

A written assignment showing how a series of learning opportunities can be inter-linked to demonstrate progression in an area of learning and experience.

Introduction

The purpose of this assignment is to examine if there is a correlation between the use of learning opportunities, such as Assessment for learning (AFL) strategies and signs of progression within a certain area of learning and experience (AoLE). This will be accomplished through the use of three lessons planned by the teacher, covering three different AoLEs and including a variety of different AFL strategies. As there will be a wide range of strategies used it will be clear to identify which strategies work best and if they demonstrate progression in an AoLE, which will in turn increase productivity in the classroom.

The targeted class for the lesson plans is Year 2, therefore between the ages of 6 and 7. The class consists of 24 pupils and one with additional learning needs (ALN). The child has Global Development Delay; therefore, they have a one-to-one helper and some activities have to be differentiated to tailor to their needs. The class consists of 3 ability groups: Higher ability, Basic skills and Lower ability which all contain 8 pupils. As there is a range of abilities within the class, most activities must be differentiated, whether to push the more abled children or to provide further support for the less abled. In terms of staff there are two additional adults including the one-to-one helper. According to the new curriculum, year 2 pupils should be working in the 'Progression step 2' category (Welsh Government, 2019). The lessons will target that step to ensure that the class is working at the level they should be for their age. However, as there are some pupils that are More Able and Talented (MAT) some of their activities could be geared to a higher progression step to ensure that they are getting pushed enough to ensure their academic evolution. The three chosen AoLEs for the lesson are 'Mathematics and Numeracy', 'Science and Technology' and 'Languages, Literacy and Communication'. Year 2 pupils should have basic prior knowledge in all of the AoLEs, however, especially in the chosen three. The lessons are designed to build on knowledge learnt in previous years and from knowledge gained whilst in year 2. For the 'Mathematics and Numeracy' lesson there is a focus on using standard methods and measuring. This builds on previous knowledge of using non-standard methods to measure objects. The focus on the 'Science and Technology' lesson is 'the life cycles of a bean'. Progression step 1 for 'Science and Technology' states that children can "recognise that living things grow" (Welsh Government, 2019). This prior knowledge suggests that the children would have learnt about life cycles. Therefore, the children should have a basic knowledge of how living things age and will understand the fundamentals when learning about the bean life cycle. Finally, the focus of the 'Languages, Literacy and Communication' lesson is writing a diary entry in a day of the life of the Giant from Jack and the Beanstalk. This activity will build on previous knowledge of adjectives and a variety of sentence starters. In addition, higher ability children will be asked to include similes, which they would have learnt previously.

As mentioned above the three chosen AoLEs are 'Mathematics and Numeracy', 'Science and Technology' and 'Languages, Literacy and Communication'. Historically these three subjects have been significantly prioritised and have been used as the foundation of the curriculum for years. As a result, Maths, English and Science were all made compulsory at GSCE underlining the importance that is placed on those subjects. The 'Mathematics and Numeracy' AoLE suggests that "It is imperative that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that they ensure learners develop mathematical resilience". Therefore, the lessons will be based on ensuring interaction and children having a hands-on experience to enhance engagement and to promote learning. Furthermore, the 'Science and Technology' AoLE states that: "The importance of scientific and technological literacy in our modern world cannot be understated". This is due to the fact that this AoLE allows pupils to "make informed judgements that impact their own behaviours and values". As a result, this allows children to make decisions by themselves, increasing productivity in the classroom. Finally, the 'Languages, Literacy and Communication' AoLE looks to "enable all learners to gain knowledge and skills in Welsh, English and international languages as well as in literature". Therefore, to ensure that the pupils obtain the optimum learning

experience, all lessons will include some form of Welsh in the form of incidental words, through commands etc.

