

Overview

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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

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Assessment for Learning

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Good teaching and learning means employing assessment for learning principles.

Plenary 5 minutes	Using whiteboards to display their answers, the pupils will partake in a 'What is the answer? What is the question?' activity. The answers are as follows: 1. Where buyers and sellers come together to buy and sell 2. Sales Data 3. A person who purchases a product or service 4. Identification of current and potential customers 5. To reduce the risk through understanding the market	Pupils will write what they think the question is on a board and display it to the teacher listening to corrections and further explanations.	Whiteboards Markers
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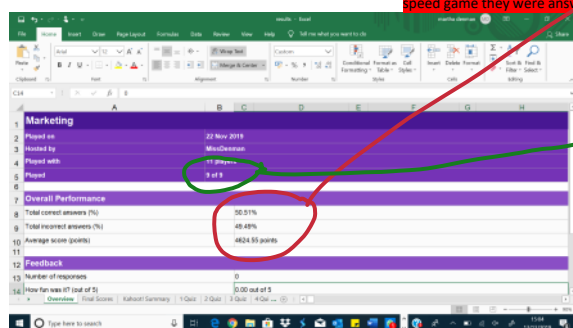
I decided against the typical question and answer because their answers could potentially show the pupils just recalling information whereas I wanted to assess their learning. By rephrasing it so I give them the answer and ask them for the question they have to use their knowledge of theory to create a question relating to what I provide them.

I decided to use whiteboards and markers for this plenary task as I wanted to be able to receive instant feedback from all the pupils at the same time. By getting instant feedback I can get a general consensus of the class and decide whether to revisit these terms in the next lesson or whether they've understood the terms and it can be moved on from.

This was particularly successful as you could see the pupils thinking as they would pause after the question was asked, a couple of pupils would look upwards at the sky which is an indication they were thinking.

I thought this plenary was also successful as I received slight variations of answers which allowed the pupils to use their own words and creativity. It still however allowed me to do a quick scan of the room and see where there might be misconceptions and where the pupils have answered confidently.

The context of this photo is a plenary designed for a year 10 Business BTEC class. The topic of the lesson was Principles of Marketing.

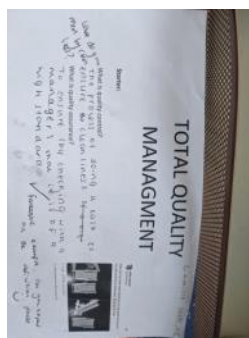


From seeing the results it would appear that as half of the questions were answered incorrectly there would be many misconceptions regarding the topic but on revisiting the questions and receiving feedback from the pupils it was apparent that I had asked questions that were too wordy and as it was a speed game they were answering without reading the questions properly.

What worked well with this plenary was that it was extremely interactive as the pupils each participated on their phones or computers therefore every pupil was required to participate. As there was a scoreboard at the end of each question it was encouraging pupils to answer each question correctly or at least participate so they would fit in with their peers.

I chose to do a quiz as a plenary and to assess their learning as from working with this class previously, I observed that they are competitive and respond well to quizzes and mini competitions. Therefore as the principle behind KAHOT is to create scoreboards etc. I was reaffirmed when carrying out the activity that they would get engaged due to the competitive nature of the task. However they became more concerned with scoring points rather than reading the questions and making sure they answered correctly rather than quickly.

The context of this photo is for the same year 10 business class but for the following lesson I did a KAHOT game that included questions on both lessons as an end of topic informal assessment.



The context of this photo is a piece of work marked by myself from a year 11 business pupil. I decided not to give grades and only feedback as this will ensure the pupils focus on how to improve. I felt it was successful as they were allowed to make changes the next lesson and developed their understanding of the topic.

Cross Curricular responsibilities

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Even though I demonstrated the activity step by step I overestimated the pupils knowing basic skills. I wrongly made the assumption that they would be able to open their work on the computer but many didn't know how which meant I was called in many directions and the start of the lesson was a bit chaotic which I will avoid next time by going through every step with the pupils.

