

Assignment Overview

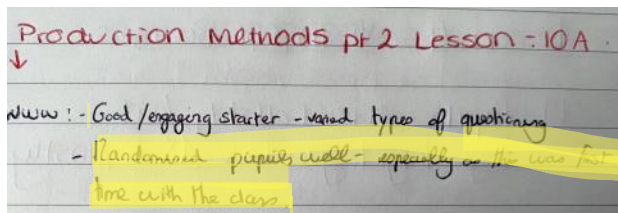
Monday, 9 December 2019 10:31

Student	Dylan Bridges
Student Number:	1900460
Assignment Title:	A Portfolio Which Illustrates a Critical Reflection of Progress Made on the Planning and Implementation of Three Pedagogical Principles.
Pathway:	Secondary PGCE

URL Link To OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900460_student_uwtsd_ac_uk/EniiRX5r2fNOhXltoB84hEUBckjOZ72TJee6itnyYxfy2g?e=ocR2ZB

Good teaching and learning means employing assessment for learning principles

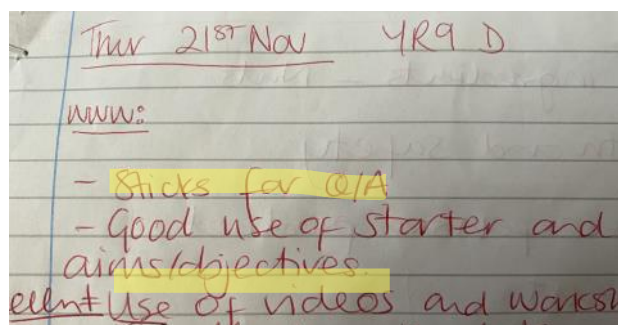
Monday, 9 December 2019 10:32



This piece of evidence relates to a year 10 Business lesson which focussed on production methods. The class had already been demonstrated practical examples of production methods, and this lesson were being shown the theory side of the topic.

The reason I chose the questioning methods that I did was due to the fact that this was the first time I had met this class and therefore didn't know names well enough to randomly select pupils from memory. Therefore, with use of a seating plan, I randomly selected names during hinge questioning, and used basket ball questioning methods to gain an understanding of the class's understanding as a whole.

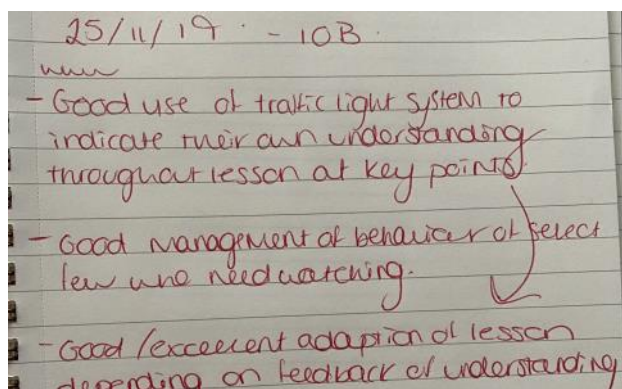
Though this method was effective at the time, in hindsight and with greater experience, I am able to recognise that though this method does have some advantages, other methods may share the same benefits but also have further benefits that this method may not have - and therefore would be more suitable. These other methods. Could be the use of traffic light systems or even name lollipop sticks.



Later on in the first part of PTE1, it was suggested to me that perhaps the use of lollipop sticks as opposed to using seating plans to generate names, could be more helpful. This was because it would allow me to keep names already chosen separate from the others in order to ensure a wider variety of names are drawn.

This piece of evidence was with a year 9 business class who were finishing a topic on procurement and logistics. This is a very theory heavy topic so effective questioning in its last lesson covering it was vital for assessment for learning, as it may indicate a further set of lessons/lesson may be required before moving on.

This method was proven to be effective, as highlighted in my feedback from my mentor in the image, and was continued to be used in all of my lessons where suitable. They were used at hinge point questions, and were also beneficial towards classroom management as it gave the pupils a reason to stay alert and engaged in case they were called upon.



Here I adapted the feedback and advice to use lollipop sticks to randomly generate names for questioning as an AFL method, to the pupils having a set of 3 sticks, each coloured red amber and green. Then at hinge points, pupils were asked to cover their eyes, and present the colour that best demonstrated their understanding of the topic so far. I then modelled the remainder of the lesson based upon the feedback given by students. If most were green, I gave those displaying green a small activity such as a small sorting activity of definitions etc - whilst I assisted those with lesser understanding. If most were amber and red, I again gave those with green the extension activity to get on with whilst I addressed the problem as whole class besides those with existing understanding.

This as a method did seem to work, and with more practise of its use, including my own practise of implementing it more smoothly, could become a successful AFL method.