Literature Review

Teaching is arguably centred solely around the ability to assess and therefore develop children, so that they can reach their true potential. Therefore, it is paramount that different Assessment for Learning (AFL) strategies are in place within a class to ensure that the teacher is able to see how the learner is coping with the work. Assessment for Learning is defined as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning where they need to go next, and how best to get them there” (The Assessment Reform Group, 2002)

The key idea of AFL is to provide the learner with on the spot feedback. Instant feedback is essential when talking about pupil development as it ensures that pupils know what they are doing wrong and how to improve on that. Stobart and Gips 1997 argue that “feedback is a crucial feature of teaching and learning processes and one element in a repertoire of connected strategies to support learning”. The instant feedback mentioned is also known as Formative assessment which links to AFL. The main form of assessment used in a classroom is formative assessment. Black and Wiliam (2009) argue that:

“Practice in a classroom is formative to the extent that evidence about student achievement is interpreted, and used by teachers and pupils, to make decisions about the next steps in instruction”.

However, there is another form of assessment known as summative assessment. Bloom et al. (1971) describe it “as judging, grading and certifying what the learner had achieved at the end of a course or programme”. Therefore, summative assessment would fall under the category of end of year tests or assessments to find out if the children had understood the information they were being taught. There are many uses of the data collected from Summative assessment. However, the Department for Education (DfE) (2013) state that there are three fundamental reasons for the information collected from summative assessment. These are:

- “Holding schools accountable for the standard of attainment and progress made by their pupils and groups of pupils’
- Informing parents and secondary schools about the performance of individual pupils
- Enabling benchmarking between schools; as well as monitoring performance locally and nationally”.

(DfE,2013)

Therefore, there are some reasons to continue to use summative assessment as a tool to monitor the work of pupils. Nonetheless, Black and Wiliam (2006) argue that “formative assessment may be peculiarly effective, as the quality of interactive feedback is a critical feature in determining the quality of learning activity and is therefore a central feature of pedagogy”. The drawback of summative assessment is that it is not on the spot feedback and sometimes is not a true measure of the pupil’s true ability. Clarke (2001) uses the analogy of Children as plants. Clarke (2001) argues that “Measuring the growth of a plant has its uses in terms of comparing sizes ... but measuring does nothing to improve the growth rate”.

As mentioned above there are many positive feelings regarding AFL and formative assessment. However, Didau (2014) argues that the concept of AFL might actually be flawed and feels that we should look at different methods. Didau (2014) states that “You cannot see learning; you can only see performance. If we measure performance then we may be able to infer what might have been learned, but such inferences are highly problematic”. This information was taken from a blog and

does not have the same level of credibility, but there is some research which supports Didau's work. Nuthall (2005) argues that "as learning occurs, so does forgetting" and that "learning takes time and is not encapsulated in the visible here-and-now of classroom activities." Therefore, it does not matter how well-gearred the questions are it is still extremely difficult to fully understand whether learning has taken place. However, there is more thorough research that encourages the use of AFL.

There are many links associated with AFL. Wiliam and Thompson (2007) outlined five key strategies that are central to the concept of AFL:

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1 Clarifying learning intentions and criteria for success	2 Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their own learning	

Figure 1- Five Key strategies of AFL. Integrating assessment with instruction. Wiliam and Thompson (2007).

Figure 1 is split into Teacher, Peer and Learner. The table emphasises that the concept of AFL involves everyone in the classroom to ensure optimum learning. Figure 1 shows the three Progression steps that are associated with the use of AFL in the classroom. The first key concept is all to do with involving the children in the choice of success criteria. It is suggested that pupils will understand what is expected of them and what outcome to expect if they recognise the different aspects of the success criteria and how to work towards that. Key concept 2 is focused around the teacher and the use of questions by the teacher. Wiliam (2011) states that it is "unprofessional to move on, without finding out what the students in the class know". Therefore, the use and quality of questions used by the teacher is essential in ensuring that teacher knows the level of understanding of the class and individuals. The third key concept is centred around the feedback given by the teacher. Feedback is defined as "information about a student's observed performance as measured against a certain standard, given with the intent to improve the student's performance" (Van den Bergh, L., Ros, A. and Beijaard, D., 2013). Therefore, in terms of AFL, pupils must be given feedback in order to improve. The focal point of the fourth key concept is 'peer assessment'. Co-operative learning has such a major role to play in schools through the use of strategies such as 'Think-Pair-Share'. It allows pupils to share ideas and work collectively as a team. It can especially work well when pupils of differing abilities collaborate on a piece, as the more abled pupil is capable of helping and improving the lower abled pupil. Finally, the fifth concept is all to do with 'self-assessment'. This can be done through strategies such as 'proofreading' and the 'traffic light system'. The use of 'self-assessment' is supported by Donaldson (2015):

