

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Carl Slaughter	Student ID number :	1803830
Programme:	Secondary PGCE		
Module:	Principles of Teaching, Learning and Pedagogy in the Secondary Sector		
Module code:	ECSP6001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Alison S Evans	Internal Verifier:	
Assignment Title:	Part B, (i) and (ii)	Word count (or equivalent):	(i) = 1,500 (ii) = 2,000
Submission deadline:	26 November 2018	Return date of provisional marks & written feedback:	17 December 2018
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)		

Reflection on teaching and learning (Part B i)

To review the purpose of my approach to the micro-teach lesson, I will attempt to explain the learning principles which underpin the scheme of work, teaching session on 'energy stores and transfers' and the resources I created for the session. The lesson itself was aimed at a year 7 class which had been introduced to some basic ideas from previous lessons. As for the schemes of work and lesson plan strategies, these are based on the current curriculum (Welsh Government, 2013), and the successful futures review (Donaldson, 2015), along with some changes from my perspective to allow for a simpler transition from one topic to another. The schemes of work and lesson plans were also heavily influenced by the following: 'Literacy and Numeracy Framework (LNF)' (Welsh Government, 2014), 'Digital Competency Framework (DCF)' (Welsh Government, 2018), 'Classroom Management', 'Y Cwricwlwm Cymreig' (Welsh Government, 2013), 'Differentiation and Learning'.

My approach to the scheme of work and lesson plans that I have produced comes from the key idea that;

"It is not knowledge, but the act of learning, not possession but the act of getting there, which grants the greatest enjoyment" (Gauß, 1808).

For this to be the case, my approach to the scheme of work and lesson plans was to attempt to create a situation where the 'pupils' would need to use their prior knowledge in conjunction with any additional information in the lessons, to create a visual representation of the ideas and their connection to the wider world. This would allow pupils to use the knowledge they have gained from the previous lessons, methods of assessing will be discussed below, in a more easily accessible format, rather than the traditional method of searching through page after page of information. To further this, an example in the scheme of work where previous lessons work would be used is from energy stores and transfers to fossil fuels and renewable energy, where energy is transferred from one source to another within a 'power station'.

The benefit of my approach to the scheme of work is that I have attempted to consider the curriculum from every aspect. The LNF (Welsh Government, 2018), DCF (Welsh Government, 2014) and ESDGC (Welsh Government, 2008) have been the major influences from the work. Each plays an important and vital role in the development of the pupil's skill which will aid them across all subject areas. The scheme of work will require pupils to develop and apply multiple strands and aspects from each of the documents in order to fully engage with the lesson and grant the greatest enjoyment and learning. With the necessity of understanding the prior knowledge of the pupils and its importance to learning. Day (2012) emphasises that the

first inclination of the teacher should be to gain an understanding of their prior knowledge of the subject. From this, the path forward should be the weaving of the new knowledge into the existing framework of their prior knowledge (Day, 2012), (Ambrose and Lovett 2014). This view on the importance of using a person's 'prior knowledge' is debated by many, and the views on the matter tend to diverge quite differently on the matter of how learning is achieved.

In my view, a person's 'knowledge' is their own method of 'knowing' and only they can build upon the framework that they themselves have constructed from earlier life experiences. This view of prior knowledge is shared by many thinkers as constructivism. V. Glasersfeld (1984), a radical constructivist, wrote explicitly in his later writings on constructivism as a theory of 'knowing rather than knowledge'. With the planning and delivery of my micro-teach lesson, this theory influenced the method in which the lesson was delivered, all be with the limited resources available on the day. With the learning objectives in mind and using simple questioning to determine prior knowledge, in planning the lesson the development of the idea of 'energy' using the 'pupils' understanding to date to create an open discussion in the class on 'what is energy?'.

Throughout the SoW, various Assessment for learning (AFL) opportunities can be done in order to expand and clarify the understanding of the knowledge of the pupils to further progress or eradicate any misconceptions and difficulties felt by the pupils. The importance of AFL is paramount in that for pupils to progress in their understanding of information, it is vital in regard to the pupil's progress, as suggested by Spendlove (2015) and recommended by the Welsh Government (2010).