Holiday_ID	Country	Hotel_Name	Date_of_Holiday	Number_of_Nights	Tour_Operator	Price
12						
1	Spain	Benidorm	Volamer Apartments	AI	08/05/2015	7 Thomas Cook £349.00
2	Spain	Benidorm	Volamer Apartments	AI	01/09/2015	7 Thomas Cook £319.00
3	Egypt	Sharm el Sheikh	Trigiana Trulli	HB	09/07/2015	10 Thomas Cook £358.00
4	Malaysia	Malpiti	Hotel Tropics	AI	11/08/2015	7 Thomson £358.00
5	Turkey	Antalya	Hillside Su Hotel	HB	06/06/2015	7 Thomson £375.00
7	Austria	Zell am Zee	Hotel Leobner	HB	02/02/2015	10 First Choice £479.00
7	Aruba	Aruba	Aruba Hotel	HB	11/12/2015	14 First Choice £575.00
8	Egypt	Sharm el Sheikh	Trigiana Trulli	FB	06/07/2015	14 Thomas Cook £729.00
9	Spain	Salou	Bent Los Angeles	SC	06/06/2015	14 First Choice £735.00
10	Spain	Costa Del Sol	Holiday Palace	AI	22/08/2015	14 Thomson £979.00

I chose to take over the pupils screens and demonstrate how to carry out the task step by step. I decided on this method as the pupils have only recently transitioned from primary to secondary therefore they are all at different levels in regard to digital competence. Therefore by demonstrating to all pupils how to carry out the task they all start the activity on a level playing field.

The above image is of a database created by a year 7 pupil, the task was to sort the numerical data in the column labelled price from lowest to highest. The age of the pupil is 11, in a mixed ability class of 26.

I felt after the initial task of finding the work, the rest of the lesson ran smoother. Every pupil managed at least the first two tasks and they all listened intently to the instructions and relayed this to the tasks.

Student-teacher	Martha Denman	Class:	7R
AoLE or Subject	ICT	Date:	5.12.2019
Lesson Focus:	Databases		
Meaningful links to Curriculum			
Meaningful links to Cross Curricular Responsibilities	Literacy - Pupils being able to read instructions and carry them out successfully in relation to completing tasks on their databases. Numeracy - Changing numerical data in their databases. Digital competence - Editing their databases they created last lesson and adding more records.		
Personal Targets (linked to QTS and identified in weekly review)			
	Use stopwatch to maintain quiet during the register and when I am speaking. Use plenary as an AFL technique not as a add-on to the end of a lesson.		

I decided to implement all three cross curricular responsibilities as to learn a new skill one has to understand it. By the pupils using three different approaches to explore a new programme they were learning to use it multi-dimensional they will learn the skill more effectively and it will be more likely to stay in their long term memory as they would be able to scaffold it off three previous skills.

The range of cross curricular responsibilities I incorporated were a natural feature of the lesson and not viewed as an add-on by any of the pupils. Evidence of this was apparent through the pupils attitude towards the task as it was viewed as making sense as part of the lesson and was not questioned as to why they were doing a task.

What could have been improved was the literacy element as following instructions and reading them was an essential part I didn't explain the basics of opening the work causing confusion at the start of the lesson. Therefore in hindsight when planning I need to take into consideration the basic skills year 7s have and differentiate to cater for their skillset.

The above photo is a lesson plan for the same year 7 class but demonstrating how I implemented all three cross curricular responsibilities into the lesson. The lesson was for 26 year 7 pupils aged 11-12. The class was of mixed ability and English medium.

Mode of transport	Number of pupils
Car	8
Bus	10
Walk	8
Taxi	0
Other	0

Due to this class having a high volume of special educational needs such as dyslexia, speech impairment and language difficulties I wanted to introduce them to the topic in a way they would understand it and was relevant to them. As they all had to arrive to school that day it was an accessible starter that was easily relatable to the topic they were about to learn spreadsheets

This starter was positively accepted by the class as they understood the connection between this introduction and the topic. I created a foundation which meant they were not overwhelmed which can be a daunting and common occurrence for pupils with special educational needs.

I wanted to incorporate numeracy into the starter as many of the pupils have dyslexia and this can affect numeracy skills. Therefore as well as developing digital competence I wanted to develop their numeracy skills.

The context of this photo is an excel spreadsheet starter where I asked one pupil to volunteer themselves to ask their fellow classmates how they arrived at school that day and to input the data into the spreadsheet. I created this starter activity as I was teaching a year 8 adapted form where the majority of pupils had some form of special educational needs.