"By reflecting on their understanding and performance in relation to clear criteria, they can identify areas of difficulty that might not be easily seen by an external observer".

Ultimately, it gives the pupil the chance to mark and assess their own work which is beneficial for the teacher as it shows them if the pupil knows where they are going wrong. Furthermore, the technique is in line with the 'Successful futures' report which is of course a positive in itself as the future of education in Wales is being centred around the report.

Discussion of lesson planning decisions

As part of this assignment it was necessary to plan three lesson plans spanning three different AoLEs. The purpose of the lesson plans is to demonstrate the wide range of AFL strategies that are on hand for teachers to use in the class to promote learning and progression (All lesson plans can be found in the appendix). Also, each lesson will be based on a carousel system, when one group is completing the focus task the other groups will be working independently.

For the first lesson plan, the chosen AoLE is Mathematics and Numeracy. As part of the lesson the pupils will be focusing on using standard methods to measure objects. This falls under the third 'What matters statement' for the specific AoLE which aims to build on "relationships involving properties of shape, space and position, and measurement focuses on quantifying phenomena in the physical world". The pupils will be building on previous knowledge of measuring using non-standard measures through the use of the story 'Jack and the Beanstalk', which they would have read previously. The children will be split into three mixed ability groups and the activities will be differentiated accordingly. During the introduction the pupils will be asked to think about the different ways we can measure objects and asked to discuss with a partner and then write their answers on a whiteboard. The use of 'think-pair-share' is a very affective AFL strategy to use as it encourages cooperative learning and allows for the pupils to have further thinking time to produce more sophisticated answers. Cortright et al. (2005) found that "In order for meaningful learning to occur, students must interpret, relate, and incorporate new information with students' existing knowledge and experiences". This shows that the pupils need to work cooperatively to ensure that they are using new information as a result of working with a partner. The pupils will be provided with 6 pictures of different sized beanstalks and a worksheet consisting of a table of results and a challenge question. The pupils will have to estimate the size of each beanstalk, accurately measure each beanstalk and work out the difference between the two. As part of the challenge question the groups will have to find the total of the difference column for all 6 beanstalks. The activity will be differentiated for each ability group, in terms of the amount of support given to them by the teacher. The more abled children will work independently to fill out the table, then the less abled groups will either work in pairs or have further guidance from the teacher. As plenary the pupils will be asked a variety of questions regarding the activity to replenish their memory. The pupils will use the traffic light system and colour in the appropriate traffic light that represents their level of understanding. Black and William (2006) state that it is a technique that "stimulates them to reflect on where they felt their learning was secure and where they needed to concentrate their efforts". This emphasises the importance of the use of traffic lights, as it shows the teacher how each pupil coped with the task. This lesson is fully in line with the 'Mathematics and Numeracy' and is geared to establish a deeper understanding in measuring. However, the lesson is somewhat cross-curricular as it incorporates forms of literacy. The National Literacy and Numeracy framework (LNF) states that pupils within the Progression step should:

- "listen to others with concentration, understanding the main points and asking for clarification if needed
- share activities and information to complete a task".

Welsh Government (2019)

These are the chosen skills from the LNF to be incorporated into the lesson to ensure that it is cross-curricular. Furthermore, the lesson will target 'Y Cwricwlwm Cymreig' through the use of incidental Welsh in the form of commands throughout the lesson.