A justification for the use of mainly subject mentor/senior mentor feedback as evidence for the use of assessment for learning in my PTE1 is that I feel as though the written acknowledgement of its use shows how effectively I have used AFL, in a better way than it simply being stated in a lesson plan, e.g. "I will be using lollipop stick to..." etc. This is because my mentors are crediting my use of these methods in the evidence provided, showing that I have actually used these methods throughout my lessons and have not just stated it when planning. This way, my development through gaining more experience in the use of AFL is also shown, as it is demonstrated that I have taken advice on board, and even made my own innovative ideas to adapt these methods further by using my own intuition.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Good teaching and learning regularly reinforces cross curriculum responsibilities including literacy, numeracy, and digital competence and provides opportunities to practise them

Monday, 9 December 2019 10:32

Worksheet
procurem...

Task one – Procurement

Procurement is where suppliers are selected by a business, the terms of payment are arranged, and a contract is negotiated.

Task: Below are 4 potential suppliers for Starbucks. Ken Good to source their coffee from. Your job is to decide whether each supplier is a good supplier and should be considered to be bought from by Starbucks, or whether they are bad suppliers and should not be considered.

Case / Contract	Give the supplier a score out of 5 (5 being the highest and 1 being the lowest)	Why? What made you give them this score? Was it their price in comparison? Their ethics in comparison to others? Etc.
Supplier: Kenzo's Coffee Price: £120 for 100kg - No opportunity for economies of scale - Standard Quality coffee - Newly started supplier – no reputation yet - Must order 1 month ahead		
Supplier: Capobeanos Price: £140 for 100kg - Opportunity to buy 200kg for £240 - Fairtrade Quality Coffee - 4/5-star customer review - Must order 1 month ahead for one-time buyers or deliver weekly for contracted customers.		
Supplier: Cofica Bean Supply Price: £90 per 100kg - Opportunity to buy 300kg for £250 - Fairtrade Quality Coffee - Bad reviews stating frequent late deliveries and damaged stock. - Can order 5 working days ahead		
Supplier: Pact Coffee Price: £165 for 100kg - Opportunity to buy 1000kg for £1300 - Fairtrade Standard Coffee – paying farmer double Fairtrade minimum. - Award winning coffee supplier - Order with next day delivery		

There is also an authentic context for learning used in this task, as it makes use of a local coffee shop within the area of the school, where many pupils live within the catchment area for, as well as touching upon their interests as Starbucks is commonly used by their demographic in a recent trend.

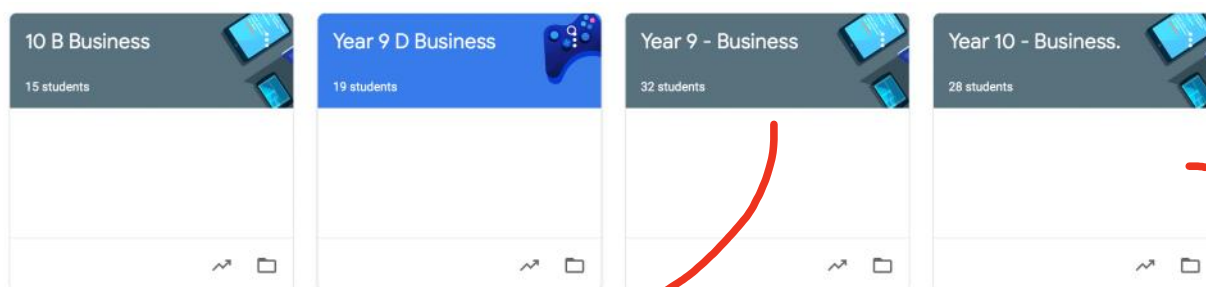
This task was given to Year 9 and 10 classes studying towards their Business GCSE. This task develops upon their procurement subject based knowledge by allowing them to compare suppliers in an authentic real life-like way, as well as providing them with the knowledge required for their examination. In addition to this, it also allows them perfect opportunity to practise the cross curriculum skills, again in an authentic real life type example. Therefore, I chose to present this task in such a way as it allows a flawless opportunity to practise the skills detailed below, in a way that they are then able to see worthwhile as they are being used in a way that they will be required to outside of their education.

Here, in the final column, students are required to write in a more quantitative way and recall information from the case study and state it in full sentences, in the same way that is required for A02 in examination style questions. This is therefore allowing them to practise some of the literacy skills that are required.

This document was also completed on a computer, which the pupils were required to collect and download from Google Classroom. This both allows them opportunity to practise digital competence in Microsoft Office as well as in Google Classroom based IT programs.