Previous knowledge and experience

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

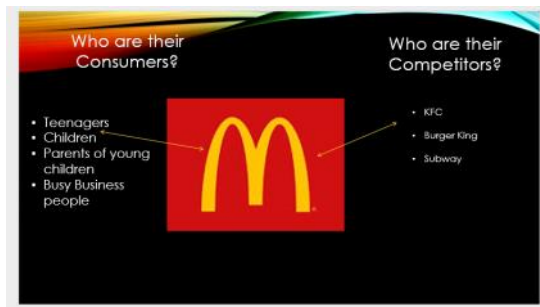
2. In groups of 2 or 3 create a product and identify what features it has that makes it a good quality product

	Physical appearance:-
	Reliability:-
	Durability:-
	Special features:-
	After sales service:-
	Image and reputation:-
	Availability and delivery:-

The focus of this lesson was a year 11 business studies class who were studying the topic 'Quality'. They were aged between 15-16 with 32 in the class. This class were of a mixed ability but mainly had global grades B/C. The activity was to split themselves up into groups of 2 or 3, create a product and identify what features it has that makes it a good quality product. The class had just learnt about each of these features through direct teaching and so I assigned this task so they could apply the knowledge they had just learnt to a real case scenario.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	As it was an adapted form I decided to differentiate the task and assign it only for Wales and go through the task step by step by taking over their screens. This was effective as I showed them exactly how to copy and paste the table etc. So they saw firsthand each step they had to take. As it was an adapted form I still received a lot of questions and therefore it would have been more effective to take over their screens again and show them again what to do step by step. This links to the QTS of making a real life authentic contexts as I set the task in Wales therefore when they were creating their road trip they were choosing places that had meaning to them such as their house, places they'd been like a local town or places they'd heard of. This created a real life authentic context.
Areas for my Development	As there were a group of boys talking at the back of the class and being disruptive I will deal with this behaviour by splitting them up next lesson. Also I could have encouraged all pupils to get involved during the starter as not everyone participated, I will address this by highlighting it needs to be a group effort and not just half of the class otherwise the results won't be accurate.
Personal Targets for Progress	

The above photo is a reflective analysis I carried out discussing evidence of my effective practice and areas for my development. This reflection was based on a lesson I taught to a year 8 adapted form class, therefore the majority of pupils had some form of special educational needs. The task was to create a road trip travelling around destinations in Wales. The pupils had to then display their findings in a spreadsheet.



The above image is taken from a presentation I created for a year 10 class on the topic 'market research'. It is a mixed ability class with global grades ranging from grades A*-E with 14 pupils in the class.

I decided to let the groups choose what products they use as using a product they have previous knowledge and experience with either as they had chosen a product they were familiar with or with a brand new product they created that they knew every feature. Therefore by building on their previous experience instead of using all new concepts they are practising applying new information to a product they have experience with.

I believe this activity was effective as the pupils were able to be creative whilst still applying business theory, it is essential to remain pupils interested in the topic and as they had freedom within the task to choose a product they had some interest in they were shaping their learning to best suit them. Giving 15-16 year olds that autonomy if done successfully is extremely effective to learning.

Autonomy when done successfully can encourage pupils but some pupils abuse the freedom, some examples were inappropriate for the classroom or were answered half-heartedly as they had the freedom to create a product where they could decide the features and therefore could answer how they wanted.

I chose to differentiate this activity to the mainstream year 8 class so they had to keep their road trip in Wales whereas the other class could create their journeys anywhere in the world. The reason I chose to implement this differentiation is that creating spreadsheets is a new concept to this class and it required using numeracy for the distance, digital competence for creating a spreadsheet and using google maps. By keeping the destinations in Wales with which they would be familiar with it will make using these new concepts easier as they are drawing on their previous experience to practise the theory and so they can make links in their long term memory.

I found by using their previous experience of living in Wales they were able to focus on developing the skills of using spreadsheets, google maps and numeracy instead of becoming overwhelmed with the prospect of finding different destinations in a country they might not have been to with names that are confusing.

I chose to use McDonalds as an example as it is a business they have previous knowledge on as all the pupils have some familiarity with the business as it is so popular with their age group especially. I asked the pupils who they thought McDonalds consumers and competitors were before revealing the potential answers. Therefore they used their previous knowledge and experience of who they see in McDonalds to identify their consumers.