For the second lesson plan, the chosen AoLE is 'Science and technology'. As part of the lesson the pupils will be tasked with learning and understanding about the life cycle of a bean. This particular activity falls under the third 'What matters statement' which aims to make the children aware that

“The world around us is full of living things which depend on each other for survival”. The pupils would have previously worked on life cycles in previous years, so the pupils would have the basic knowledge of how living things develop. The introduction will be a whole class activity in the form of a carpet session. The teacher will introduce the lesson familiarising the pupils with the book they had been reading and studying (Jack and the beanstalk). The pupils will be asked a number of questions throughout the carpet session but will be given increased time to think about their answers. Black, *et al.* (2004) state that “Increasing the wait time can help more students become involved in discussions and increase the length of their replies”. As a result, it allows pupils to think deeper about the different possibilities of answers they could provide. The teacher will use ‘lollipop sticks’ when choosing students to answer the questions. Vickery (2013) states that children “really need to focus on the lesson content in case they are asked questions about it”. It ensures that the teacher considers differentiation when asking questions. The needs of each pupil are being considered, to maintain levels of confidence and concentration. Then the children will be split into their ability groups as the activities will be differentiated accordingly. The teacher will quickly show the pupils the correct steps and WAGOLL (what a good one looks like). This ensures that the pupils know what they should be aiming for. The pupils will be provided with a written copy of the method, but it is in the incorrect order and they must work in pairs to decide the correct order. Then they must cut and stick in the correct order into their exercise books. The pupils will proceed to plant their bean in pairs following their methods and take a picture using an iPad. They will record their data each preceding week for 5 weeks, taking a new picture each week. Furthermore, they will measure their beanstalk every week and record the height in centimetres. Then as a plenary the pupils will be asked to sensibly estimate how tall they think their beanstalk will grow (in centimetres). After the fifth week the pupils will find the difference between their estimate and the actual height. Differentiation will come in the form of the language used in the method. More sophisticated language will be used in the method geared to the higher ability group compared to the lower ability groups. This lesson is fully in line with the ‘Science and Technology’ and is geared to establish a deeper understanding with life cycles. However, there is a cross-curricular approach to the lesson as it incorporates forms of literacy and numeracy. The National Literacy and Numeracy framework (LNF) states that pupils within the Progression step should:

- “follow and build upon a form modelled by the teacher
- use ordering words, *e.g. first, next, then, lastly*
- use knowledge and practical experience to inform estimations”

Welsh Government (2019)

The lesson is geared towards the Digital Competence Framework (DCF): “collect and organise data into groups, *e.g. represent data in pictures*” (Welsh Government, 2019). However, YCC will again be targeted through the use of incidental Welsh in the form of commands.

Finally, for the third lesson plan the chosen AoLE is ‘Languages, literacy and communication’ (LLC). As part of the lesson the pupils will be tasked with writing a diary entry in the day of the Giant from ‘Jack and the Beanstalk’. This precise activity aims to hit the third ‘What matters statement’ for the chosen AoLE which states “Learners who speak and write effectively are prepared to play a full part in life and work”. The pupils would have a basic knowledge of the different forms of writing which we can produce in order to present information and diary writing builds on this knowledge. The introduction will be a whole class activity in the form of a carpet session. The teacher will read out three diary extracts from fairy tale characters (*e.g. Goldilocks, Cinderella, Snow White*). The children will answer who they think the diary entry belongs to. The answers the pupils make will be made through educated guessing or knowledge acquired previously. The choice of picking pupils to answer who they think the diary belongs to will be done randomly through the use of lollipop sticks. As mentioned previously the use of lollipop sticks allows the teacher to use differentiation by asking certain pupils depending on their ability and level of confidence. The teacher may choose the lollipop stick of a child with lower confidence to answer a simple question in order to boost the pupil’s self-esteem, although the choosing process seems random to the pupils. This also encourages the pupils to