The inclusion of AFL within any lesson plan can only benefit the needs of the pupils but without the planned opportunities, the teacher will cease to identify any development or misconceptions held by the pupils. This will also provide no development incentive to the pupils for completion of tasks. To attempt this inclusion of AFL opportunities in the scheme of work and lesson plans I've developed. The methods of the opportunities are listed as follows: basic questioning, peer and self-assessment and using the lesson objective as a success criteria.

During the micro-teach lesson, the most used opportunity of AFL was the questioning of the 'pupils'. This was throughout the lesson and would hold through the remaining sections in the SoW. The questioning involved range from the lower order of previous knowledge from Bloom's question building taxonomy to the high levels of being able to analyse the problems given, (Bloom's 1965).

With the implementation of discovery learning into my SoW, this method would enable the pupils to approach the topic from their own point of view. With the majority of pupils of today growing up with technology at arm's length, it is only natural to utilize this aspect of their life to aid with their learning. This idea was conveyed by Wellington (2006) by;

“Children could ‘discover’ knowledge or learn new skills for themselves” (Wellington, 2006, p. 79)

To follow this idea, discovery learning is considered an important and effective method for the development of pupils learning when they're given adequate guidance from either their teacher or peers, (Wellington, 2006, pg.80). The way in which I have to implement this into the SoW is through the assigning homework on a research task based on power stations of Wales.

To address the topic of differentiation, the reason the idea of differentiation is thrown around is that when a scheme of work is devised, that all pupils will be able to access and understand the content. Differentiation has been a key aspect of education since the 1980s and this idea is known by many people as every pupil is different and also learn in different ways. Using this idea, why shouldn't this apply to the classroom environment? (Wellington, 2006, pg. 77-79) and (Boyd, 2018). To use this key idea of differentiation, to allow each pupil to be able to complete the key ideas of the lessons that I wish to convey. During the planning, some simplified or scaffolded worksheets were generated to allow for some either misconceptions to be clarified or to provide a hint in the first step for the task to allow for its completion. In light of the lesson, one improvement on the differentiation aspect would be in the application for the higher ability pupils as I provided few opportunities for these pupils in the lessons planned. If the pupils were to take it upon themselves in the homework that would be given to further explore the topics, then this could be considered but no classroom activities allowed for this case.

Finally, to discuss the final section of the lessons, here the main goal was to gain an idea of what the pupils thought of the lesson? Given on the sheet provided was one point the pupils have learnt from the lesson and one question that may have occurred to them in the lesson. This for myself would provide a number of ideas. Firstly, if the pupils couldn't provide a comment on either question, (see the last slide in the resources provided), then more attention will need to be paid to those pupils during lessons to increase the pupil's participation in the activities. On the other hand, if the pupil comments resemble an idea conveyed in the higher ability section of the activities

then maybe these pupils could be challenged further. As for the second question, this would provide a starting point to further explain in future lessons or even in free time were using these questions to evaluate if the pupil(s) has then progressed after some explanation. This idea comes from the emphases on the assessment for learning (AFL) where a quick summary sheet could provide a quick idea of the level of understanding from the pupils and where the shortfall in the teaching would have occurred, (Capel et al. 2013).

Reflection on teaching and learning (Part B ii)

To follow the previous section in this essay, I will now evaluate and reflect on how my current teaching experience in PTE 1 has changed the way in which I would have planned and delivered the lesson from part A of this module. Although during the planning of my micro-teach lesson some academic papers and relevant content source were studied. In my opinion, there are elements of the lesson that in a classroom environment that would fall through and thereby could be adapted or changed entirely. Therefore in this section of the essay, I will attempt to analyse elements of the micro-teach lesson using some literature sources and also my own teaching experience thus far.

As for the aspects of my micro-teach lesson on energy stores and energy transfers. After reviewing the footage and the resources that I provided, I will try to assess my performance and focus on areas that can be developed/improved. These are the main areas that I will explore in this section of the essay:

- 1) Structure of the lesson
- 2) Differentiation
- 3) Discovery Learning

During my time at my current teaching placement, I have had the opportunity to teach the topics highlighted in my scheme of work, however, with the need to adapt the content to the ability level of the class and disruptions within the classroom. The time element of the lesson was too ambitious as what in my mind would have taken two lessons worth of time has taken around ten lessons thus far. So one key thing that my teaching experience has shown me so far is that the ability to adapt the content to fit with the pupil's ability is key.