I believe this example was highly effective as they all knew the answers and therefore built their confidence as they were able to identify a business target market only minutes after learning the theory. This lay a foundation for the rest of the topic for market research as distinguishing a business target market is essential in carrying out market research.

Critical reflection

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Introduction

The aim of this assignment is to critically reflect on the progress I have made in developing, planning and implementing three pedagogical principles from Donaldson's successful futures report. (Donaldson, 2015) I will discuss the following pedagogical principles

1. Good teaching and learning means employing assessment for learning principles
2. Good teaching and learning regularly reinforces cross-curriculum responsibilities including literacy, numeracy and digital competence, and provides opportunities to practice them.
3. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

I chose the third pedagogical principle as I believe teaching business I have had to develop this as a priority. For pupils to learn they must be engaged, as a business teacher the link to make business relevant to the pupils' experiences is essential otherwise it will be viewed as irrelevant therefore I have had to develop this pedagogical principle as a priority to maintain an engaging lesson and to not lose the pupils' interest in vast amounts of terminology they will not use in their everyday lives until they are older.

The context of my professional teaching experience has been five weeks in a large comprehensive school in South Wales. During the course of my first teaching placement I taught the following classes

- ICT – Year 7 and 8
- Welsh Bac- Year 10 and 12
- Business- Year 10 and Year 11

I will be using illustrative examples from these classes to demonstrate how I planned and implemented my chosen three pedagogical principles for the above classes I taught. As well as discussing how I have developed these principles I will be critically evaluating literature that supports how to develop them effectively to improve both teaching and learning.

Assessment for learning

Assessment for learning can be described as a greater focus on how to learn. The importance of Assessment for learning is predominant in the literature written around the topic. Paul Black throughout his book refers periodically to the importance of assessment of learning to our education system highlighting benefits such as it allows teachers to enjoy their work more and pupils understand why their learning something not just what their learning. (Black, 2003) Paul Black also states that assessment for learning raises scores on conventional tests, he described four studies where researchers compared two classes, one class would implement formative assessment (FA class) and the other would not (test class). Each study demonstrated that there was greater improvement within the FA class but interestingly the pupils that made the greatest improvement were those classed of lower ability. The conclusions drawn from these studies were that education is failing its weaker students by not developing their potential talents. The Welsh Government created a report on assessment for learning and agreed with Black on the importance of it in the classroom stating that some of the benefits of this principle are that it engages all learners in their own learning and increase the enjoyment of both teachers and learners. The report also stated that there is an increase in learners performance which leads to higher quality outcomes. (Welsh assembly government, 2010) This statement coincides with Paul Black's findings about formative assessment improving scores on exams/tests, improving test results isn't the defining feature of education but to allow pupils to progress onto further education and pursue career paths it is essential. However there are some criticisms of assessment of learning as it is widely known that the main struggle teachers face is time and whilst assessment of learning is beneficial in many ways according to the Welsh government report teachers can struggle to implement as there's not enough time to plan. Paul Black however

did acknowledge time as a constraint but believed by requiring teachers to work smarter not harder it can be avoided.

I felt I implemented the pedagogical principle of assessment for learning effectively however there are still aspects that I could improve on. For example Dylan Williams states that as a teacher we should 'never grade students while they are still learning' (William, 2011). In my second piece of evidence I created a KAHOOT game I received the grades but I did not share these with the pupils as Wiliam goes into detail about how pupils will only look at a grade and determine their self worth on that grade alone. However by using the grades for my own knowledge and tailoring the next lesson on the pupils misconceptions and weaker areas I can improve their learning using formative assessment without giving them a grade with which they will define themselves with. Carol Dwecks theory is that children don't handle failure as they are learning and there are two mindsets: growth mindset and fixed mindset. (Dweck, 2006) If pupils have a fixed mindset they define themselves with every situation and by giving them a grade lower than expected they will categorise themselves as worthless and fail to try to improve. Therefore I agree from the evidence by not giving grades I can tailor the learning and improve their understanding through formative assessment more effectively than by giving grades as there is research that found that when only comments are given (by myself the next lesson on where the class need to develop the learning) 30% of all learners will have a positive impact. (Black, 2007) Research carried out by Rowe claimed that a teachers waiting time between asking a question and filling an empty silence is 0.9 seconds , this suggests that the pupils will only answer using their recall knowledge which isn't learning.(Rowe, 1978) Rowe found by allowing pupils time to process questions before answering that they had more in detail answers, failure to respond decreased, pupils were more confident in their answers and other students would challenge each other. It would be ideal to implement lengthening wait times on questioning in my classroom as part of formative assessment however I found this difficult. As a new teacher to have silences in a classroom is nerve wracking as the confidence to stand in front of a classroom is still being found and the instinct to choose a pupil with their hand up over another who might not know the answer is an area for improvement.