This column requires the students to use their numeracy skills to compare and contrast the prices provided from each supplier. It also requires them to divide in some cases to get a price per 100KG, it requires them to calculate the discounts in order to compare, and it also requires them to convert unit measures such as grams and kilograms in order to compare accurately. This allows them to practise money based numeracy skills that they require.

This column requires the students to numerically rank order the supplier in order of preference, based on Starbucks' target market and brand image. Starbucks does not rate themselves to be a lower level coffee shop but also does not strive to be the best, therefore a medium ranked supplier would be most suitable for Starbucks based on the economics of the case - therefore the numerical information provided in the case. This method of numerically ranking is used in business GCSE papers frequently and therefore is a necessary numerical skill required for the examination.



Supply Chain Part 3 - Stock Control

Stock Control

Posted 28 Nov

Supply Chain Part 1&2 - Procurement & Logisti...

Procurement Work Sheet

Posted 21 Nov

Business Location

What factors influence where a business lo...

Posted 14 Nov

Tech influence on Business Activity

Work for today - 3/4/19/19

Posted 24 Oct

All documents required set for lesson work and homework are posted on the class Google Classroom. In addition to this, at all opportunities where suitable, pupils are encouraged to use digital resources to aid them in their work. For example, using mind map software to create revision notes, using the internet - as well as advanced search engine tools for accuracy of sources - to research real life company examples and news stories. This is continually allowing pupils opportunities to practise and become familiar with the use of digital technology in ways that are beneficial to them outside of their education.

Google Classroom is a resource used by all of the classes that I teach, 4 of which are shown in the evidence. All classwork a computer is available for each pupil, therefore allowing computers to be used in almost every lesson. 9D have one business lesson per fortnight outside of a computer room, however digital competency is still developed in those lessons, with use of the interactive whiteboard, school devices such as iPads, Plickers (pupils use of Plickers) etc. An additional digital skill that has been developed during a lesson is the ability to use digital computer based map skills during a cross area of learning lesson - this is detailed in the next pedagogical principle tab.

4. Iestyn Jones, a keen surfer, decided to set up his own business. He believed that he had identified a niche market in the provision of quality surfboards for children aged between 6 and 12. He drew up a business plan and six months later he was up and running, manufacturing his boards in a small unit on an industrial estate near Porthcawl. He hoped to sell his boards for £120 each.

Summary of Iestyn's costs for his first year of trading:

- Rent for unit - £4 000 per annum
- Machine hire - £2 000 per annum
- Marketing - £600 per annum
- Raw materials - £60 per board

- (a) Calculate the total fixed cost for Iestyn's business during his first year of trading. [2]

- (b) Calculate Iestyn's contribution per board. [2]

- (c) Calculate Iestyn's break-even output. [2]

- (d) Calculate the profit Iestyn would make if he manufactured and sold 300 boards. [4]

- (e) What is a niche market? [2]

- (f) Explain possible advantages to Iestyn of operating in a niche market. [6]

These highlighted questions were completed during an AS Business class that I taught during the topic of breakeven and breakeven analysis. These questions all require pupils to lift relevant numerical data from the case study provided and make numerical calculations, based on formulas taught in a previous lesson. This allows them one of many times where they will be allowed to practise these numeracy skills. In relation to this topic, as well as many others.

This piece of evidence was delivered in such a way to allow the student to practise the required skills for their examination which nicely fitted 2 of the cross curricular responsibilities. Critically, though I had been advised that students had already been shown the structure to the 6 mark literacy based question, I would recover the layout and the requirements of the question before giving them the questions. For example the use of paragraphs being emphasised, as well as the requirements of an explain question.

This 6 mark question requires pupils to produce a 2 paragraphed answer detailing 2 advantages, and developing upon the advantages by explaining how that affects the business. This answer is required to be answered in full sentences and good sentence structure, with a good level of literacy, and use good punctuation spelling and grammar. This is just one of many examples where students have been allowed to practise their examination style writing questions and therefore practise their literacy.

Good teaching and learning ranges within and across Areas of Learning and Experience.

Monday, 9 December 2019 10:32

 **Task Two – Logistics**

Worksheet procurement...

Logistics refers to the **movement of goods, services, information and money** throughout the **production process**.

Task: Using information gathered from your own research, label the world map on the next page to show where different parts of the iPhone are sourced from. Label it by stating where the label points to, and what part of the phone/what part of production is from/done there.

Apple iPhone Supply Chain



This task was given during the first lesson of a supply chain topic, to year 9 and 10 classes. This lesson covered 2 of the three supply chain steps, where procurement and logistics were taught. This task relates to the topic of logistics - the movement of goods and services throughout a supply chain. Pupils were required to research the supply chain of Apple, and discover the source point of as many components of the iPhone as possible within the given time. They then had to plot these on the map along with the relevant information.

