5 involves a task which occurred in a Year 8 Dystopia lesson. The purpose of the task was for students utilise the a ‘think, pair, share’ strategy in order to provide the she students an opportunity to explore a range or one another’s ideas to aid their learning. Since the task displays the world map, students had to utilise cross-curricular skills, such as those which they had learned in Geography lessons.

Problem Solving, Creative and Critical Thinking.

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Source Five.1



Source 5.1 has been taken from the previously annotated Year Eight Dystopia lesson. As well as the prior explanation of the task's purpose in Source 5, the activity aimed to encourage students to use their creative and critical thinking skills collaboratively.

Source Six.



GROUP PROJECT!

- Design a charity intended to reduce the impact of any one of the following dystopian features.
 1. Homelessness
 2. Climate Change
 3. War
- You must give your charity a name, and note three strategies that it will implement to reduce your chosen feature.

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Source Six has also been taken from a Year Eight Dystopia lesson. Again, this activity was designed in order to promote the students' use of creative and critical thinking; this involved the students, in groups, designing their own charity. The charities were intended to reduce the impact of world problems, such as 'homelessness.' Hence, the students were also required to discuss the strategies that their charities would implement in order to achieve this.

Source Seven.

S.E.A PARAGRAPH.

Draco Malfoy is a/an [] character. This is revealed in the quote "You'll soon find out that some wizarding families are better than others Potter," said Draco Malfoy with a sneer.' This indicates that

Draco _____. The word '....' further implies that Draco is [].

Word bank: unpleasant, kind, unkind, judgemental, intelligent, organised, disorganised, generous, selfish, caring, antagonistic.

Critical Reflection.

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Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Donaldson (2015) advocates that the 'curriculum should have four purposes (Donaldson, 2015, p.29).' These purposes aim to render students 'ambitious capable learners, ethical informed citizens, enterprising creative contributors and healthy, confident individuals. To fulfil these purposes and promote effective teaching and learning, Donaldson has developed twelve pedagogical principles. However, for the purpose of this assignment three of the twelve shall be discussed. They encompass Donaldson's belief that 'good teaching and learning' effectively implements 'assessment for learning', 'cross-curriculum responsibilities' and a blend of approaches which promote 'problem solving and creative and critical thinking' (Donaldson, 2015, pp.65-68).' Donaldson argues that to secure the implementation of these principles in the classroom, critical reflection is essential. Hence, this assignment will include a critical reflection of my own implementation of the three aforementioned principles, as well areas of my pedagogy that may require further development. Thus, supporting evidence from my first Professional Teaching Experience (PTE1) such as lesson plans and pupils' written work shall be referenced throughout. In compliance with the BERA (2018) guidelines of anonymity, during my reflection the school in which my PTE1 took place shall be referred to as School X. To provide context, School X is a secondary school situated closely to its local city centre (Estyn, 2017, p.3). Its catchment area is one of high economic deprivation. Moreover, School X strives to embrace Donaldson's principles. In order to further inform the reflection, prior to it will occur a review of the relevant literature concerning the three principles specified. This literature is prominently gathered from the works of Donaldson (2015), Black et al (2003), Allison and Tharby (2015) and Vincent-Lancrin et al (2019).

Often, the terms assessment for learning (AFL) and 'formative assessment' are interchangeable. In contrast to assessment of learning (AOL) or 'summative assessment', AFL is not solely intended to evaluate final performance outcomes (Harlen, 2015, p.208). Rather, it monitors the progression of learning during its process in order to pinpoint areas requiring development. AFL achieves this with the use of various formative assessment strategies (Black et al, 2003, p.2) Examples of such include the use of questioning, feedback through marking and peer-assessment (Black et al, 2003, p.2) A study of formative assessment carried out by Black et al (2003), concludes that effective learning can be achieved through the use appropriate wait time and high-tariff questioning (Black et al, 2003, p.32) Wait time can be explained as the amount of time a teacher waits for students to verbally provide an answer to a question. When reflecting on their pedagogy, teachers involved in the study reached several conclusions surrounding their use of wait time. They deduced that the wait time of one second was not appropriate for students to form and articulate answers (Black et al, 2003, p.2). Thus, the teachers opted to extend their wait time. This decision yielded positive results regarding the classroom discourse (Black, 2003, p.33). For instance, answers were thoughtful, lengthier in terms of explanation and more confident (Black, 2003, p.33).