Structure

With the beginning of the lesson, in an attempt to engage the 'pupils' from the start, I provided a small and simple prior knowledge activity to provide a basic starting point for the lesson ahead. This idea of evaluating prior knowledge is by far one of the key activities when introducing a topic as with it comes many different levels of prior understanding and misconceptions. For the activity that I provided, with reflecting and

through observing many lessons thus far. The activity itself failed to provide the picture it was used to create. The task gave some level of insight in the form of understanding but failed to engage the thinking skills of the 'pupils' to a level ready for the lesson ahead. To further this idea for a first activity, the task, if developed further could flow more effectively into the next explanation to improve the overall process of the lesson. As suggested by Bassett, Bowler and Newton (2013), the use of a relevant starter activity is essential to gain the interest of the pupils from the outset. Expanding on the level of insight the starter activity can provide, here two simple questions were asked relating to energy types. A simple yet effective change upon reflect would be to include more questions on the topic and perhaps higher-level questions to challenge some pupils. This could be implemented in various ways, two of which could be a simple worksheet or an interactive quiz where a competitive element would have also been engaged.

Following the starter activity, the learning objectives were defined to the class. For this section the delivery went as planned however with the observation lessons in PTE 1, some pupils would pay attention to this section and once explained would become disengaged. With this observation, perhaps the reason was the pupils had covered the topic previously and were disinterested to listen again. One improvement to this idea could be to use the tier system. This idea could provide an element of challenge to the pupils and to engaged the pupils who may have visited the topic previously by providing an incentive for them to pay attention. Moving on, once the main idea of the lesson was explained to the class in the micro-lesson, attempts to start a class chain of questioning were done. This method was chosen to avoid the targeting method of teacher-led questioning, however, perhaps more instructions would be needed to start a questioning method or discussion like this as the idea failed several times and prompts were needed to continue the flow of responses. Here one idea to improve this method could be to include a question ball, this idea has been used in several areas and not just education to provide a non-targeted approach to participation within large groups of people.

Now to consider the content of the lesson. With the aim at introducing the concept of energy to a class of year 7 pupils, the difficulty level seemed to be in line with the content I have observed in PTE 1, however, the method of which to assess the pupils could be improved due to the simplicity of the image questioning from the slideshow. A question sheet or group discussion with presentation would have served as an improvement while also including additional skills that would aid the pupils in other areas of learning and their wider environment.

To summarize the lesson, rather than an activity to assess the few willing pupils that are participating in the questioning. Here I have used a summary sheet where pupils could complete anonymously and hand-in at the end. For the micro-lesson this activity wasn't included as a task, however, was mentioned in the slides. For adapting this idea to lessons in PTE 1, the majority of my current lessons have been either with a class size of around ten so questioning has been relatively simple and the other classes at present are completing pupil-led activities so assessment will be in the form of a presentation, so little use of this summary sheet has been used. One of my goal for the remainder of PTE 1 will be to implement and test the response of this idea and adapt if necessary.

Differentiation

The importance of differentiation has become paramount in the modern classroom and has moved away considerably from the one size fits all environment, (Pratt, 2002). This importance is driven in the educational environment primarily by the implementation of an accessible and challenging curriculum spearheaded by the Successful futures curriculum, (Donaldson, 2015). With the ability to look at the micro-teach lesson I produced, one simple method that I used for the differentiation of ability was to include a simplified worksheet. An effective way in which this activity could be improved upon would be to provide a higher ability aspect to the task as the majority of pupils completed the worksheets with relative ease. One idea that would allow for the improvement of this activity would be for the pupils to provide a real-world application for each of the questions. This idea could be included within the activity by simply providing an addition worksheet that when instructions were given for the main activity, then explain that questions would be available if they complete the task within the time allowed. This additional task should affect the pupils to think about how energy is used in the wider world and hopefully allow them to apply the knowledge outside of the lesson's context. However, this method could cause a negative effect on the lower ability pupils where their confidence could be affected due to not being able to complete the normal activity at the pace of the higher ability pupils and thus causing further problems. One simple solution here could be to include this type of solution but at periodic intervals to limit the issue. To further this idea, I will continually adapt the process and attempt to receive some method of feedback avoiding the issue discussed in future lessons. The addition of this method would allow for pupils to choose to challenge themselves, with some encouragement the more able pupils will be able to pursue the topic in greater depth by challenging their understanding, (Readingrockets.org, 2018). With developing these ideas, I feel that the process is a good step towards progress in the fulfilment of QTS standard S3.3.4, however, with progress here perhaps the element of high expectations may have been forgotten in the attempt to allow for pupils to access and complete the activities.