Though business will be within the same AoLE as Geography, this task was presented in such a way as it was a perfect opportunity to make a link with another subject area (Geography), by developing upon students map skills and knowledge of the world map, whilst also giving them the business knowledge surrounding logistics and a real life authentic example, as well as the visual depiction that supply chains are regularly international/global.

Should this lesson be done again, a non ICT version could be planned in addition, in case the classroom were to change last minute. This could be planned by asking pupils to use their own knowledge to try and work out where countries are, and then use green pen to self/peer mark and correct any mistakes made when answers are presented.

 **Task 2: Write a letter to your favourite brand, telling them why they should/shouldn't adopt the 3 methods of quality checking that we have discussed.**

The letter should include:

- A brief explanation of what each method is
- Why will adopting that method benefit them?
- Which method of ensuring high quality best suits that brand and why?

Success criteria

Slide detailing the task with cross AoLE link with English Language

Presentatio n quality



Form fields:

- Personal information:** Full name, Full address, Today's date, Email, Phone number
- Business information:** Company, Full address
- Introducing line:** (Dear (insert name),)

Your Address Street,
Address Town,
Address Area,
Postcode
Date:

Brand's Address Street,
Address Town,
Address Area,
Postcode

Dear whom this matter may concern at *Brand Name*,

I believe you should consider using the following methods to check the quality of your product/services...

- *A brief definition of quality control along with one potential advantage of using this method to check their product/service quality.*
- *A brief definition of quality assurance along with one potential advantage of using this method to check their product/service quality.*
- *A brief definition of total quality management along with one potential advantage of using this method to check their product/service quality.*

Overall, I think that the method that best suits your brand is _____, because _____...

Sincerely,

Your Name

This was a lesson that was given to a year 9 class regarding the topic of quality control in business. The lesson was delivered in an ICT room, so pupils completed the task on Microsoft word/publisher. The task required students to write a letter to their favourite brand or a brand of their choice, and tell them about the three methods of quality checking that they could adopt, as well as an advantage and a disadvantage of each method.

I chose to use this task as a part of this topic, as students had to write down the definition as well as advantages and disadvantages in order to have the material required to revise, however doing this by just writing the information down would be disengaging for students. By incorporating their favourite brand, and giving the task something more than just writing the definitions etc down, the pupils found it more enjoyable. Additionally, the layout of a letter was provided on the board along with the task, along with a more detailed scaffolding for those who required additional differentiation. Therefore, pupils learnt a cross link with English Language, as letter writing skills were also developed upon, which the majority of pupils said they had not done before.

Should I ever do this task again, I may consider asking them to do this task as an email as this would also cover the cross curricular responsibility link of digital competency to some aspect - through email is below this age group's expectation on the DCF. This could also be more relevant and entertaining to the pupils as letters are less frequently required and used in modern day life. That does however lose the cross AoLE link with English.

Additional scaffolding for those pupils needing lower differentiation

PASTA PRODUCTION LINE



This video was used as an example during a lesson to year 9 business students as a part of a series of lessons involving production, production lines, and production processes. Pasta production was a topic that was being covered in their compulsory food technology lessons, and all pupils had produced pasta in a previous lesson. After speaking to a food technology teacher, I completed my own research and easily found this video along with other food-related examples that created a cross area of learning and experience link between this topic in business and the topics being covered in the pupil's food technology lessons.

I believed this was a good example to use and the creation of the link would be beneficial for the pupils, as it will activate their prior learning experiences and therefore pupils should recall the knowledge learnt during the production lessons when they themselves are making the pasta in their lessons and hopefully at other times where a stimulus relating to that topic is presented.

Pupils immediately recognised the link and were very engaged with the video as they already had prior knowledge and were able to apply it. They were excited to be able to make the link. If I were to improve this for next time, further planning alongside the food technology teacher may have improved the timings of the lessons correlating with one another as they could have co-aligned slightly better than they did. For example, my lesson involving the video could have come after their initial briefing of the pasta practical lesson but before they made it for the first time, as this could then have also benefited their food technology lesson as they may have a better understanding of it before completing their practical lesson.

Critical Reflection

Monday, 9 December 2019 10:32

Introduction

During this assignment, three pedagogical principles outlined by Donaldson and the Welsh Government in the 2022 Curriculum, will be discussed. The discussion will occur through the use of academic literature and other relevant materials, to show how these pedagogical principles relate to effective teaching and practise, as well as making comparisons to my own teaching and practise by making references to the portfolio illustrating the progress made on the planning and implementation of the three chosen pedagogical principles. In addition, personal recommendations will be formulated based upon the outcomes of the evaluation of progress towards the pedagogical principles, to highlight areas of improvement and how this can be considered when planning and teaching in the future.