To improve my questioning I have identified that I need to increase my wait times as discussed earlier the benefits of increasing this would improve the quality of the interaction between myself and the pupils due to receiving a more accurate response in regard to my questions as they have had longer to think about the question. I also need to develop questions to gage the pupils understanding rather than their knowledge of terms and definitions, Paul Black stated that by using big questions it allows lower ability pupils to be able to engage further in the lesson as there are a variety of correct answers and not just a specific answer that whilst they might know will take further questioning to get to it and with a small question will just appear an incorrect answer. For some lower ability pupils providing an incorrect answer will reduce their confidence meaning they will be less inclined to answer a question again which will in turn reduce the accuracy of feedback the teacher gets from the class about the understanding of a topic. Therefore I will in my lesson plan, compose good quality, big questions that don't require specific answers and will provide myself with accurate feedback on the understanding of the class. I will also wait longer after asking a question developing my assessment for learning pedagogical principle.

Cross curricular responsibilities

In Donaldsons successful futures report he adds onto the previous responsibilities of literacy and numeracy with the digital competence feature. (Donaldson, 2015) Donaldson justified this addition to the curriculum as the responsibilities should represent foundations for skills that will benefit the learner in functioning successfully in the 'modern world'. The recommendation to add digital competence was advised due to the rising necessity for digital skills in all workforces. According to [Microsoft](#), in the next two decades, 90% of jobs will require some form of digital skills, this is when our current learners will be making headway in their chosen careers. (Seetec.co.uk, 2020) Highlighting the necessity of digital competence in the new curriculum. The need to focus on literacy and numeracy is also essential to every pupil but especially to those pupils with special educational needs. In the article 'teach how they learn' an illiterate person by the age of 37 will cost the taxpayer an extra £45,000 due to factors such as a higher chance of going to jail if a person is illiterate.(Senmagazine.co.uk, 2020) It is a common feature of dyslexia to have poor literacy but it is also common to hinder a persons memory and concentration as well as numeracy.

Therefore by implementing a necessity of creating literate learners in both literacy and numeracy a focus can also be inclusive of pupils with SEN such as dyslexia which affects 6.3 million people in the U.K. as a country we can create a more prosperous and positive culture. (GOV.UK, 2020)

I believe I implemented the pedagogical principle of introducing cross curricular responsibilities effectively into my lessons. My strongest areas are digital competence and literacy as I feel they fit into my lesson plans more naturally but I am developing numeracy at a satisfactory pace. Effective learning took place in my year 8 adapted form as 'teach how they learn' states that pupils with special educational needs require the teaching to be matched to their learning needs. (Senmagazine.co.uk, 2020) I differentiated this lesson from a mainstream year 8 class doing the same topic, I chose to do this as scaffolding from previous knowledge. The aim was they were not overwhelmed with new terms that they couldn't relate to something else they knew otherwise it would not remain in their memory. Therefore, by incorporating how they came to school that day with spreadsheets it created a foundation to develop the terms as they could see how spreadsheets would occur in everyday life. The introduction of numeracy was also effective as we were using simple numbers but developing the skills of counting the pupils in the class and typing that number on the computer. As was previously discussed dyslexia also hinders numeracy skills therefore by practicing this skill for a couple of minutes it will only benefit the pupils whilst being a natural part of the lesson. The integration of digital competence in the new framework has been widely accepted within my first placement school as they implemented a digital leader to carry this aspect successfully forward. It has although been criticised as adding a strait jacket to teachers autonomy with a framework detailing what they should include in their lessons. It can also be detrimental to some teachers as many schools do not have readily access to computer rooms and can be criticised for not implementing this responsibility to the degree other teachers will be able to when it is not in their control. (McGarr, Oliver 2019)