pay attention that the pupils to what is being said if they perceive that the process is random (Vickery 2013). The teacher will then ask some children to give a brief description of what they did the previous day and continue the conversation with another pupil and so on, including different forms of sentence starters and different adjectives. This form of assessment is known as 'basketball not ping-pong'. This strategy is used to develop more in-depth answers and different perspectives for the diary extracts. The children will be split into their ability groups as the activities will be differentiated accordingly. For the focus task the pupils will have to write a diary entry for the Giant, pretending to be the Giant themselves. The pupils will use a diary template provided by the teacher to present their work and this in turn will help improve their handwriting skills. To ensure that the work is tailored to the needs of the pupils' differentiation will be used. The lower and basic skills groups will be provided with a range of sentence starters which they have to include. Also, they will be tasked with including as many different adjectives in their writing as possible. The higher group will not be provided with the sentence starters, they will have to think of the sentence starters that they would have learned previously. As well as including as many adjectives as possible, they will be asked to include similes where applicable. This would build on a previous lesson- 'introduction to similes'. However, halfway through the activity the teacher will ask to see the pupils' books, using the 'tickled pink, green for growth' AFL strategy. The teacher will examine their books to ensure that the pupils are working on track. Using the visualiser of the pink highlighter and green pen gives instant feedback and can model effective formative assessment. To finish the lesson the teacher will choose three or four pupils per group to read out their entry to the remaining pupils. The group will then critically analyse each piece of writing, provide positives, negatives and what they could improve on. This is an example of 'peer assessment'. Race (1998) outline a range of advantages associated with 'peer assessment', such as improving learning and motivation. This encourages pupils to take accountability for their learning and to understand that making mistakes is part of the process of learning and not a means to give up. As previously mentioned, the lesson is centred around the LLC. However, YCC will again be targeted through the use of incidental Welsh in the form of commands.

In conclusion, there is of course an abundance of research outlining the benefits of AFL and formative assessment. So much to say that many believe that we should minimise formal testing. It is a common perception that children are only being taught how to take tests and not skills that can be transferred into everyday life. This is the problem with summative assessment, it does not particularly focus on assessment, it is more to do with evaluation. This focus on evaluation can be seen as a positive as it allows the teacher to see if the children understood that unit of work. However, a test cannot cover everything that the children have been taught, meaning that there is an emphasis put on remembering instead of actually learning. Furthermore, children receive minimal feedback as a result of summative assessment in comparison to formative assessment and the different AFL strategies. Feedback needs to be carried out straight away rather than next day or next week; this is the main aim of the AFL strategies. By using the AFL strategies, it provides teachers with more of a chance to pinpoint where the children struggle or where they are perhaps going wrong underlining the importance of the use of AFL. However, I have identified a few possible limitations that could limit the effectiveness of formative assessment. Some strategies mentioned and used in this assignment could have some drawbacks. I have witnessed first-hand some flaws in the 'traffic light system'. While on PTE the colour that the pupils choose does not always relate to their understanding. This is particularly visible with younger pupils as they could be influenced by peers. Also, they could be influenced by how much they enjoyed the task. Perhaps this particular strategy should be limited to Year 2 and above. Black and William (2006) state that "we cannot argue that development of formative assessment is the only way, or even the best way, to open up a broader range of desirable changes in classroom learning". However, I do believe that the use of formative assessment is the strategy that will reap the most desirable changes. This is due to the fact that it is geared towards how teachers should be teaching in line with the new curriculum to ensure that Donaldson's (2015) four purposes are met. It ensures that children receive the optimum learning experience by confirming areas in which the child needs to improve in order to reach their full potential.