The pieces of evidence collected and used to demonstrate the progression of planning and implementation of the three pedagogical principles discussed throughout this assignment, were formulated during a professional teaching experience. This professional teaching experience was within an English Medium, mixed gender, 11-18 secondary comprehensive school (My Local School, 2018) within a fairly affluent catchment area. The school received a score of 'Excellent' in all areas of their Estyn Report (2017) and is within the green support category from the Welsh Government (2018) meaning they receive the minimum financial support from the Welsh Government to support them.

Discussion of literature on effective teaching and learning in relation to three pedagogical principles

Though the following three pedagogical principles are interlinked and aspects of each are transferrable to one another, for the purpose of this assignment the literature relating to each will be discussed as separate subheadings below.

Assessment for Learning

Assessment for learning is incorporated as one of the twelve pedagogical principles identified by Professor Graham Donaldson upon the Welsh Government's request that he developed a new curriculum for Wales in 2014 (Welsh Government, 2015). Within educational academic literature, assessment for learning (AFL) is defined as any form of formative assessment that is designed and physically practised with the intention of promoting and benefiting student learning (Black, et al. 2004). Black, Wiliam and colleagues are at the pioneers of assessment for learning and are those quoted by Donaldson (2015) himself within the report, suggesting that their definition of the term and methods is most accurate. In his report Donaldson (2015) discusses AFL as the pedagogical principle but also within the assessment subheading, suggesting its high priority importance going forward in education in Wales. It is stated repetitively throughout literature that AFL substantially raises the standards of learning for students (Black, et al 2004. Donaldson, 2015. Welsh Assembly Government, 2010.) Donaldson summarises Black and Wiliam's work by stating that effective AFL can double the rate of learning of students who are within classrooms where it is used, and a year's worth of work can be taught in 6 months should effective AFL be practised (Donaldson, 2015). Black et al (2002), also discuss how effective AFL can increase pupils end of year result by half a level at KS2&3, and half of a grade at GCSE – suggesting the practise of it actually has a positive effect

on summative assessment though it is a formative technique, suggesting its validity in increasing learning. The Welsh Assembly Government (2010 a&b) echo this idea, by stating that learning can significantly increase performance as well as motivation which produce better quality outcomes for pupils. AFL is also stated to increase student engagement within the classroom, and in turn develop skills that are transferrable to real life situations – making the learner more flexible, employable, and have a more all rounded knowledge (Welsh Assembly Government, 2010a) – which is one of the intentions of the new curriculum developed by Donaldson (2015). This possibly suggests why Donaldson and the Welsh Government made AFL one priority within the new curriculum for Wales.

Within the literature surrounding AFL, the method of practising effective AFL is mostly split into three subheadings: Questioning, Feedback, and Self/Peer Assessment (Black, et al. 2004. Black and William, 1998. Welsh Assembly Government, 2010b. being some examples.) These are discussed below.

Questioning is said to only be effective should it encourage the whole class to participate, should it be accessible to all, and should it be purposeful (Welsh Assembly government, 2010b) otherwise this is not effective AFL but questioning that will lead to demotivated pupils. This is due to the ‘smarter’ kids answering harder questions leaving others unable to engage, or lesser abled children easily identifying easier questions aimed at them (Welsh Assembly Government, 2010a). Teachers also demotivate pupils through questioning by leaving less than a second on average for pupils to answer questions, before modifying the question to make it easier or answering it themselves (Welsh Assembly government, 2010b. Black et al, 2004), leaving pupils feeling as though they were unable. Changing this wait time to just 3 seconds significantly increases the number of responses as well as the depth and detail of answers (Welsh Assembly Government, 2010b). Wiliam (2014) coins the term ‘hinge questioning’ to represent a pivot point(s) within the lesson that allows all pupils to feedback on their current understanding and for the teacher to change the direction of the lesson dependent on it to best suit their interests and needs of learning. In addition, the use of random name generation to increase participation in questions, as well as a system that allows pupils to feedback understanding with teachers are heavily suggested to be effective techniques at ensuring purposeful questioning is used (Wiliam, 2018). This is likely to increase motivation of pupils as they will feel as though their opinions are being heard and will respect that the teacher listens and is willing to put the effort in to change their lesson to best suit the pupil's requirements.

Progression feedback is considered to be equally as important as questioning when trying to ensure pupil engagement and retaining their attention and desire to learn. Effective feedback in 60% of cases studied by Black et al (2002), increased the performance of learners. Though this is a mid-range percentage and does not suggest a landslide in favour of the argument that effective feedback is crucial to learner development, it does provide evidence that effective feedback does have an impact on how pupils learn and should therefore be catered for by learning practitioners. Wiliam (2018) suggests that by providing effective feedback and future progression steps as opposed to a grade, pupils are forced to adopt a growth mindset (Dweck, 2007. Dweck, 2014) which in turn will lead to their increase in learning and progression (Dweck, 2007. Dweck, 2014).