An Estyn report titled 'developing pupils digital skills' investigated how Ysgol Gyfun Bryn Tawe, in south wales very similar to my placement school in regard to pupil size developed digital competence. (Estyn, 2019) During the report they highlighted that in order to avoid duplicating primary schools' work at the beginning of Year 7 whilst still creating a level playing field providing basic skills, a programme of digital lessons was planned in primary schools. To improve my digital competence responsibility I could find out through a survey the skills of my pupils in year 7 and tailor the lessons to not duplicate what they have learnt before but to also ensure they all possess basic skills. This proved successful for Ysgol Gyfun Bryn Tawe as staff were able to improve pupils digital experiences by providing challenging and exciting opportunities to develop pupils advanced digital skills. There was also an improvement in pupils use of excel, graphs, databases, coding, animations etc. proving evidence that by taking these further initiatives to develop digital competence as an integral part of the curriculum it will develop pupils skills necessary for participation in the modern world. One of Donaldsons four purposes is to create Enterprising, creative contributors who are ready to play a full part in life and work. (Donaldson, 2015) By giving these pupils basic skills needed in a workforce as teachers we are creating a generation of pupils ready to take part in the world of work and life in general.

Building on previous knowledge

In the article principles of instruction the author Rosenshine describes ten research based principles of instruction based on cognitive science and research on classroom practices. (Rosenhine, 2012) The fourth principle of instruction is to provide students with models and examples that will help them learn to solve problems faster, by giving students examples using snippets of information they already know it allows them to focus on the specific steps to solve a problem or practise theory and reduces the cognitive load on their working memory as they can focus on one aspect of problem solving at a time. If the process is quicker to begin with a student can build on this basis to carry out harder problems. However there are criticisms that it can be turned into a checklist by many teachers which will take away the authenticity of instructing pupils as rosenhine expands his list to 17 principles of effective instruction, to implement all 17 into a lesson is highly difficult and would be more beneficial to teachers to focus on quality not quantity.

I felt I implemented this to a high degree as from my evidence I have demonstrated I successfully used working examples that reduced the cognitive load on their working memory. For example in my evidence I provided an image from a year 10 business class studying the topic market research where I gave the example McDonalds. McDonalds is used as an example over many topics in business as pupils have previous knowledge of the business as there are 1249 restaurants in the U.K and is the most popular fast food restaurant among 14-15 year olds which is the same age as the pupils. (Mcdonalds.com, 2020) Therefore by using pupils previous knowledge of this restaurant they can focus cognitively processing the new information more easily as they are scaffolding from their previous experience. Teaching business especially it is essential to use examples the pupils can relate to, asking them to carry out market research into car insurance for example will be futile as they have had no experience with this and have no prior knowledge due to being too young to need to know about car insurance. On the other hand using examples such as 'apple' or 'misguided' they will have experience with these companies and will have more of an invested interest and the information provided will lay the foundations for the new information they will learn that lesson. I find it is a strength of mine to find relevant examples that builds on the pupils previous knowledge due to being younger and understanding the world through the pupils eyes and also by being creative in seeing their likes and incorporating them into the lessons. An example I used was Ffoshelig buses to demonstrate product oriented businesses as many of the pupils arrive to school on a ffoshelig bus it created a connection from just business theory to their immediate world.

To develop the pedagogical principle of using relevant examples that builds on previous knowledge and experience I could develop this further by ensuring the pupils understand the purpose of theory for example if my year 11 business class are learning about production I need to implement resources such as them making a sandwich to demonstrate how production works which is relevant to them as production lines in factories will not resonate with 15/16 year olds.

Conclusions

In conclusion implementing donaldsons pedagogical principles are essential in creating students that meet the purposes set out by the new curriculum. As a teacher at the start of their career I am aware that there are improvements I need to make to ensure I am fulfilling my role as an educator. I can also identify that I am making positive progress and am able to determine my strengths predominantly in implementing digital competence and using relevant examples building on previous knowledge. Donaldsons new curriculum introduces pedagogical principles that will create a future generation with skills and creative outlooks that will benefit our culture greatly.

References

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