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Appendix 1

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Lloyd Evans	Class:	Year 2
AoLE or Subject	Mathematics and Numeracy (Progression step 2)	Date:	14 th October 2019
Lesson Focus:	Measuring using standard units		
Meaningful links to Curriculum	Geometry focuses on relationships involving properties of shape, space and position, and measurement focuses on quantifying phenomena in the physical world		
Meaningful links to: Cross Curricular Responsibilities	<u>Literacy</u> • listen to others with concentration, understanding the main points and asking for clarification if needed • share activities and information to complete a task. <u>Numeracy</u> • select appropriate mathematics and techniques to use • use standard units to measure: – length, height and distance: metres, half meters or centimeters • identify steps to complete the task or reach a solution <u>YCC</u> • The Cwricwlwm Cymreig will be followed through the use of Welsh commands throughout.		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • apply standard units in practical situations to measure length, • make estimates and comparisons with measures. • use language and standard units, such as centimeters, to discuss sense of size.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can compare the size of items and make sensible estimates of their length I can use standard units to measure length. I can use the correct language when describing the size of an object.	<u>Think Pair Share</u> The pupils are given a question, given time to think individually, then time to discuss ideas with a partner; and finally, the pair share their ideas with the rest of the group. This extends thinking time, allowing the pupils to consider different, more refined answers. Also, it is beneficial in ensuring that the learners with low self-confidence actively contribute. <u>Mini Whiteboards</u> Through the use of mini whiteboards either as individuals or as groups allows the pupils to display their answers and supports all pupils to make a contribution. The teacher can select a few to read aloud or identify a wrong answer before the pupil has read out. Also, has the potential to provide formative

	feedback, which the pupils can use in the short term to help them improve. <u>Traffic light system</u> Can be used to develop thinking and assess learning of the pupils. Also, the strategy can be used before or after a section of work and it provides the pupils formative feedback and is a chance for the students to self-assess their own work. This allows them to prioritise their future efforts towards the things they don't yet understand or cannot yet do. They need help in sub-dividing the content or skills before they can use the colours but can then focus on trying to turn reds to amber and ambers to green.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduction: Build on previous learning, the children have already learnt how to measure using non- standard methods but need to move onto standard methods- e.g. using centimeters. The teacher will show the pupils a picture of a beanstalk using the interactive whiteboard and ask for the different ways Jack could measure it. Teacher writes down each answer from the pairs on a A3 piece of paper and discusses with the whole group which answer would give the most accurate measurements. Then explain to the class, that the correct way to measure things is using a ruler, and we measure in centimeters. With the higher ability include some challenging questions using meters e.g. if 1 metre is 100 cm what would $\frac{1}{2}$ be in centimeters?	Pupils will be spilt into groups of 6 based on ability: • Group Coch (lower) • Group Oren (basic skills) • Group Gwyrdd (higher) When a group is working on the focus task the other two groups will be working independently using continuous provision. The children will then be spilt into pairs in their groups and using think pair share they will discuss and think of how Jack could measure the beanstalk. Then, the children will write their answers on a mini whiteboard and show their answers to the group and the teacher.	Interactive whiteboard A3 paper 6 Mini whiteboards

Teaching & Core Learning	Main activity: The children will be provided with 6 pictures of different sized beanstalks and a worksheet consisting of a table of results and a challenge question. The children will have to estimate the size of each beanstalk in centimeters. Then, measure the beanstalks accurately using a ruler. The children will then be required to find the difference between estimate and actual results As part of the challenge question the groups will have to find the total of the difference column for all 6 beanstalks. They will compare their scores with the people in the group and the pupil with the lowest score is the winner.	Pupils will be working in their ability groups however they will be working individually to fill in the table. However, with the lower ability they may require further guidance from the teacher for certain elements of the table. Therefore, there will be a differentiation in support given to the different ability groups to ensure that all the groups obtain the optimal learning experience.	Beanstalk worksheet
Plenary	The teacher will discuss with the pupils what they have learnt asking a variety of questions, such as ‘what should we use if we want to measure something accurately?’	After the pupils finish the worksheet, the ‘traffic light system’ will be put in place. The pupils will colour in the appropriate face on their worksheet which represents their understanding. If they had understood they would colour the happy face in green, and so on. This will allow the teacher to determine who understood and who did not.	Red, Orange, Green coloured pencils