Self and peer assessment are also considered as important within AFL literature. Wiliam (2018) forms the idea that pupil's motivation to improve and progress when given feedback is increased through peer assessment than feedback from a teacher. Welsh Assembly Government (2010a) mirror this idea, and state that this is likely to be either a result of vanity and wanting to compete with their peers as they dislike the idea that they are seen to be doing something ‘wrong’ by their peers, or

being the feedback given is in the same vocabulary that they themselves would use, so therefore may be easier to understand.

Cross Curriculum Responsibilities

Donaldson (2015) theorises that literacy, numeracy and digital competency are required throughout the new curriculum for Wales, so should therefore be a joint responsibility across all areas of learning and experience and has considered it as one of the twelve pedagogical principles. To become confident and abled in today's modern world, pupils must be leaving full time education with these skills in order to succeed. The addition of the Digital Competency Framework as a part of the cross curricular responsibilities (Estyn, 2018), as opposed to literacy and numeracy being the only cross curricular responsibilities previously, allows children to leave school with skills that are more adapted for the future modern world which is and will be primarily technology driven. Therefore the implementation of the digital competency framework, alongside the literacy and numeracy framework are effective in providing schools with a clear foundation to follow in providing students with the skill level that is required for their progression step (Estyn, 2018), and schools have so far adopted and taken the frameworks onboard well and are clear of the expectations as a result (Estyn, 2018). Ofsted (2018) agree with Estyn in the fact they too believe that certain skills should be implemented throughout a curriculum and throughout a whole school, as pupils are more likely to retain the skill having practised it within different subjects as the skill can then be applied to real life in different contexts (Ofsted, 2018). This reinforces Donaldson (2015)'s idea of implementing the cross curricular responsibility over all areas of learning experience and provides reasoning of the decision. However, Ofsted have not acknowledged digital competency as one of these skills, still focussing on literacy and numeracy, with more emphasis on literacy than any other cross curricular skill. This however is likely to be a result of Ofsted still evaluating on the basis of the National Curriculum (Ofsted, 2018) and not following a modern curriculum made for the demands of today's society, such as that developed by Donaldson and the Welsh Government. Therefore, Ofsted's exclusion of digital competence as a cross curricular skill does not provide any discreditation of the inclusion of digital competence as a cross curricular responsibility by the Welsh Government and Donaldson (2015). Smith (2017) provides evidence for the inclusion of digital competency by the Welsh Government and Donaldson, by depicting that those students exposed to digital technology and involvement with these technologies within their classes as a cross curricular skill/theme, are tremendously more abled with technology than those who are not. These pupils who are exposed to cross curricular responsibilities including digital competence are then more confident in fields that will be required and necessary in the world of work by the time these pupils leave education (Smith, 2017), so preparing them for that by taking the steps that Donaldson (2015) requests, and was granted in the form of the DCF, is essential to create successful future generations. Current and future pupils will be required to be more adaptable and flexible in their capabilities (Savage, 2011) meaning teachers must also be in their teaching; a worry and stress for some teachers as they feel as though they are not capable of teaching such skills (Smith, 2017). Kirk (2011) shares the idea of these teachers, and states that for cross curricular teaching to be a success, the teachers own skills must be above those expected of the pupils. This flaw of the cross curricular responsibilities set forward by Donaldson, is however ruled out by the foundation provided to teachers in the form of the LNF and DCF, which allow teachers a guideline to follow. Outside the box lessons which incorporate these cross curricular skills are essential. In the success of cross curricular teaching so must still be developed by teachers (Smith, 2017), so may still be challenging to some teachers, particularly the digital competence links. Literacy is considered the responsibility with the most opportunity to include in any subject lessons (Smith, 2017).

Across Areas of Learning and Experience.

Though Donaldson considered there to be six separate areas of learning and experience (Donaldson, 2015), he also believes that there should be links across these areas of learning, to cross the subject boundaries that are traditionally in place (Donaldson, 2015). This pedagogical principle highlights that student performance and knowledge increases should teachers plan with consideration of other areas of learning and experience and work collaboratively with other departments within the school (Donaldson, 2015). Though the subjects may not be directly transferrable to one another, a central theme that connects several areas of learning and experience is highly beneficial to the learners (Jacobs, 1989). Firstly, 3 quarters of pupils exposed to cross collaboration between several areas of learning experience (AoLE) believed it helped them to retain what was taught as well giving them a wider scope of the topic (Smith, 2017). Just the benefit of pupils enjoying the change and enjoying having several traditionally separate subjects come together shows that pupil engagement will increase, meaning increased learning is likely to follow (Hayes, 2010). By having several AoLEs input into one topic, it widens the scope of learning and creates a broader context for pupils to apply the learning to – in other words a constructivist view of learning. Donaldson's *Successful Futures* (2015) sets out to produce more all rounded individuals with a holistic view, which is only going to occur should AoLEs merge to a certain extent and provide learners with the view of topics as holistic and blur the subject lines (Morzano, 1991).