As well as adjusting wait time, teachers began to alter the types of questions that they asked. They found that in order to assess learning in terms of understanding, it was beneficial to generate high-tariff questions; these are questions that require explanation-based answers (Black et al, 2003, p.34). Prior to this, the teachers had regularly asked closed ended questions which required factual recall. By utilising high-tariff questions, teachers were able to assess the students' level of understanding as opposed to their recall ability (Black et al, 2003, p.34). These high-tariff questions also provided the pupils a greater level of challenge, causing them to exercise more complex cognitive processing; since the questions sought explanation, the students had to think harder. According to Allison and Tharby (2015), learning is fostered when students are provided with appropriate levels of challenge (Allison & Tharby, 2015, p.14). Given that formative assessment is intended to maximise the learning of students, the findings of Allison and Tharby would support that challenge inducing, high-tariff questioning could facilitate this.

Hence, there is clear value in utilising high-tariff questioning as a form of assessment. For example, such questions enable students to better utilise their prior knowledge to inform their response. Therefore, students are inclined to produce answers in a more self-sufficient manner. This self-sufficiency certainly accords with Donaldson's 'capable learners' purpose further deeming AFL valuable to the new curriculum. Despite Black's findings, it can be argued that there is a place for

closed questions in the classroom; should students recall the required information correctly their self-esteem may increase. However, closed questions appear to place more value on correctness than understanding. Consequently, they are less suited to complementing the purpose of the AFL principle than higher-tariff questions.

Formative techniques such as high-tariff questioning, enable teachers to tailor their lessons to the needs of their students, creating opportunities to fill gaps within understanding. Moreover, teachers may carry out assessment without the involvement of high-stakes testing. This alleviates the pressure imposed upon students by standardized tests. Studies show that high-stake testing such as GCSE's are widely contested due to the anxiety inducing pressures that they evoke upon students (Putwain, 2015, p.1). Allison and Tharby maintain that placing high pressure on students is a counterproductive form of challenge; if students are led to the 'panic zone' this cannot result in productive learning (Allison & Tharby, 2015, p.16). The use of the grading system has also been found to correlate with lower self-esteem in students who do not achieve high grades (d'Entremont, 2018, p.2). Formative assessment through in class questioning thus appears to reduce the risk of such negative impacts. However, other forms of formative assessment, such as feedback, can also counteract such issues.

Black's et al also found that feedback through comment-only marking led to positive effects on learning. Comment-only marking pertains to a form of feedback which occurs in the style of written word only; in this feedback type, pupils do not receive either scores or grades (Black et al, 2003, p.41). Therefore, it places emphasis on 'effort' rather than 'ability' (Black et al 2003, p.45). Thus, it reduces the possibility of damaging students' self-esteem. Allison and Tharby (2015) note that students are receptive to their teachers' apparent expectations of them; should a student receive a low grade, it might lead them to infer that their teacher has low expectations of their academic ability (Allison & Tharby, 2015, p.14). In turn, this could cause students to become demotivated, hindering their learning potential. Black et al found that comment only marking was an inoffensive way of communicating to the students both what they had done well and what they needed to improve (Black et al, date, p.44). The study found that comments prompted students to make appropriate changes to their work. Furthermore, alongside this style of assessment learner motivation appeared to increase. However, the study also found student rather than teacher given feedback, involving peer-marking beneficial (Black et al, 2003 p.51).

Whilst Donaldson's 'assessment for learning' principle is integral to both effective teaching and learning so too is his principle concerning 'cross-curricular responsibilities.' This principle is founded by the idea that all subjects across the curriculum hold relevance to one another. Hence, the skills or content taught in one discipline such as English are transferrable to others such as Mathematics and vice versa. Donaldson maintains that exposure to cross-curricular teaching will grant students a more holistic form of learning. However, his principle is met with criticism. Many teachers feel pressured to deliver content with which they are unfamiliar; they also fear that cross-curricular practice may result in content overlap (Earp, 2016.) Still, others propose that through collaboration, teachers may inform one another's cross-curricular practice (Johnson, 2013). Moreover, Donaldson insists that cross-curricular practice will 'reinforce' rather than overlap key elements of learning (Donaldson, 2015, p.68).

In order to achieve cross-curricular implementation, several frameworks and approaches have been developed; such frameworks include the Literacy and Numeracy (LNF) framework and the Digital Competency Framework (DCF) (Welsh Government, 2019). Regarding numeracy, the LNF endeavours to achieve several goals including developing students' 'numerical reasoning' (Welsh Government, 2019). This involves educating students on comparing and interpreting numerical data. Regarding literacy, the LNF aims to support students in 'selecting and using' written information (Welsh Government, 2019). In order to provide students these skills, the literature reveals that numerous teachers have adopted the use of an infographic (Doyle, 2019). An infographic is a visual tool manifesting in the forms of charts, graphs or other diagrams briefly annotated with text or statistics; the purpose of this tool is to provide a short case study of vaster information (Doyle, 2019). Thus, the structure of infographics renders them able to provide both literacy and numeracy-based information. Therefore, infographics promote the use of cross-curricular skills; if students are given a task involving an infographic, they must utilise their literacy and numeracy skills to interpret the information displayed.