Appendix 2

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Lloyd Evans	Class:	Year 2
AoLE or Subject	Science and technology (Progression step 2)	Date:	15 th October 2019
Lesson Focus:	Understanding the life cycle of a bean.		
Meaningful links to Curriculum	The world around us is full of living things which depend on each other for survival.		
Meaningful links to: Cross Curricular Responsibilities	<u>Literacy</u> • retell narratives or information that they have heard, sequencing events correctly • follow and build upon a form modelled by the teacher • use ordering words, <i>e.g. first, next, then, lastly</i> <u>Numeracy</u> • use knowledge and practical experience to inform estimations • use standard units to measure: – length, height and distance: metres, half metres or centimetres <u>DCF</u> • collect and organise data into groups, e.g. represent data in pictures <u>YCC</u> • The Cwricwlwm Cymreig will be followed through the use of Welsh commands and vocabulary throughout.		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • identify parts of living things and their function. • I can compare and contrast how living things develop.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can identify and describe the basic structure of a common flowering plant. I can describe how a bean develops during its life cycle.	<u>Increase thinking time</u> Increasing 'thinking time' for learner response to at least five seconds allows learners to answer open questions and not those simply based on recalled facts. This in turn improves the quality of answers/quality of talk <u>Lollipop sticks</u> The process can be used for random reporting back, so that no one in the class knows who will report back to the whole class until the teacher randomly chooses a name. This in turn ensures all learners have to fully understand the ideas/ solutions discussed. <u>Think, Pair, Share</u> The teacher poses a question, the pupils are given time to think individually, then time to discuss ideas with a partner; and finally, the pair share their ideas with the rest of the group. This extends thinking time, allowing

	the pupils to consider more sophisticated responses.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions) Lloyd Evans (1800904)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduction: The teacher will introduce the lesson familiarising the pupils with what book they had been reading and studying (Jack and the beanstalk). Ask the children ‘What did Jack plant in the story?’ and ask, ‘if we wanted to grow a beanstalk, what kind of things would we need?’ The teacher would give them extra thinking time allowing them to think about their answer. The teacher will use the interactive whiteboard to show the class a power point of a bean life cycle, stopping at key points to ask questions using lollipop sticks. The power point also includes a time lapse of the changes that the bean will undertake. Therefore, the pupils can see first-hand the transformation of bean to bean stalk.	The introduction will be a whole class activity as a form of carpet session. The pupils will be asked a number of questions throughout the carpet session but will be given increased thinking time to think about their answers. Also, the lollipop stick system will be in place when asking questions which will hopefully ensure that children listen during the power point as the question asking process is random.	Interactive whiteboard Lollipop sticks
Teaching & Core Learning	Main activity: The teacher will quickly show the pupils the correct steps and WAGOLL (what a good one looks like). Then, the children will be provided with a written copy of the method but is in the incorrect order and they must work in pairs to decide the correct order. Then, cut and stick in	Pupils will be working in their 6 ability groups: • Group Coch (lower) • Group Oren (basic skills) • Group Gwyrdd (higher) When a group is working on the focus task the other two groups will be working independently using continuous provision.	Plant pots Beans - 1 per child plus extra Compost Small watering cans Sticky labels

	the correct order into their exercise books. The children proceed to plant their beans (in pairs) following their methods. After they plant their bean, they will use an iPad to take a picture of their pot and label their names on the pot. They will record their data each preceding week for 5 weeks, taking a new picture each week. Furthermore, they will measure their beanstalk every week and record the height in centimetres. Pupils will be given a 'My diary of a bean plant' booklet to record all of the data mentioned.	Pupils will work in pairs to determine which are the correct steps for the method. However, the Lower Ability group will have more teacher support compared to the Higher Ability to ensure that the activity is tailored to the needs of the pupils.	'My diary of a bean plant' booklet
Plenary	Plenary: The children will have to sensibly estimate how tall they think their beanstalk will grow (in centimetres) by the end of the 5 weeks. The pupils will then find the difference between their prediction and the actual results.	Pupils will work with their partner to decide on a sensible prediction for the height of their beanstalk at the end of the 5 weeks.	'My diary of a bean plant' booklet