Teachers need to implement other AoLEs into their own lessons in order to cater for this need that pupils require within their education (Hayes, 2010). Fogarty (1995 & 2007) discusses the interdisciplinary subject areas as a spectrum or continuum as there is no defined quantity of cross area of learning and experience considered as the 'correct amount'. Therefore, the implementation for teachers has the ease of fitting in cross curricula links where suitable and meaningful (Fogarty, 1995. Fogarty, 2007. Donaldson, 2015), which delivers pupil's needs more accurately. This is because links to other subject areas that aren't sincere and natural will make pupils see the linking between AoLEs as a tick box exercise and will therefore fail to engage as well as they would should it flow naturally. Therefore, naturally forming opportunities to make links with other AoLEs should be presented in exciting and engaging activities that still have a meaningful affect upon on the pupil's learning by the teacher (Hayes, 2010). This can be done through using example videos, images, or tasks that can clearly relate and can be stated as taking something from another AoLE or subject area within that AoLE (Smith, 2010). An example being a link in relation to the industrial revolution in business may lend itself naturally to using a source they have used for the same topic in history – allowing them to add learning to something that they have previously learnt about and form the link between the two.

Conclusions about progress on implementation

To conclude, the main points within the literature previously discussed will be compared to the evidence of my own progression of planning and implementation of the three pedagogical principles chosen to be evaluated within this assignment.

For the assessment for learning pedagogical principle, I have provided three pieces of evidence relating to comments made during observations of my lessons to show my development within this principle. I have chosen these as evidence as I feel as though they demonstrate my progression the most – compared to sections of lesson plans that just simply state that I will ask a certain question etc. The comments made by mentors observing my lesson on the other hand comment on the effectiveness of my AFL methods and therefore are better at showing progression.

My progression contained the evidence and of the PTE as a whole when compared to the literature, shows that my assessment for learning mainly focusses around the questioning subheading identified by Black and William (Black, et al. 2004. Black and William, 1998. Welsh Assembly Government, 2010b). Though my questioning as an AFL method is has progressed to become effective, that leaves room for improvement within the Feedback and Self/Peer assessment subheadings of AFL. Though I have marked with consideration of how important feedback is, more time within my lessons could be allocated for considering the feedback perhaps before completing the next exam style question, etc.

My progression within my planning and implementation of the cross curricular responsibilities is rather successful for the point that I am currently at, however there is definite room for improvement. My evidence contains an example of a piece of work for each of the three responsibilities. Each example develops upon skills that would be useful outside of school, with the numeracy being monetary comparisons, the literacy being extended writing with use of exam style command words, and the digital competency making reference to using online Google/Gmail based software. Besides this evidence, almost all of my lessons are conducted within a computer room, so the digital competency framework is frequently referenced when planning lessons. This suits what literature discusses, as there is a lot of mention of the technological expectations of children when they enter the world of work (Smith, 2017). Estyn (2018) emphasises that the three skills must be considered across the curriculum within schools, and though digital competency and numeracy lend themselves easily to business, literacy does so less. Therefore, more needs to be done to encompass it within my future lessons, in other ways than just extended writing literacy, command words, and sentence structure within the extended writing.

One of the reasons Donaldson (2015) developed the new curriculum for Wales, and a message that is conveyed throughout Successful Futures, is that the new curriculum aims to blur subject boundaries in order to create more well-rounded individuals of our pupils, and allow them more chances to apply what they learn to real life contexts. I believe I have done this to a good level within the lessons I have really considered cross curricular links between AoLEs. I believe the piece of evidence regarding the Apple iPhone supply chain and linking this to Geography, as well as the conferring between myself and the food technology department in order to find examples of production in business that they can recognise from food technology lessons worked really effectively. These lessons have inspired me to involve far more links with other AoLEs where possible, where meaningful and suitable (Smith, 2010. Hayes, 2010).