Discovery Learning

With the idea of discovery learning becoming an increasing priority in the eyes of more and more people, the inclusion in any lesson seems to me to be a given. However, in hindsight of the micro-lesson, very little was done to use this invaluable tool to aid the learning of the pupils. Discovery learning is a constructivist learning theory that involves an inquiry-based solution that takes a learner's past experiences and knowledge and allows them to apply them to a problem-solving based situation to discover new facts or relationships, (Bruner, 1961), (David L, 2017). During my first placement, I have had the opportunity to observe and implement some fully pupil-led lessons with varying degree of success. These pupil-led lessons allowed the pupils to discover information through their own methods, typical through simple browser searches, however, some pupils exceeded the level of understanding needed for their age with the more able and talented pupils in the class achieving at least a GCSE understanding and some providing an A-level worthy response. This information was then challenged through questioning and asked to apply a situation to the content and most pupils were able to use the knowledge they had found to give accessible answers to these types of questions. If given the opportunity to plan the micro-lesson again, I would provide an activity for the pupils to use connected devices to explore the idea through their own methods after being given clear instructions on the desired outcome. This idea of pupil-led learning is an attempt to encourage the pupils to take ownership of their learning experience (Marvell et al, 2012), and produce more independent learners in the process that are willing to participate in lessons.

During the micro-lesson itself, the only inclusion of this idea was if the homework that would be given at the end of the lesson was completed. The task would have required the pupils to investigate the use of electricity generation in Wales. A guide brief instruction on the minimum was given at the end of the lesson, however, the pupils could have use any platform to deliver the content thus allowing the pupils to discover and develop the information to a level they would be happy with. This idea would be keeping within the QTS standard 3.3.12 and allowing the pupils to challenge themselves if they did so choose.

As a final notion on the progress towards the QTS standards of my practice. For myself to improve as a teacher and more importantly to improve the method in which I deliver information to the pupils, my main area of focus in the PTE1 placement will tackle the manner of which I manage the classes time and their behaviour, S2.7, S3.37 and S3.3.9. The behaviour aspect will be achieved through the enforcement of the school's discipline system that all pupils have been made aware of. Furthermore, the aspect of time management will be a continual improvement, however, the implementation

informing the pupils of the allocated time for each task may improve this steadily. This idea will be adapted as other issues occur or different ideas come around.

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ACTION PLAN - Objectives and programme for Term 1

Name: Carl Slaughter

Subject: Science (Physics)

Date 30/10/18

OBJECTIVES (relate to QTS Standards where appropriate).	ACTIONS TO BE TAKEN	SUCCESS CRITERIA	TARGET DATE
To improve my use of Welsh within lessons (S2.2.3)	i) The use of a variety of Welsh aspect from location to the language to be used within the classroom ii) Ensure that when finalising lesson resources that an aspect of wales is included	• when questioning pupils, ask a simple question, 'where can this be seen locally?' for example. • Ensure pupils are aware what each of the terms means or how the aspect is linked to wales	During the second term, 13/12, to include Welsh aspects within 50% of the content
To improve the way I monitor and assess as I teach (S3.2.2)	i) To effectively use the tools available to me for me to assess the progress of the pupils ii) The inclusion of the pupils with reflecting and evaluating their own performance	• Having a 'detailed' breakdown of the progress of the pupils using the systems in place in the placement • Pupils will have the opportunity to provide feedback on class-wide task(s) while also having a self-assessment section included	By the end of the first placement/term 1, 13/12
Managing Behaviour of the class as a whole (S.3.3.9)	i) The knowing of the correct discipline system within the school to actively ensure normal pupil behaviour. ii) The enforcement rules when using the discipline system.	• Fewer pupils will reach higher stages in the long-term • Those pupils that reach the higher levels are dealt with and no longer disrupting the lessons	In current placement by 30/11