Infographics are undoubtedly a valuable cross-curricular tool. They can be employed in variety of classroom settings. For example, using infographics a Geography teacher might task their students with comparing the similarities and differences between, for instance, the economies of two separate countries. English teachers might utilise infographics to present literary context to students, in terms of the key dates and historical events associated with a novel. Additionally, Mathematics or Science teachers might employ infographics to explore the differences between numerical data sets with their classes. Indeed, such activities would provide students with the appropriate material to practice the

aforementioned goals of the LNF. Furthermore Doyle (2019) notes that ‘visuals support the brain in processing information (Doyle, 2019).’ Thus, the use of infographic tools could provide greater support for pupils with an Additional Learning Need (ALN) such as dyslexia, who might otherwise struggle to process large amounts of written information. That said, infographics are intended as a visual representation of information; thus, they might not benefit students who suffer a visual impairment. Therefore, the infographic method is not a guaranteed means of providing cross-curricular teaching and learning; in such cases it would not support the cross-curricular learning that Donaldson intends. Although, to provide differentiation schools might invest in a visual impairments team who could potentially tailor the infographic appropriately to visually impaired learners.

As with the aforementioned principles, the literature reveals that Donaldson’s principle for ‘problem solving’ and ‘creative and critical thinking’ can be implemented through various approaches. Vincent-Lancrin et al (2019) propose that creative thinking is distinguishable from critical. They determine creative thinking as process in which one generates innovative ideas or advantageous approaches to a given situation. However, critical thinking involves the evaluation of existing ideas belonging either to others or oneself. Regardless, both Vincent-Lancrin et al and Donaldson agree that creativity and criticality are ‘essential [to] problem solving (Donaldson, 2015, p.65).’ They also hold that a student’s ability to be both creative and critical is vital for their capacity to solve problems in and beyond their education (Vincent-Lancrin et al, 2019, p.19; Donaldson, 2003, p.65.) Thus, lessons must provide opportunities for students to practice these skills.

In their study, Vincent-Lancrin et al attempted to generate various methods of prompting the creative and critical thinking of students. Thus, they developed several rubrics or in other words generalised criteria; these rubrics were intended to aid teachers in promoting students’ creative and critical thinking during lessons. The rubrics contained flexible suggestions such as, within lessons ‘have the students co-design part of [a] product, solution/ problem (Vincent-Lancrin et al, 2019, p.33).’ This implies that teachers might utilise tools such as partial scaffolding; students could be tasked with completing the remainder of a scaffolded answer in order to exercise their problem-solving skills. Notably then, the afore quoted rubric does not specify how teachers should implement the use of a ‘product’ within their lesson. Rather, it offers teachers an opportunity to gather their own interpretations surrounding how to do so. Thus, the rubric can be considered an ally to the individual contexts of each subject; it does not restrict the teachers to any one activity, allowing them to cater for the context of their lesson and students. However, it could be argued that the rubric is too vague. Consequently, certain teachers may find it uninformative.

Nevertheless, the study concluded that teachers regarded the rubrics as useful reference points for lessons plans, inspiring their problem-solving activities (Vincent-Lancrin et al, 2019, p.36). The study also explored how various pedagogies, such as Project-based Learning (PBL) might promote creative and critical thinking. PBL involves introducing students to authentic world problems, such as homelessness, and challenges them to create and evaluate potential solutions. In essence, PBL is a constructivist approach (Lamon, 2019.) Constructivism encourages teachers to minimize direct teaching and instead provide guiding questions, as within PBL, to encourage students to think independently (Lamon, 2019.). However, without appropriate direct teaching students may be deprived of key information, such as important historical events, of which their personal experiences cannot inform them. Thus, constructivist strategies such PBL may be more productive in combination with direct teaching.

The above research has informed the following self-reflection of my practice; Black et al has enlightened me to several approaches that I adopted during PTE1, which facilitated Donaldson’s Assessment for Learning. For instance, on reflection my approaches to questioning and feedback correlated with their theories surrounding wait time, high-tariff questioning and comment-only marking. When observing the lessons of several teachers in School X I noted their approaches to wait time. Many seemingly waited approximately thirty seconds before requesting participation. However, my initial wait time was comparably shorter. Yet, it was evident that when teachers offered students more time to answer a question, more responded. Hence, I increased my wait time. As in Black et al’s research, this yielded positive results; more students offered answers and provided more in-depth explanations for them.