Recommendations for further development

The following recommendations are those set for myself having evaluated my progress of the implementation and planning of the three principles discussed throughout this report. The first is to implement more self and peer assessment into my lessons to enable the students to receive the benefits of them doing so by feeling more comfortable receiving feedback from peers as opposed to the teacher, and in turn more likely to act upon the feedback. Additionally, another target set for myself in relation to assessment for learning, is to provide more detailed feedback. Having read literature on the importance of high-quality feedback and future progression steps, more time will be allocated in providing, as well as more time for the pupils to read and take this feedback on board within lessons to ensure that they are doing so. A third target set for myself would be in relation to cross curricula responsibilities – more specifically literacy. Though I have already implemented literacy into my lessons to develop pupil's skills in the field, I feel as though more could be done with more time planning for the literacy implementation as opposed to relying on the

more easily come to opportunities to incorporate numeracy and digital competence. Finally, a fourth target going forward would be to take every opportunity to make cross links with other AoLEs. Those done so far have been successful, so a careful eye looking for potential opportunities to do so will be in place in the future.

Word count: 3189 Words (3000+/- 10%)

Reference List

Monday, 9 December 2019 10:32

Bennett, R. E. (2011) Formative Assessment: A Critical Review. *Assessment in Education: Principles, Policy, & Practise*. 18(1) pp 5-25. Available Online At: <https://doi.org/10.1080/0969594X.2010.513678> [Accessed: 22/12/19]

Black, P. Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy, and Practice*. 5(1) PP. 7. Available at: http://wiki.biologyscholars.org/@api/deki/files/1278/%3Dblack_p_etal_1998b%5B1%5D.pdf

Black, P., Harrison, C., Lee, c., Marshall, B. and Wiliam, D. (2002). *Working Inside the Black Box: Assessment for Learning in the Classroom*. London: King's College London, Department of Education and Professional Studies.

Black, P. Harrison, c. Lee, C. Marshall, B. William, D. (2004). *Working inside the black box: Assessment for learning in the classroom*. Phi Delta Kappan. 86(1) PP. 8-21. DOI: 10.11221003172170408600105 [Accessed: 20/12/19]

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff: Welsh Government

Dweck, C. (2007) *Mindset: The New Psychology of Success*. 1st edition. New York. Random House.

Dweck, C. (2014) *The Power of Believing That You Can Improve*. TED Norrkoping 2014. Available Online at: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/up-next?language=en [Accessed: 22/12/2019]

Estyn. (2017). *A report on [REDACTED] Comprehensive School*. Estyn, Cardiff. Available online at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Y%20Pant%20Comprehensive%20School_1.pdf [Accessed: 20/12/19]

Estyn. (2018). *Preparing for the digital competence framework*. Estyn, Cardiff. Available Online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Preparing%20for%20the%20DCF%20eng.pdf> [Accessed: 22/12/19]

Fogarty, R. J. (1995). *The mindful school: how to integrate the curricula*. French Forest, NSW. James. Bennett Publishers

Fogarty, R. J. (2007). *Integrating curricular with multiple intelligences: teams, themes, and threads*. Thousand Oaks, CA. Corwin Press.

Hayes, D. (2010). The seductive charm of the cross curricular approach. *International Journal of Primary, Elementary, and Early Years Education*. 38(4) PP. 381-387. DOI:10.1080/03004270903519238

Jacobs, H. H. 1989. The growing need for interdisciplinary curriculum content. In

Interdisciplinary curriculum: design and implementation, Edited by Jacobs, H. H. Alexandria, VA. ASCD.

Marzano, R. J. (1991). Fostering thinking across the curriculum through knowledge restructuring. *Journal of Reading*. 34(7) PP. 518-525

My Local School. (2018).  *Comprehensive School*. Welsh Government. Available online at: <http://mylocalschool.gov.wales/School/6744096?lang=en> [Accessed: 20/12/19]

Ofsted. (2018). *HMCI commentary: curriculum and the new education inspection framework*. GOV.UK. Available Online at: <https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>

Welsh Assembly Government. (2010a). *Why develop thinking and assessment for learning in the classroom?* Welsh assembly Government, Cardiff. Available online at: <https://hwb.gov.wales/storage/2d2b99cd-5431-421e-ac8b-8608fe0edf05/why-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf> [Accessed: 20/12/19]

Welsh Assembly Government. (2010b). *How to develop thinking and assessment for learning in the classroom*. Welsh Assembly Government, Cardiff. Available Online at: https://www.gwegogledd.cymru/wp-content/uploads/2018/04/How_to_develop_thinking_and.pdf [Accessed: 20/12/19].

Welsh Government. (2015). *Successful Futures: Looking at the curriculum and assessment arrangements in Wales: A Summary of Professor Graham Donaldson's Report*. Cardiff, Welsh Government. Available Online at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf> [Accessed: 20/12/19]

William, D. 2018. in BBC. 2018. *The Classroom Experiment*. BBC, Cardiff. Available at: <https://www.bbc.co.uk/programmes/b00txzwp> [Accessed: 1/9/19].