Appendix 3

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Lloyd Evans	Class:	Year 2
AoLE or Subject	Languages, literacy and communication (Progression step 2)	Date:	16 th October 2019
Lesson Focus:	Write a diary entry in the day in the life of the giant		
Meaningful links to Curriculum	Learners who speak and write effectively are prepared to play a full part in life and work.		
Meaningful links to: Cross Curricular Responsibilities	<u>Literacy</u> • re-read and improve their writing to ensure that it makes sense • use language appropriate to writing, including standard forms of English • start sentences in a variety of ways • use connectives for causation and consequence, <i>e.g. because, after</i> • use full stops, question marks, exclamation marks and commas for lists <u>YCC</u> • The Cwricwlwm Cymreig will be followed through the use of Welsh commands and vocabulary throughout.		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Organise their writing into a logical sequence or structure in a paragraph. Read over their work and use a range of familiar strategies and tools to improve their writing.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can write a diary entry using paragraphs and sequencing.	<u>Lollipop sticks</u> The process can be used for random reporting back, so that no one in the class knows who will report back to the whole class until the teacher randomly chooses a name. This in turn ensures all learners have

I can look over my work and make any changes needed to improve my writing.	to fully understand the ideas/ solutions discussed. <u>Basketball not ping pong</u> Using more than one pupil to answer the question provides more in-depth answers and different perspectives for the diary extracts. <u>Tickled pink, green for growth</u> Using the visualiser of the pink highlighter and green pen gives instant feedback and can model effective formative assessment. <u>Peer Assessment</u> Pupils may accept from one another criticisms of their work which they would not take seriously if made by the teacher.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions) Lloyd Evans (1800904)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	The teacher will read out three diary extracts from fairy tale characters (e.g. Goldilocks, Cinderella, Snow White). The children will answer who they think the diary entry belongs to. After all, three have been answered the teacher will talk about the different sentence starters used in the three extracts and why we need to include them when writing, then, ask for other examples from the class. Teacher will then ask some children to give a brief description of what they did the previous day and continue the conversation with another pupil and so on. However, the children will be expected to use forms of sentence starters and different adjectives.	The introduction will be a whole class activity as a form of carpet session. The choice of picking children to answer who they think the diary belongs to will be done randomly through the use of lollipop sticks. Furthermore, when the children are talking about their own brief diary entries 'basketball not ping pong' will be used to ensure that a range of stories are told, and children contribute.	3 diary extracts Lollipop sticks
Teaching & Core Learning	For the focus task the pupils will have to write a diary entry for the Giant, pretending to be the Giant themselves. The children will be given a diary template, which will help improve their handwriting skills. The teacher will provide different sentence starters and	Pupils will be working in their 6 ability groups: • Group Coch (lower) • Group Oren (basic skills) • Group Gwyrdd (higher) When a group is working on the focus task the other two groups will be working independently using continuous provision.	Diary template Pink highlighter Green pen

	language patterns for the children to make use. Also, will ask questions such as, 'What would you do? What do you think would be different?' Half way through the activity, the teacher will check the work of the pupils to ensure that they are working on the right track.	As a form of differentiation, the children will be asked to include different things in their diary entry depending on their ability group: • Group Coch & Oren will be given sentence starters and asked to include as many adjectives as they can think of. • Group Gwyrdd will be tasked with not having the sentence starters and as well as using as many adjectives as they can, include similes where possible. (Similes would have been introduced in previous lessons) Half way through the activity the children will stop the activity and take their work to the teacher, using the tickled pink, green for growth strategy ensuring that the children have understood what they are meant to do and that they are including the specified techniques in their diary entries. After they finish their work, they will read over it and correct any mistakes.	
Plenary	Teacher will ask if anybody wants to read their diary out and will choose 3/4 each group and will critically analyse each piece of writing with the group.	Children will analyse the pieces of writing and say what they thought about it as a form of peer assessment.	Completed diary entries.

	Using questions such as 'What did they do well?' 'What did they do not so well?' 'What could they do next time?' as a form of peer assessment .		
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