Due to increased responses, I was able to better assess whether the class, by in large, had understood a given topic. If more than half of students had not raised their hands to volunteer an answer, even with extended wait time, I recognised this as an indicator that further explanation was necessary. This occurred during the lesson from which Source One is taken. Within this lesson, I consciously increased my wait time after asking the class ‘Which feature of dystopia might each image represent? (Source One).’ My question required that the class exercise their recall of key dystopian features, such as Climate Change, to which they had been introduced in previous lessons. Much of the class could identify four out of the five features, as implied by multiple raised hands. However, it became

apparent that students had greater difficulty in recalling the term surveillance; even after receiving an increased wait time, few students raised their hands to offer an answer. Hence, this AFL strategy enabled me to conclude that the class would benefit from further clarification of the term.

Increasing wait time aided me in deducing that students could recall the relevant features. However, in correspondence with AFL I aimed to assess how far the students understood the impacts of these features. Hence, I challenged them with higher-tariff questions such as 'How is Climate Change affecting people? (Source Two)'. Such questions enabled me to distinguish whether the students understood the impacts of Climate Change, or merely recalled the term. Thus, Black et al's work further accords with my implementation of AFL related strategies, such as high-tariff questioning. Additionally, the literature has inspired me to explore a wider range of feedback. Regarding my implementation of feedback, I regularly employed the use of comment-only marking utilising improvement driven questions (Source Three). It is my belief that such questions afford students opportunities to further engage in their learning, as intended by the AFL principle. However, the work of Black et al also emphasises the benefits of peer-assessment. Thus, in the hope that through collaboration students will gain chances to articulate their explanation and in turn support one another's understanding, I shall implement the use of peer-assessment more regularly to aid effective learning.

Regarding Donaldson's Cross-Curricular Responsibilities, my attempts to implement this principle correspond with the work of Doyle and the Welsh Government LNF. Upon realising the LNF's significance to Donaldson's new curriculum, I sought to obtain a means for students to develop both their literacy and numeracy skills within the context of my English lessons. When examining several infographics, I realised that both literacy and numeracy skills were required to interpret them. At the time, two of my classes were exploring dystopian themed literature. As priorly discussed, this required their understanding of various dystopian features. Hence, I created an activity based on the infographic displayed in Source Four. I utilised the infographic to encourage students to decide whether dystopian features were more prominent in North or South Korea based on the infographic's information.

The students were instructed to compare the infographics of both countries, utilising the texts and statistics to justify their answers. Thus, students implemented both their literacy and numeracy skills to inform their explanations in accordance with the goals of the LNF, as earlier explored. To promote other cross-curricular skills mentioned in the literature, such as digital competency, in future I will attempt to organise a computer-based lesson. Perhaps, instructing the students to design their own infographics if possible, in relation to their current topic would employ their literary, numerical and digital skills. In order to incorporate other cross-curricular areas, as opposed to informing the students to begin each lesson by copying down the Welsh date from the board (Source Three.1). I shall request that the students instead inform me of the date in Welsh. Thus, the students will actively engage in constructing basic Welsh vocabulary. Other cross-curricular content that I implemented consisted of Geography; Source Five displays an activity in which students needed to familiarise themselves with the world map. This activity was also one of several I utilised to promote Donaldson's Creative and Critical Thinking principle.

In order to endorse creativity and criticality, I created various problem-solving style activities. Some of which, in correlation with the literature, involved PBL. In one lesson, I requested the students to in groups 'Design a charity intended to reduce the impact of one dystopian feature listed, such as homelessness (Source Six.) To invent a charity, the students would need exercise creativity. Moreover, the task aimed to encourage group discussions surrounding which charitable strategies the students considered most effective; this evaluative element intended to promote critical thinking. I adopted a similar strategy, utilising the 'think, pair, share' activity displayed in Source Five.1. In other lessons, I further implemented the use of Vincent-Lancrin et al's product design, by requesting that the students produce their own answers using the scaffolding provided (Source Seven.) On reflection, in order to further promote problem solving, I might draw from Vincent-Lancrin et al's rubrics and utilise them as a reference point to guide my lesson plans. Moreover, I believe that the literature on AFL will also benefit my implementation of problem solving; the literature on assessment in terms of success criteria, has inspired me to task the students with self-assessment of their work, with the support of a success criteria to evaluate the next steps they should take towards improvement. Such tasks may further promote critical thinking.

In conclusion, the literature has alerted me to multiple approaches towards implementing Donaldson's pedagogical principles. Further, it has enabled me to distinguish between approaches that I have implemented throughout PTE1 and those I have yet to employ. Thus, it allowed me to reflect upon my practice. The literature clarified that I have implemented several forms of AFL, cross-Curricular responsibilities and problem-solving activities. However, in order to further my implementation of the principles I shall apply alternative approaches such as peer-assessment and computer-based tasks.

Literature Review and Critical Reflection: 3281 words.

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